

Winter 2022 Faculty Commons Program



As we welcome another new year with continued uncertainty and two years of living through challenging circumstances, we do have one certainty – the culture of care and community we have intentionally developed in the Faculty Commons. We have responded to taxing global, national, and institutional events by linking arms, researching and innovating, and creating safe and brave spaces to persevere and arrive even stronger today. This is not to say that any of it has been easy – far from it. I just know that since spring 2020, we have had record numbers of faculty involved in facilitating and participating in our offerings by each other and for each other. This winter continues the trend of different faculty stepping up to take on leadership roles through the Commons. We are starting *11 new offerings*, and as always improving our classics. Take a look at **WHAT'S NEW:**

Culture-Specific Learning

"Black Faculty Panel: Choosing Content and Practices that Matter"

"Latinx Culture 101"

Online Course Design

"The Importance of Course Design: How to Make Canvas and Pedagogy a Winning Combination for any Modality"

Book Clubs

"Equity-Centered Trauma-Informed Education"

"How the Word Is Passed: A Reckoning with the History of Slavery Across America"

"Not 'A Nation of Immigrants': Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion"

Have you ever thought about...

"How YOU Define Critical Thinking"

"The Basics of an Inclusive Hybrid Course"

"Creating Rubrics while Following UDL Standards"

Cross-Campus Project

"Mid-Quarter Student Course Evaluation Pilot Project"

Wellness

"The Space Between Us: Healthy Boundaries for Effective Classroom Interactions" (On-campus)



Thank you to Mark Mappala, Faculty Commons Council member 2019-2021, for this updated Faculty Commons logo! We love the organic sense of community, diversity, and movement you've conveyed.

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Educational Equity: High-Impact, Culturally Responsive Teaching & Learning

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. These workshops prepare faculty to teach in online, hybrid, on-ground, or blended classes. 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.

The Developing Instructor Academy

We are thrilled that **115 faculty** have completed one of the different strands of this academy **since its inception in Fall 2018**. Thank you, Jen Anderson, for designing this series, and Timothy Chang, for building on the foundation Jen created. Will you be next to get started in the Academy or complete all three strands soon?

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 culturally responsive college teaching, learning, and assessment and divided those into 3 strands: **Nuts and Bolts of College Instruction, Student Engagement, and Transparent and Relevant Assessment**. Participants will come away with a theoretical understanding of the topics and practical applications of these integral elements of teaching for your courses. You might discover an area you would like to dive deeper into in future quarter workshops, and Timothy Chang will help you make those plans.

Sign up for one strand this quarter; make a plan to complete all 3 over time.

Days/Times of Synchronous Sessions	Fall	Winter	Spring
4 Wednesdays 9 – 10:30 a.m.*	Nuts and Bolts of College Instruction	Student Engagement	Transparent and Relevant Assessment

Student Engagement Strand

Poly-synchronous: Workshop series **begins the week of January 10, 2022**.

*Required synchronous sessions on four **Wednesdays (9-10:30 a.m.)** on these dates: **January 19, February 2, February 16, March 2**.

I had many chances to experience the great tools or strategies as a student in this series of workshops. This motivated me to try these tools and strategies in my classes. - Spring 2021 Participant

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 course 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. See the detailed workshop topics below.

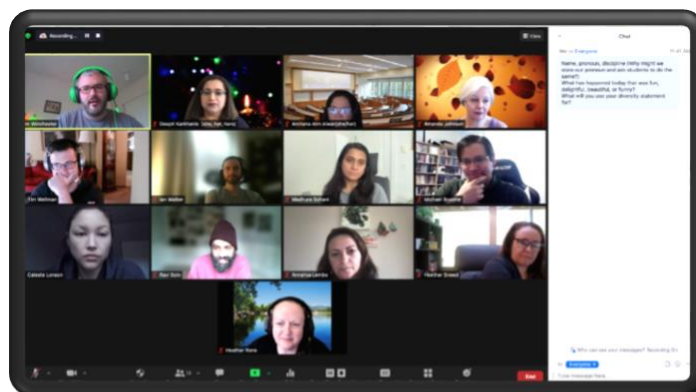
25 PD Hours

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

15 seats; FULL

For more information, contact Timothy Chang, Basic and Transitional Studies (BaTS)

How People Learn	Brush up on the basics of how people learn, including brain research, UDL, metacognition, and equity.
Cultural Responsiveness	Dive into what it means to be a culturally responsive instructor. Explore culturally responsive practices and how to provide an equitable classroom where all students' voices and experiences are represented.
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.
Making the Most of Tech Tools	Try out a variety of tech tools to engage our students.
Facilitating Discussions & Enhancing Presentation Skills	Presentations and discussions are essential components in our teaching. Spend time practicing our presentation skills and sharing tips we use to engage our students in discussions.
Implementation/Application and Reflection	Time to dive deeper into one of the topics or tools shared and try it out! Reflect on your choice, what you did, and how it went. Our time together will culminate with a final engagement plan for your classes.



Creating Community in the Virtual Commons

Quality Face-to-Face, Online, and Hybrid Pedagogy

The Importance of Course Design (New)

How to Make Canvas and Pedagogy a Winning Combination for any Modality

4-week Poly-synchronous Workshop with required synchronous sessions:

Wednesdays, Jan 12, 19, 26 and Feb. 2, 2:30-4 p.m.

The last two years with remote instruction have challenged how we, as instructors, teach effectively. In the beginning of the pandemic, we scrambled to post our entire courses online as well as think strategically how to communicate effectively through screens. Even as we begin to trickle back to in-person instruction, expectations, thus instruction, has been forever changed. Have you thought about what the purpose would be for your Canvas sites? What are some pedagogical practices on Canvas we will continue to keep, and how can we implement purposeful design to reflect the reimagining of what our Canvas sites will look like?

After this workshop, participants will be able to:

- Reflect on current course design choices and what may need re-envisioning as faculty use Canvas in any modality
- Discover the link between their design choices and pedagogical purpose
- Learn how intentional design choices impact student learning

12 PD Hours

\$200 stipend*

14 seats: FULL

[Donna Miquel](#), A&H, and [Betsy Zahrt Geib](#), eLearning

Mid-Quarter Student Course Evaluation Pilot Project (New)

1 Meeting: Thursday, January 13 from 1:30-2:30 p.m. via Zoom.

Are you interested in helping transform the student course evaluation process to maximize our students' voices and help minimize bias in the evaluation process? Are you willing to engage your students in a mid-quarter evaluation that allows you to get feedback in time to potentially make changes to benefit your current students? If so, join us in our quarter-long pilot of a mid-quarter evaluation that may become part of our formal course evaluation process.

Mid-quarter evaluations allow instructors to "check the pulse" of the class, gain valuable insights regarding students' learning experience and identify changes that could be made to enhance that experience. Many of you already administer informal mid-quarter evaluations in your classes. What if we made mid-quarter student evals a part of our formal evaluation process? This project is led by the Faculty Evaluation Workgroup - now a part of the ATD initiative - in collaboration with the Faculty Commons. This workgroup is innovating ways to decrease the bias and increase the usefulness of faculty

evaluations: student, self, and peer. Your participation in this project can help us determine our final recommendations.

Participation in this pilot project requires the following:

- Attend a project overview meeting on Thursday, 1/13 from 1:30-2:30 p.m. via Zoom. The meeting will be recorded for those who cannot attend.
- Commit to administering an anonymous student evaluation during weeks 5-6 of winter quarter.
- Commit to reviewing the data and consider adapting your course for the second half of the quarter based on your students' feedback.
- Complete a reflection on this process.

9 seats available this winter: [Register](#) to participate.

Stipend for completing all parts of the project: \$150

For information, reach out to Jen Anderson, Lindsay Haney, Tonya Estes or Harlan Lee, project leads.

Accommodations Unwrapped

6 Thursdays, January 13 – February 24, 10:30-11:30 a.m. (New time from original posting!)

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 wonder how you will handle it, especially now with everything else going on? 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!

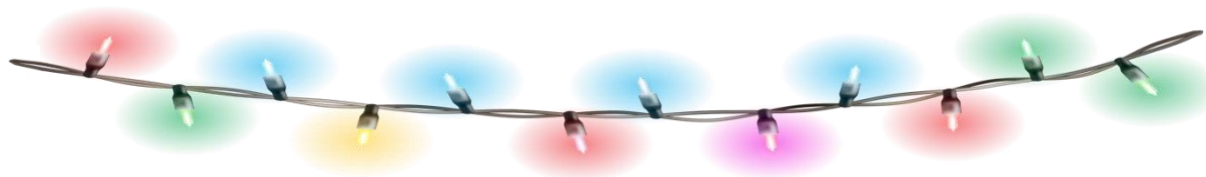
Co-facilitators, **Marisa Hackett**, Director of the Disability Resource Center, and **Sara Sanders Gardner**, Director of the Neurodiversity Navigators Program, bring a rich history of creating and implementing accommodations in a variety of settings. Don't miss this opportunity to learn from two of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

12 PD hours

\$200 stipend*

2 seats: [Register Here](#) for Accommodations Unwrapped

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



Cultural Responsiveness Series

Critical Knowledge of Self, Our Students, and Society

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

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 create supportive, equitable and culturally sustaining learning opportunities for all our students. **Since our first pilot offering in Winter 2020, over 170 faculty and staff have participated in Asian-American Studies, Antisemitism, Why Black Lives Matter 101 & 201, Whiteness, and Arab Culture.** This quarter, we're adding a Black Faculty Panel and Latinx 101.

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 continually engages in learning about culturally responsive teaching practices and the cultural identities of the students they serve to create meaningful connections between what students learn 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 would like to further understand, and then choose that topic and register!

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, Culturally Responsive Practices Lead**

Whiteness 101: Defining White Culture

Poly-synchronous: Pre-session work & 3-hour collaborative session on Friday, January 14, 9:30 a.m.-12:30 p.m.

I found useful...The caring and compassionate space that the facilitator created to have authentic and mindful conversations. Her awareness to cater this space not only for white faculty, but also faculty of color. - **Fall 2021 participant**

In this interactive workshop, participants will explore the concept of whiteness and their own expression of it. We will discuss terms, common questions, and the basics of white culture and how it supports

white supremacy. Participants will read and learn from the work of Black anti-racism scholars and support each other in understanding how to begin divesting from whiteness. The purpose of this workshop is to equip participants with a vocabulary and awareness of whiteness as well as strategies for personally divesting from whiteness, particularly in the classroom and when working with students. This workshop is meant as an introduction or step in the lifelong journey of dismantling white supremacy in ourselves and our institutions. All are welcome to join!! That means you.

6 PD Hours

\$100 stipend for faculty who complete the final reflection.

1 seat left: [Register Today!](#)

Questions about this session should be directed to [Christina Sciabarra](#), Connected Learning.

Black Faculty Panel: Choosing Content and Practices that Matter (New)

Friday, February 18, 11 a.m.- 12:30 p.m.

Perspective. There is power in learning from our colleagues, the power of unique perspective. Join the Faculty Commons in honoring Black History Month with a lunch hour discussion about choosing content and practices that matter in closing the achievement gap. Bellevue College Black faculty across disciplines will share and discuss their perspectives on pedagogical strategies and course content they have utilized in their classrooms.

Current Panel Members: Ron Holland (moderator), Dexter Booth (English), Tamara Boynton Howard (Healthcare Promotion Mngmt), Cliff Cawthon (Political Science), Dellysa Edinboro (Cultural and Ethnic Studies) Caroline Leffall (Business Management), Jamiiru Luttamaguzi (Math), Nick Russ (Cultural and Ethnic Studies), Corvilia Thykkuttathil (Parent Education)

Please [sign up](#) so we can send you a calendar invitation and link to panel session.

Questions about this session should be directed to [Ron Holland](#), Culturally Responsive Practices Lead.

Latinx Culture 101 (New)

Wednesday + Friday, March 2 + 4, 2:30-4:30 p.m.

Canvas-based pre-session work will be available by February 23

This workshop explores the experience of our Hispanic students. . . Wait? Isn't it Latinx? Latine? Latino/a? We will explore these terms and the history of these terms while looking at the experience of Latinx students in higher education in general and at Bellevue college specifically. We will also look at the opinions of real BC students and what they have to say alongside popular writers on the topic like Victor Villaseñor and Jennine Capó Crucet. We will also explore Culturally Engaged pedagogy that helps first-generation students see themselves in the curriculum, as well as strategies to support the mental health of this student population.

8 PD Hours

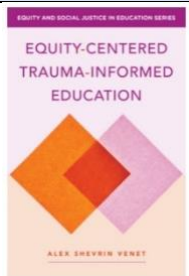
\$150 stipend for faculty who participate in both session and complete the final project.

2 seats: [Save Your Seat!](#)

Questions about this session should be directed to José Aparicio, A&H, or Ana Bravo, Counseling.

Book Clubs

Our book clubs focus on topics that build our cultural responsiveness. Each book club is run a bit differently, some like workshops with deliverables, and others more like a discussion group. Please read the description carefully to understand the expectations. There will be a few books available to borrow first come, first served in the Faculty Commons. You may wish to purchase your own copy or e-copy: check with your division to purchase with your college PD funds. Some books are available in our library.

2021-2022 Book Clubs with a Focus on Cultural Responsiveness	
Winter 2022	Links to Books
Equity-Centered Trauma-Informed Education , Alex Chevrin Venet Facilitators: Jamie Cho & Jennifer Parada	
How the Word Is Passed: A Reckoning with the History of Slavery Across America , Clint Smith Facilitators: Ron Holland	
Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion , Roxanne Dunbar-Ortiz Facilitators: Christina Sciabarra & Renee Nejo	

Equity-Centered Trauma-Informed Education (New)

Tuesdays, February 1-March 1, 1:30-2:30 p.m.

As we emerge from the pandemic and move back to in-person classes, we can better understand ways to center equity and support our students through trauma-informed practices. Join Jamie Cho (Early Learning and Teacher Education) and Jennifer Parada (Psychology) for this book discussion to engage with action steps to re-envision teaching and learning through the lens of “respond and prevent.” We will learn how to bring equity to the center of trauma-informed education through proactive implementation of trauma-informed practices as they relate to relationships with students, shifts in policy and leadership, and student activism. Learn more about the book [here](#).

12 PD Hours

\$200 stipend* for attending a minimum of 4 of the 5 sessions and completing a project

4 more seats maximum: [Register Early!](#)

5 books available to check out in the Faculty Commons

Please reach out to [Jamie Cho](#), HSEWI, or [Jennifer Parada](#), Social Science, for questions.

How the Word Is Passed: A Reckoning with the History of Slavery Across America (New)

5 Wednesdays, February 2, 9, 16, 23, March 2, 1:30-2:30 p.m.

"A deeply researched and transporting exploration of the legacy of slavery and its imprint on centuries of American history, *How the Word Is Passed* illustrates how some of our country's most essential stories are hidden in plain view—whether in places we might drive by on our way to work, holidays such as Juneteenth, or entire neighborhoods like downtown Manhattan, where the brutal history of the trade in enslaved men, women, and children has been deeply imprinted." Please go to the NY Times – 10 Best Books of 2021 – review [linked here](#) to read more – you may have limited free articles.

Join your colleagues in an open and engaging conversation of Clint Smith's book and reflect on history from an often underrepresented perspective.

12 PD Hours

\$200 stipend* for attending a minimum of 4 of the 5 sessions and completing a project

7 seats remaining: [Register to join](#) this book club!

8 books available to check out from the Faculty Commons

Please reach out to Ron Holland, CRP Lead, with your questions.

Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion (New)

Thursdays, February 3 & 17, March 3 & 17 from 3-4 p.m.

Join us for a discussion of the new book from Roxanne Dunbar-Ortiz (author of "An Indigenous Peoples' History of the United States") that "debunks the pervasive and self-congratulatory myth that our country is proudly funded by and for immigrants." Visit Beacon Press to read more: [Not 'A Nation of Immigrants'](#).

In this group, we will learn about settler colonialism and the many tactics employed as part of this ideology and policy. We will talk about immigration and the concept of immigrants versus white settlers seeking to employ colonial techniques. This group is designed for anyone who is interested in learning more about these concepts, in bringing these concepts into the classroom, and/or knowing more about the actions you can take to address it.

8 PD hours for participating in all meetings. [Register to join!](#)

No stipend as this will be run as a book discussion with no deliverables

5 books available to check out from the Faculty Commons

1 e-book concurrent-use subscription through the BC Library

Please reach out to Christina Sciabarra, Connected Learning, or Renee Nejo, iBIT

Have You Ever Thought About ...? A Series to Inspire!



This new series in the Faculty Commons grew organically from connections made between our Commons, faculty, and campus areas over the years. A Faculty Commons mission is to inspire faculty to develop by engaging in professional learning. As instructors, we know growth happens in many ways: by learning, teaching others, and interacting with diverse learning communities, to name a few. This series provides a platform for faculty experienced in transformational practices to share and inspire others to try them out! Please read the descriptions for meeting days and times as well as potential PD hours. Then sign up so we know you're coming and can send you a calendar invitation and participation link.

Have you ever thought about...?

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

Thursday, January 13 from 1:30–3:30 p.m.

Join this session early in the quarter to start off with a solid plan for engaging with your students in your online courses. Learn practical ways to be present 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.

Integrating Social Media into Your Instruction

Two Gatherings: Stay Tuned for Updated Information

Join this Social (Media) Club to share ideas about integrating a variety of social media into your courses. We know that our students use a variety of media to connect with friends, family, news, information, and entertainment. What are all those media out there? How can we use them to make a positive impact on our students' learning? This is an informal, sharing community that we would like to meet with monthly to build innovative, safe, and meaningful ways to connect our coursework and students on cool internet applications!

[Registration coming soon](#) for Integrating Social Media into Your Instruction

Christina Sciabarra will be convening these meetings! Please reach out to her for more information.



How YOU Define Critical Thinking (New)

Tuesday, January 25, 12-1 p.m.

Over fall quarter 2021, a group of 12 instructors from across the campus thought critically about critical thinking, focusing on the definitions and pedagogies within our disciplines. A guiding focus of our learning was the new book, *Infusing Critical Thinking into Your Course* by Linda B. Nilson, while also learning from how each of us already approaches the instruction of critical thinking – one of our college's general education outcomes and a skill imperative for our students to develop. In this session, we'd like to share some significant takeaways, particularly how each of us now defines critical thinking so we can more explicitly and convincingly teach it, and our students can more readily practice it. Join this panel discussion to spark your CT interest!

Faculty Panel: Zoë Aleshire (Philosophy); Felita Christie (Radiation Imaging Science); Matthew Edwards (Comm Studies); Kathy Hunt (Anthropology); Supreetha Kumar (Biology); Michael Pulido (History)

[Please register](#) for a calendar invitation and remote participation link.

Contact Tonya Estes with any questions.

The Basics of an Inclusive Hybrid Course (New)

Thursday, February 3 from 12-1 p.m.

How can we include all students in our hybrid classes, so they feel valued and have a sense of belonging? Join this 1-hour workshop to learn ways in which we can use inclusive designed teaching practices to remove obstacles and provide equitable chances for success. You will take away helpful tips to apply immediately to make your hybrid class a place where we can meet the needs of all students. This will be interactive and participants will have a chance to ask questions.

1 PD Hour

15 seats: [Register here!](#)

Contact Archana Alwar, Adjunct Mentoring Lead, for questions.

Creating Rubrics while Following UDL Standards (New)

2 Thursdays, February 17 + February 24, 1:30-3:00 p.m.

When you design an assignment following UDL standards and encourage multiple means of engagement and representation, how do you create an ideal rubric that is meaningful to you and your students? Would you like to explore how to create a single rubric where you can assess the learning outcomes and not be impacted by the assessment method? Come join us to design a rubric with UDL in mind, so we can help students better understand our assignments. **Register by February 14 to hold your spot and receive pre-workshop homework.**

4 PD Hours

15 seats: [Register](#) for Improving Rubrics today!

Contact Archana Alwar, Adjunct Mentoring Lead, or Hima Rami, A&H for questions.

Climate Justice Programming

Pressing Topics of Our Times

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

Reimagining Sustainable Cities

What would it take to make urban places greener, more affordable, more equitable, and healthier for everyone? Please join to explore the answers to this question. In recent years, cities have stepped up efforts to address climate and sustainability crises. But progress has not been fast enough or gone deep enough. If communities are to thrive in the future, we need to quickly imagine and implement an entirely new approach to urban development: one that is centered on equity and rethinks social, political, and economic systems as well as urban designs. With attention to this need for structural change, Reimagining Sustainable Cities advocates for a community-informed model of racially, economically, and socially just cities and regions. The book aims to rethink urban sustainability for a new era. The book is a cutting-edge, solutions-oriented analysis of how we can reimagine cities around the world to build sustainable futures and asks big-picture questions of interest to readers worldwide: How do we get to carbon neutrality? How do we adapt to a climate-changed world? How can we create affordable, inclusive, and equitable cities? While many books dwell on the analysis of problems, Reimagining Sustainable Cities prioritizes solutions-oriented thinking—surveying historical trends, providing examples of constructive action worldwide, and outlining alternative problem-solving strategies. Positive, readable, and constructive in tone, Reimagining Sustainable Cities identifies actions ranging from urban design to institutional restructuring that can bring about fundamental change and prepare us for the challenges ahead.

Fridays: January 14 & 28, February 11 & 25, March 11 & 18 from 11:30 a.m. - 12:30 p.m.

15 seats maximum | 10 PD hours

[Register today](#) to learn more about Reimagining Sustainable Cities!

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

Led by facilitators Deborah Leblang (Art and Interior Design), Betty Torrell (Interior Design), and John Passmore (Interior Design)

Asynchronous Online Climate Justice Faculty Learning Community

This fully asynchronous, online Climate Justice Faculty Learning Community was designed to provide a similar experience as the in-person and synchronous FLCs that have been offered in the past. This FLC will help participants hone their knowledge of climate justice issues, and community and civic engagement ideas, and learn about ways to bring this issue into one of their courses. Readings and videos will help participants recognize the intersections between climate justice and intergenerational, racial, economic, gender, and other systemic forms of injustice and also generate ideas for community and civic engagement they can do with their students. With significant feedback and support via online discussion boards, participants will emerge from the FLC with one climate justice lesson created and ready-to-go for one of their courses that addresses a climate justice issue and involves students in community and civic engagement. Community and civic engagement do not necessitate a full-service

learning experience if your class does not allow for this and, instead, can involve activities such as: reading about societal issues or talking with others about them; displaying buttons, stickers, or signs; organizing or protesting; participating in city council meetings; writing a letter to the editor; and many other possibilities.

Participants are not required to have pre-existing specialization or knowledge of climate justice or civic engagement. Lessons can be implemented in Winter or Spring 2022. Each faculty person in the FLC observes one other faculty person's lesson in either Winter or Spring 2022. Live online additional support will be provided by the facilitator by appointment in Winter and Spring quarters.

25 PD Hours | 15 seats | [Register](#) to participate in this FLC.

\$800 stipend (Thanks to BC Provost Kristen Jones for supporting the Climate Justice in the Curriculum effort at Bellevue College)

Lead by facilitator Sonya Doucette. If you are interested and have questions, please contact Sonya (sonya.doucette@bellevuecollege.edu).

Community & Wellness

Faculty and Staff are Welcome to Join!



The Space Between Us:

Healthy Boundaries for Effective Classroom Interactions (New)

3 Wednesdays Jan. 12, 19, and 26, 2:30-4 p.m. (We are looking at adjusting this workshop due to COVID!)

As we return to the campus, classroom, and other meeting spaces, we are all learning/re-learning how to connect with each other. We may be experiencing discomfort in the thought of how to establish healthy boundaries with our students to create safe learning spaces for everyone. Master Jason Mix from Enso Center in Redmond will facilitate this 3-session workshop in which faculty and staff are invited to learn techniques to keep themselves and others safe, comfortable, and connected as the campus reopens and we come back to face-to-face instruction. Participants will learn and practice proven effective techniques, based in cultural and personal proxemics.

The three-session workshop will cover:

1. How to identify personal space and boundaries and use them to create healthy connections.
2. How to identify and use the options created by healthy boundaries for physical and emotional health and effectiveness.

3. How to expand our connections and enhance our effectiveness and safety in a group setting.

All three sessions will provide participants with the opportunity to ask questions, problem-solve scenarios, and shape the focus of future sessions. As the purpose of this workshop is to practice being back on campus, we are running this as a face-to-face offering.

Please [register](#) and we will let you know how we will be meeting.

Thank you to Peter Prescott for your collaboration on this event!

BC Faculty & Staff Singers

Every Friday, 2:30 - 3:30 p.m. (alternating Zoom and In-Person sessions)

Singing on Zoom: January 14 & 28, February 11 & 25, March 11

Meet in E101 (Carlson Theatre) with masks: January 21, February 4 & 18, March 4

Come join our BC Faculty & Staff Singers sessions! This Winter quarter, we finally have the opportunity to sing together in person (with masks) in the Carlson Theatre! Take some time away from your work and meet other colleagues from the BC campus every Friday at 2:30pm. We will alternate meeting on Zoom and in-person so come to the sessions that works with your schedule. Our BC Faculty of Music, Aimee Hong, will lead us in these vocal sessions. No experience necessary. Just attend the sessions when you are available in the format that you prefer!

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

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

Xpress Fitness with Michelle McRae

Tuesday and Thursday, 7:30-8:10 a.m., G-111 Fitness Center (Zoom available)

Jan 18-March 17 (no class 2/10)

Join BC Fitness Center Instructor Michelle for this 40-minute group training session. Participants will meet at the BC Fitness Center for a regularly scheduled workout hosted by Michelle. You will work through various body weight and simple equipment exercises. No equipment is required, except workout attire and a water bottle.

If you cannot join us in person, you may join on Zoom. Here are some supplies that would be useful for our class: a chair that can help you balance, small weights or household items such as filled water bottles or cans of food that give weight challenge, resistance bands for legs, stretch cords for upper body, mat for floor work, non-slip socks or shoes. It would be helpful to have supplies ready to go at the start of our sessions.

Join Zoom Meeting:

<https://bellevuecollege.zoom.us/j/88341065443?pwd=YmMvNm9jQ0praUcvZmFWYmxHamN1UT09>

Meeting ID: 883 4106 5443 Passcode: 204843

Sign-Up to Get Reminders [HERE](#)

Friday Yoga

Fridays, 12:30-1:30 p.m., Jan 21-March 11 (Room TBD)

A full hour of Guided Yoga. Great for personal wellness and community engagement. No experience required! Class is instructed for all ability levels with modifications provided to help you move within your limits.

Sign-Up to Get Reminders [HERE](#)

De-Stress Yoga Meditation

Wednesdays, 3:30-4:00 p.m., Jan 19-March 16 (Room TBD)

Join Penelope Benis for a half hour of yoga geared toward shedding the stress of the work day. No experience required! Class is instructed for all ability levels with modification provided to help you move within your limits.

Sign-Up to Get Reminders [HERE](#)

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. When you register, participation in all meetings is required, however. See the individual workshop description for the schedule.

Fall	Winter	Spring
Writing and Updating Your CV	Writing and Updating Your CV	Use our Leads Mentoring and Support Hours
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 for 2022-2023	
	Preparing Your Full-Time Promotion Application	Submit Your FTP Application

Writing and Updating Your Faculty CV

2 Mondays, January 10 + 24, 1:30-2:30 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 2-session workshop designed to support your newest CV updates, whether you're applying for a new position, for promotion, or just wanting to keep up with your CV.

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

15 seats maximum

For more information, contact Deepti Karkhanis, Social Science

Writing Your Teaching Philosophy Statement

2 Wednesdays, January 12 + 26, 2:30-3:30 p.m.

Do you have a teaching philosophy? Do your students know what it is? Could you articulate it in writing? What about in an in-person interview? A statement of teaching philosophy is often a requirement for tenure-track teaching jobs (and increasingly for adjunct teaching jobs as well) and being able to articulate your teaching philosophy can also be helpful for promotional purposes. Sample statements of teaching philosophy will be shared with participants.

[Register](#) today to polish up your Teaching Philosophy Statement!

15 seats maximum

For more information, contact Ron Holland, CRP Lead

Writing Your Diversity Statement

2 Thursdays, January 20 + February 3, 11:30 a.m. - 12:30 p.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.

15 spaces: [Register](#) to hold your spot and receive pre-workshop homework.

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

Preparing for the Interview

2 Tuesdays, February 15 + 22, 2:30-3:30 p.m.

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

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

15 seats maximum

Got questions? Contact [Archana Alwar](#), A&H, or [Tonya Estes](#), Faculty Commons Chair.

Preparing Your Full-Time Promotion Application

Tuesday, February 1, 12:30-1:30pm

Friday, March 11, 12:30-1:30pm and 3:00-4:00pm

Zoom link:

<https://bellevuecollege.zoom.us/j/84220829438?pwd=ejJFUzY0S3RqL0c4NG1BeS9rcDlNQ09>

Full-Time faculty promotion applications are due April 15, 2022! 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 promotion with members of the Full-Time Faculty Promotion Review Committee (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 [Brian Casserly](#), FTPRC Chair, for more information

Mentoring and Advocacy Suite

Participate in the Adjunct Mentoring Program as a Mentee!

2022 Cohort

Faculty Commons is still accepting applications for adjunct faculty who are interested in having a mentor for Winter 2022. **All Adjunct Faculty who are currently teaching at BC are eligible** to participate in the mentoring program as mentees. We will accept applicants for Winter Quarter until **Monday, January 10**. The Adjunct Mentoring Lead will contact you during the second week of the quarter. **We encourage you to [register](#) now for one-on-one mentoring!!**

Would you like to earn **6 or 12 hours of professional development** by participating in our Adjunct Mentoring Program? In Winter 2022, the mentor-mentee collaboration will be one quarter only. You will be meeting for a minimum of 6 hours during winter quarter. Then, in spring 2022, the entire cohort will have the opportunity to continue working together through regular *Group Mentoring*. Our program promotes connection, communication, trust, and community. To support the growth of our faculty, we incorporate the practice of reflective conversations on each instructor's current position, goals, and teaching approaches.

Our two-quarter mentoring model includes:

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 in a mutually agreed upon way. These meetings create opportunities to explore future possibilities and incorporate new understandings.

So, [register](#) now for one-on-one mentoring!!

Mentoring Circles - 6 Hours

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

Please [register here](#) to participate in the Mentoring Circle for Adjuncts.

Upon completion of this two-quarter program, participants will earn a certificate of twelve hours of professional development. In addition, they will have the option of completing a post-cohort project for a \$75 stipend.

Reach out to Archana Alwar, the Adjunct Mentoring Lead, for more information!

Advocacy for faculty comes in many forms through the Faculty Commons

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

Advocacy Offerings 2021-2022		
Fall	Winter	Spring
Adjunct Advocacy Fair	How to Read Your Paycheck	Adjunct Advocacy Fair
Benefits 201	Adjunct Rights and Responsibilities	Benefits 201
Adjunct Faculty: What's in the Contract for US?	Benefits for Adjuncts	Unemployment Benefits
Unemployment Benefits	Unemployment Insurance Benefits	How to Read Your Paycheck
How to Read Your Paycheck	Introduction to Grants	Introduction to Grants
Introduction to Grants		

How to Read Your Paycheck - New for ctcLink!

Tuesday, January 11, 2:30-3:30 p.m. (We will share the meeting link soon!)

What to know what all those deductions from your paycheck are? Want to know what OASI, Herp Sup, FSA or DCAP mean? Come join this Zoom meeting and we'll walk through the paycheck site in ctcLink and learn all about what those abbreviations mean.

For more information, reach out to Sue Nightingale!

Adjunct Rights and Responsibilities

Tuesday, January 18, 3-4 p.m.

Meet us here: <https://bellevuecollege.zoom.us/j/89916813040>

Come 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, participation in college governance, professional development, leave, unemployment insurance, childcare benefits, and more.

For more information, contact Tobi Rosenberg, A&H.

Benefits for Adjuncts

Thursday, February 24, 12-1 p.m.

Meeting Link: <https://bellevuecollege.zoom.us/j/84386863334>

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.

Unemployment Insurance Benefits for Adjunct Faculty

Friday, March 11, 3-4 p.m.

Zoom in here: <https://bellevuecollege.zoom.us/j/82082360197>

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

For more information, contact Tobi Rosenberg, A&H.

Introduction to Grants

Synchronous via Teams on Tuesday, January 25, 2:30-3:30 p.m.

No registration necessary. [Click here to join the meeting](#)

Join this one-hour presentation to learn about grants at BC. As Bellevue College negotiates difficult budget times, finding funding for new initiatives can be tough. However, BC was awarded over \$25 million last year in grant funding for programs and services across the college like the Workforce Education office, the RISE Learning Institute, and Basic and Transitional Studies. 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.

For more information, please contact Brandon Lueken, Grant Development Director.

BC College Administrators Drop-in Hours

Take advantage of a direct connection with BC Administrators! Join us for an open conversation with our president and vice presidents, who you may not otherwise easily connect with. They are interested in discussing what they are working on and hearing what's happening in your area of the college.

Click on the links below to join the meetings. These will be posted and updated on the [Faculty Commons SharePoint calendar](#).

Title - Name	Drop-in Hours
Interim President Governor Gary Locke	Tuesday, January 18, 4-5 p.m. Wednesday, February 23, 3-4 p.m. Monday, March 14, 4-5 p.m.
VP of Administrative Services Dennis Curran	Thursday, February 3, 1-2 p.m. Click here to join the meeting
VP of Diversity, Equity & Inclusion Consuelo Grier	Monday, January 10, 2-3 p.m. Thursday, February 15, 1-2 p.m.
Associate VP of Academic Affairs Dr. Rob Viens	Friday, January 7, 1-2 p.m. Monday, February 7, 1-2 p.m. Tuesday, March 8, 2-3 p.m.
Associate VP of Student Affairs Dr. Brenda Ivelisse	Wednesday, February 9, 1-2 p.m. Click here to join the meeting
Dean of Connected Learning Dr. Gita Bangera	Thursday, January 27, 1-2 p.m.
Director of Grant Development Brandon Lueken	Tuesday, February 1, 11 a.m. - 12 p.m. Click here to join the meeting Monday, March 7, 11 a.m. - 12 p.m. Click here to join the meeting



Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
Faculty Commons Director, Tonya Estes Discuss ideas for the Commons, the latest in teaching and learning, or mentoring & advocacy needs.	Just send me an email – I will respond quickly: tonya.estes@bellevuecollege.edu
Culturally Responsive Practices Lead, Ron Holland Connect with Ron for assistance with designing your course to meet our diverse student body. Need help with content choice? Grading design? Student support?	In office hour: Tuesdays, 11:30 a.m.-12:30 p.m. Online: Mondays, 1:30-2:30 p.m. Passcode: 312900 ron.holland@bellevuecollege.edu
Data/PD Liaison, Humaira Jackson Humaira is working with areas across campus to identify current and future processes for connecting college data with professional learning goals. Please reach out with questions, concerns, and successes in your individual and program-level data work!	In office hours: Thursdays, 1-3 p.m. hjackson@bellevuecollege.edu
Adjunct Mentoring Lead, Archana Alwar Meet with Archana for support and mentoring in adjunct-related topics, including career development and instructional design.	In office hours: Wednesdays, 1-3:30 p.m. aalwar@bellevuecollege.edu
Tenure Mentoring Lead, Leslie Lum Meet with Leslie for support in your tenure, whether you're in year 1, 2, 3 or 4.	In office hours: Mondays, 1-3 p.m. llum@bellevuecollege.edu
Climate Justice Lead, Sonya Doucette Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.	Send an email to connect: sonya.doucette@bellevuecollege.edu
Disability Resource Center Director, Marisa Hackett Get answers about working with disabled students and about letter of accommodations.	Tuesdays, 1 – 2 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 send Sara an email or message on Teams any time to ask questions or make an appointment. sara.gardner@bellevuecollege.edu
Early Alert Director, Melissa Martinez Would you like to discuss a student of concern, learn more about the Early Alert process start to finish, or share feedback?	Wednesdays, 11-12 Weeks 1-5 Join Teams Meeting Or email Melissa with your questions: melissaamartinez@bellevuecollege.edu

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 engagement we haven't conceived of! Make sure your idea fulfills the Mission of the Faculty Commons. Once submitted, the Commons leadership will review your proposal and work with you to fine-tune it. It's time to submit a proposal for Spring 2022. To be considered for spring, please submit your proposal by **February 4 at the very latest**. [Link to submit proposals](#)

Thank You to the Faculty Commons Contributors

Zoë Aleshire, A&H	Ron Holland, Culturally Responsive Practices Lead
Archana Alwar, A&H, Adjunct Mentoring Lead	Aimee Hong, A&H
Jen Anderson, A&H	Deepti Karkhanis, Social Science
Aris Andrade, Program Manager	Supreetha Kumar, Science
José Aparicio, A&H	Melinda Lin, Office Assistant
Ana Bravo, Counseling	Brandon Lueken, Grants
Brian Casserly, FTPr Committee	Leslie Lum, Tenure Mentoring Lead
Timothy Chang, A&H	Melissa Martinez, Early Alert
Jamie Cho, HSEWI	Donna Miguel, A&H
Felita Christie, HSEWI	Jason Mix, Enso Center
Sonya Doucette, Climate Justice Lead	Renee Nejo, iBIT
Matt Edwards, A&H	Sue Nightingale, Science
Tonya Estes, Faculty Commons, Chair	Jennifer Parada, Social Science
Sara Gardner, NdN Program	Peter Prescott, HSEWI
Marisa Hackett, DRC	Michael Pulido, Social Science
Lindsay Haney, A&H	Hima Rami, BaTS
Zhenzhen He-Weatherford, A&H	Tobi Rosenberg, A&H
Kathy Hunt, Social Science	Christina Sciabarra, FYS
Humaira Jackson, Data/PD Liaison	Betsy Zahrt Geib, eLearning

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

****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.

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



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