



# Spring 2022 Faculty Commons Program

## Welcome to Spring Quarter!

One of the hallmarks of the Faculty Commons is that we encourage each other to propose, develop, and facilitate new offerings based on our expertise, passions, and collaborations. We learn; we teach! We teach; we learn. This spring's program is a beautiful showcase of this part of our mission meant to strengthen our faculty and broader campus community. All our workshops are based on the most current research in how adults learn, driven by the need to create equity for all, and designed to actively engage you in the learning process.

Most of our offerings continue in remote modalities: fully online, hybrid with synchronous sessions, fully remote synchronous. However, we are experimenting with some hy-flex options, too. "Infusing Critical Thinking: A Review of Texts", the series "Creativity", and "Healthy Boundaries for Effective Interactions" will allow participants to remotely join the on-ground workshops. You can always find updates to our quarterly programming [on our website](#). Here are some of the **new and updated offerings and new facilitators, too!**

### ● Culture-Specific Learning

"Whiteness Discussion Group" (New) [Tanya Kasselman](#)

### ● Teaching Excellence

"Reviewing Your Course for Cultural Responsiveness" (New) [Humaira Jackson](#)

"Infusing Critical Thinking: A Review of Texts" (New) [Russ Payne](#)

"Transparent and Relevant Assessment" (Updated)

"It Starts and Ends with Feedback" (New) [Madhura Sohani](#) and [Janelle Tarasewicz](#)

### ● Book Clubs

"Black Joy: Stories of Resistance, Resilience, and Restoration" (New)

"Care Work: Dreaming Disability Justice" (New)

### ● Have you ever thought about...

"Creativity" (New) [Pete Ophoven](#)

"How to Promote Equity and Access Using Graphic Novels" (New)

"Supporting Survivors" (New) [Val Tovar Malloy](#)

*And speaking of new, we again welcome [Taylor Dalrymple](#) as the new Adjunct Support Lead. Taylor will be getting his feet wet this spring, so please reach out to him with your ideas for how he can design meaningful support and mentoring for adjuncts.*

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## Educational Equity: Culturally Responsive, High-Impact 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 **151 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? Sign up for one strand this quarter; make a plan to complete all 3 over time.

You might be new to college instruction or have been teaching for years – this academy is 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 both theoretical understandings and practical applications to their face-to-face, hybrid, or online. You might discover an area you would like to dive deeper into in future quarter workshops!

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

### Transparent and Relevant Assessment

**Poly-synchronous: Workshop series begins the week of April 11, 2022.**

**\*Required synchronous sessions: Wednesdays, April 20, May 4, May 18, June 1, 9-10:30 a.m.**

As instructors, we all realize the importance of assessment when it comes to student learning and success. Have we considered, though, the purpose and impact of the traditional grading system, and considered alternatives? Do we take the time to make sure we are assessing what students need to know in a way that is relevant and transparent to our students? The Transparent and Relevant Assessment Strand of faculty development focuses on a variety of creative and relevant strategies to assess student learning. Sessions include how to provide meaningful feedback, write assignments and rubrics that are transparent for our students, use a variety of classroom assessment techniques, including giving students a voice in their education.

#### 25 PD Hours

**\$500 stipend available for completing all online work and attending a minimum of 3 remote sessions.**

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

*For more information, contact [Timothy Chang](#), Developing Instructor Academy Lead.*

## Transparent and Relevant Assessment Topics

<b>Assessment Overview, Backwards Design, and Higher Order Thinking</b>	Reflect on our thoughts on the “what” and “why” of assessment. We will spend time learning about Backwards Design and how design your assignments to engage and assess higher order thinking, with a focus on authenticity.
<b>The Grading Debate</b>	Explore the history of grades, the impact of grades on learners, and some new considerations to grading such as Ungrading, Mastery Grading, and Specifications Grading.
<b>Purpose and Types of Assessments</b>	Differentiate the three purposes of assessments: Assessment <i>of</i> learning, assessment <i>for</i> learning, and assessment <i>as</i> learning. Also, explore the different types of assessments, including diagnostic, formative, summative, and ipsative. All of these could be used to illustrate student learning and needs in the classroom.
<b>CATs &amp; Mid-Quarter Surveys</b>	Classroom assessment techniques, or short, low-stakes activities that help you and the students assess progress. Also addressed is a way to democratize the classroom by having students provide formative feedback on mid-quarter surveys.
<b>Transparency in Learning and Teaching (TILT)</b>	Learn about the Transparency Framework to reconstruct assignments to maximize clarity of the “why,” “what,” and “how” behind the assignment for students.
<b>Rubrics and Quality Student Feedback</b>	Discuss how to design and use rubrics for all assignments. Learn how to provide quality feedback to students that can assist them in their future assignments right from the start of the quarter.
<b>Using Canvas Gradebook</b>	The Gradebook in Canvas can allow for a variety of approaches to grading, and because students have access to Canvas it is an ideal tool for transparently and accurately tracking their progress.
<b>Reflection as Assessment</b>	Build student reflection and your own instructor reflection into a regular assessment practice. Make plans for what’s next!



“Wear a Mask or Hat Day” in the Developing Instructor Academy

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

### Assignment Redesign with TILT: An Online Workshop

**Poly-synchronous: April 25 –May 23** (To do an assignment charrette, you and a partner will meet once based on your availability. Otherwise, all work is completed asynchronously on Canvas.)

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

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*!**

*Please contact Archana Alwar, A&H, for more information*



### Creating Animated Videos

**Fully Online: April 11-May 2, with video completion support until May 9.**

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 (your video may require more time to complete)**

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

**10 seats maximum. [Creating Animated Videos fills up fast. Register today!](#)**

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

## The Importance of Course Design

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

**4-week Poly-synchronous workshop with required synchronous sessions:** Wednesdays at 2:30-4 p.m. via Zoom (4/13, 4/20, 4/27, 5/4)

The faculty in this workshop winter quarter encouraged us to offer it again so more of their colleagues could participate. So, now is your chance! 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, have 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:

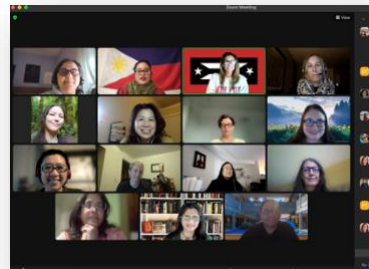
- Reflect on current course design choices and what may need re-envisioning as faculty use Canvas in any modality
- Discover the link between their design choices and pedagogical purpose
- Learn how intentional design choices impact student learning

**12 PD Hours**

**\$200 stipend\***

**15 seats: [This workshop fills up quickly. Register today!](#)**

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



## Infusing Critical Thinking: A Review of Texts (New)

**Mondays, 1-2 p.m., April 11 – May 16**

**Hy-flex Options:** In Faculty Commons or Zooming in from remote locations

Critical thinking is a hot topic at Bellevue College right now! As well it should be. About 13% of courses on campus claim critical thinking as a General Education (Gen Ed) outcome. This workshop is designed for all instructors interested in infusing critical thinking into their curriculum, and we hope that those who are teaching courses with Critical Thinking Gen Ed Outcomes will be particularly excited to join.

Participants will be invited to examine the approaches of multiple critical thinking texts, to major critical thinking topics. Russ Payne and Zoë Aleshire from BC's philosophy department will take turns facilitating discussions. Topics covered will include the qualities of critical thinkers, evaluating argumentation, fallacies, the nature of evidence, and information literacy.

**12 hours**

**\$200 stipend\***

**15 seats, [register](#) early!**

*Please reach out to William (Russ) Payne or Zoë Aleshire with your questions.*

## It Starts and Ends with Feedback

**Mondays, 1-2:30 p.m. April 18, 25, May 2, 9**

Whether we're faculty or staff working with students, we can all agree on one thing: giving and receiving feedback is a critical aspect of our jobs. But let's face it - a conversation involving constructive feedback is awkward at best, and truly painful at its worst. As educators, one of the best things we can do is model how to receive feedback. In doing so, we encourage our students and our teams to remain in a place of continued learning and growth on both a personal and professional level. When we keep our eyes on the goal of continued learning, giving and receiving feedback no longer becomes something to be feared, but instead is an engaging and constructive two-way dialogue. This workshop provides participants an effective framework and skillset to give and receive feedback that will help them build strong relationships, increase commitment and engagement as well as improve performance.

All of these topics will relate to feedback:

- Communication
- Stress in communication
- Triggers
- Listening Skills
- Importance on non-verbal communication
- Cultural considerations with "tone policing" and using that to discount feedback given
- Empathy

**10 PD Hours**

**\$200 Stipend\*for faculty**

**10 seats | [Register](#) Today!**

*Questions about this session should be directed to [Janelle Tarasewicz](#) or [Madhura Sohani](#), Psychology.*

## 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 200 faculty and staff have participated in Asian-American Studies; Antisemitism; Why Black Lives Matter 101, 201 & Choosing Content and Practices that Matter; Whiteness; Latinx Culture; and Arab Culture.**

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*

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

**Canvas course opens April 21. Synchronous session Thursday, 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. Indeed, 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 the ancient and medieval roots of antisemitism- the proliferation of online hate, and how Jewish experiences in the United States parallel those of other targeted groups and the proliferation of online hate.

Prior to the workshop, participants will read about terminology and recent antisemitic incidents. Our hope is that you will come away 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.*

## **Arab Culture 101: Dispelling Myths**

**Online work starts April 29. Synchronous session: Friday, May 6, 12:30-3:30 p.m.**

In this interactive workshop, participants will be introduced to Arab culture. We will dispel myths and misconceptions about Arabs, identify and define major concepts, and touch on the impact of what is happening in the Arab world today on the Arab community in the United States. An important goal of this workshop is to raise our awareness of our own biases and misconceptions so we can be better prepared to address them in our work at the college.

**6 PD Hours**

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

**12 seats: [Register](#) for Arab Culture 101 by April 21 to complete the pre-workshop readings.**

*Questions about this session should be directed to Ahmad Ghashmari, A&H, or Reham Elkhayat, A&H*



## Examining the Impacts of Whiteness (New)

**Remote Discussions: Tuesdays, April 12, May 10, June 7, 11 a.m.- 12 p.m.**

The purpose of these monthly discussions is to provide a brave space for colleagues to continue the deep sharing and learning about the impacts of whiteness on our campus and in our classrooms. These discussions are designed for people who have already actively participated in workshops, book clubs, or other types of offerings on whiteness, such as “Whiteness 101”, “So You Want to Talk about Race”, “White Fragility”, “Whites on Whiteness”, or “Courageous Conversations.” While these sessions are designed to engage with white-identifying faculty and staff in confronting their roles, they are open to anyone who would like to participate in the discussions. Each session will have a different topic to provide focused, deep conversations, and each session will have a different facilitator to share the space and opportunities for growth.

**12 seats**

**[Sign up](#) to hold your seat and receive the link for the discussions**

*Reach out to facilitators with your questions: Sara Sutler-Cohen, Social Science, Tanya Kasselmann, DRC, or Christina Sciabarra, Connected Learning.*



## Cultural Responsiveness: A Reflective Process of Assessing Your Course, Part I (New!)

**4 Tuesdays, April 12-May 3, 2-3:30 pm**

How do your course materials fit within a culturally responsive instruction framework? Join this 4-session workshop led by Ron Holland, Culturally Responsive Practices Lead, and Humaira Jackson, Data/PD Liaison Lead, to guide you through an assessment of specific aspects of your course. Through the assessment and reflection process, you will come away with strategies for a more culturally responsive classroom. This series will be particularly effective for faculty who have already learned a bit about cultural responsiveness, but all passionate educators are welcome!

The sessions will focus on a review of **the following three dimensions** of a responsive course:

1. Identifying students’ backgrounds and goals
2. Representation in course materials
3. Social justice orientation

**10 PD Hours**

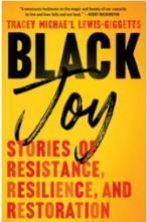

**\$250 Stipend\* (Thank you to the Office of DEI for providing funding to help with the stipends!)**

**10 seats: [Register here](#)**

*Reach out to [Ron Holland](#) or [Humaira Jackson](#) with your questions.*

## 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	
Spring 2022	Links to Books
<p><b>Black Joy: Stories of Resistance, Resilience, and Restoration,</b> by Tracey M. Lewis-Giggetts</p> <p><b>Facilitator:</b> Ron Holland</p>	
<p><b>Care Work: Dreaming Disability Justice,</b> by Leah Lakshmi Piepzna-Samarasinha</p> <p><b>Facilitators:</b> Marisa Hackett &amp; Sara Gardner</p>	

### Black Joy: Stories of Resistance, Resilience, and Restoration (New)

Four Wednesdays (April 20, 27, May 4, 11) 1:30-2:30 p.m.

“When joy is Black, it is the radical demonstration of our humanity – our laughter, our ancestral mandate to keep moving in a rhythm all our own- set in the cultural context and struggle specific to our experiences as member of the African Diaspora.” - Tracey M. Lewis-Giggetts

From the times of slavery to this very day, the presence of joy has thrived in the Black community as a reminder that our meaning, existence, and happiness is in no way predicated by whiteness. Please join the Faculty Commons in reading about this joy in the next book of our culturally responsive book club series: **Black Joy: Stories of Resistance, Resilience, and Restoration** by Tracey M. Lewis-Giggetts. This promises to be a high time!

12 PD Hours

\$200 stipend\* for attending a minimum of 5 of the 6 sessions and completing a reflective project

12 seats maximum: [Register Early!](#)

8 books available to check out in the Faculty Commons

## Care Work: Dreaming Disability Justice (New)

6 Thursdays, April 28 – June 2, 11:30 a.m. -12:30 p.m.

Join us to read and discuss selections from "Care Work: Dreaming Disability Justice" by Lambda Literary Award-winning writer and longtime activist and performance artist [Leah Lakshmi Piepzna-Samarasinha](#). From the book description: "to explore the politics and realities of disability justice, a movement that centers the lives and leadership of sick and disabled queer, trans, Black, and brown people, with knowledge and gifts for all." Learning includes 10 Principles of Disability Justice: intersectionality and its application to our work, interdependence, leadership of those most impacted, cross-movement solidarity, and more.

Learn more about the book [here](#).

**12 PD Hours**

**\$200 stipend\* for attending a minimum of 5 of the 6 sessions and completing a reflective project**

**12 seats maximum: [Register Early!](#)**

**8 books available to check out in the Faculty Commons**

*Please reach out to Marisa Hackett, DRC, or Sara Sanders Gardner, NdN*



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

This 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 and staff 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...?***

### Creativity (New!)

A series purposefully designed for those interested in participating in all three sessions, or for those wanting to participate in just one. In other words, we have designed this series for maximum flexibility! This series is facilitated by Pete Ophoven, iBIT, Masters in Creativity and Innovation from Drexel University's School of Education Department.

#### What is Creativity?

**Friday, April 15, 10:30-11:50 a.m.**

**Hy-Flex: Meet in the Faculty Commons, D104H, or Zoom in**

We are all creative. If we believe we are creative, we will be creative. Come explore the definition of creativity and current research in the field. There are several myths of creativity that we debunk including that creativity is only for the artist or artistic types. On the contrary, creativity is for every

one of us and we can improve and hone our creativity. A 2010 study by IBM interviewed over 1500 CEO's from all over the world investigating what will the future leader require in terms of skills and talents. The number one response in their research respondents stated was **creativity**.

We will explore 11 factors originally developed by Dr. E Paul Torrance, such as Divergent Thinking, Convergent Thinking, Flexibility, Fluency, etc. We will discuss these factors within the framework of enhancing and improving our own creativity as teachers as well as seeking methods to introduce creativity into our teaching pedagogy.

[Register](#) for one or all three in the Creativity series

**2PD Hours**

## **The RDCA – The Reisman Diagnostic Creative Assessment**

**Friday, April 22, 10:30-11:50 a.m.**

**Hy-Flex: Meet in the Faculty Commons, D104H, or Zoom in**

“Teachers are brain changers”; “What we practice grows stronger”; and “Neurons that fire together, wire together” are some common sayings related to what the fields of neuroscience and neuroplasticity have helped us realize: our brain never stops growing and learning. With that said, we all learn differently and knowing a bit more about ourselves can help us reflect on how we move through life.

The RDCA is a proven and free tool that allows one to get to know their own strengths and gifts. After reviewing the 11 factors of creativity (see “What is Creativity” above), we will discuss this tool, the authors, its history, and its purpose. We will take the RDCA together and reflect on its findings, possible uses in our own classrooms as well as its limitations.

[Register](#) for one or all three in the Creativity series

**2PD Hours**

## **Using a Creativity Assessment in the Classroom**

**Friday, April 29, 10:30-11:50 a.m.**

**Hy-Flex: Meet in the Faculty Commons, D104H, or Zoom in**

Looking for ways or mechanisms to transform your teaching pedagogy to improve the transfer of learning? Small teaching and simple approaches that do not require a complete overhaul of a class, rather simple and practical approaches that may make profound impacts for students' engagement, interest and sparking their curiosity?

In this third session we explore how creative expression in the classroom can open the doors for culturally responsive teaching practices in which we engage with students exactly where they are and where they come from. We will review the definition of creativity, the 11 factors and the RDCA before exploring how to introduce creativity into the classroom with small teaching methods.

[Register](#) for one or all three in the Creativity series

**2PD Hours**

## How to Promote Equity and Access Using Graphic Novels in Your Classroom (New) Not All Heroes Wear Capes!

2 Thursdays, April 14 & 28 1:30-3 p.m.

The recent nationwide uptick in K-12 book bans and removals has frequently involved graphic novels such as *Maus*, *Gender Queer*, and *Drama*. What is it about these books that makes them seemingly so dangerous? Contemporary graphic novels encompass a rich array of content that covers multiple historical and current topics, and diverse personal stories. Graphic novels can engage learners in new ways and promote deep understanding of difficult topics. In this workshop, participants will be introduced to the library's Graphic Novel and Comics collections and learn and share ideas for integrating graphic novels into classroom teaching. Librarians will "book talk" some of their favorite graphic novels and offer suggestions and examples for incorporating them into your pedagogy. Participants will have the opportunity to select and read a graphic novel. In the second session, participants will share their impressions of the books, and their ideas for implementation in the classroom. Through this workshop, we hope to build a community of practice around graphic novels.

6 PD Hours

15 seats, [sign-up here](#).

Contact *Chloe Horning* or *Elena Maans-Lorincz*, Library, for questions about this offering.



## How to Support a Survivor: Faculty & Staff Edition (New)

Tuesday, April 26, 2-3:30 p.m.

This 'How to Support a Survivor' workshop is led by Val Tovar Malloy, our new coordinator for the Gender-Based Violence Prevention Office. Warm welcomes, Val! Val will facilitate the opportunity to learn about effective ways to support survivors of sexual assault, interpersonal violence, and stalking on campus and virtually. This session will be held specifically for faculty and staff members looking to learn more about how sexual trauma impacts students, effective ways to support survivors in the classroom, and resources available at BC.

[Sign up](#) for How to Support a Survivor to receive the remote link and let Val know any questions you have so she can be sure to cover them in her presentation.

Please reach out to Val Tovar Malloy at [val.tovar@bellevuecollege.edu](mailto:val.tovar@bellevuecollege.edu).

## Climate Justice Programming

### Pressing Topics of Our Times

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

### Publish Your Climate Justice Lesson

**Meeting times and date: Arranged based on participants' schedules**

**Location: Zoom**

Have you created and taught a climate justice lesson at Bellevue College? Would you like to make your lesson available for use by educators beyond Bellevue College? If yes, you are eligible to receive compensation to publish your lesson to the Curriculum for the Bioregion (C4B) Online Activity Collection, a highly regarded archive of engaging teaching activities for higher education maintained by Carleton College. The archive receives high traffic – over 5 million unique visitors per year – by faculty from around the world looking for innovative curricula to implement in their classroom. Go to our Faculty Commons website to learn more!

**8 – 16 PD Hours\***

**12 participants maximum | [Register Today!](#)**

**Stipend: \$400\*** (with additional compensation available for strengthening your lessons' climate justice focus, creating and incorporating a community and civic engagement component, and/or transforming a passive presentation into an active "hands-on" assignment that can be evaluated.)

*If you are interested and have questions, please contact Sonya Doucette.*

### The Ministry for the Future

**Fridays: April 15 & 29, May 13 & 27, June 10 & 17 from 11:30 a.m. – 12:30 p.m.**

With so little progress being made to address the climate crisis and with no shortage of post-apocalyptic visions in film, television, and literature, where can we find the hope necessary to imagine a future where our society actually overcomes the climate crisis? Kim Stanley Robinson's latest novel *The Ministry for the Future* attempts to fill in this gap, using speculative fiction to imagine ways in which we can still succeed over the coming decades in the struggle for climate justice. Told entirely through fictional eye-witness accounts, *The Ministry For The Future* is a masterpiece of the imagination, the story of how climate change will affect us all over the decades to come. Its setting is not a desolate, post-apocalyptic world, but a future that is almost upon us - and in which we might just overcome the extraordinary challenges we face. It is a novel both immediate and impactful, desperate, and hopeful in equal measure, and it is one of the most powerful and original books on climate change ever written. Imagining is a necessary precondition for solving the ecological crisis of our times. Please join us as we work together to chart a more optimistic route through the climate crisis.

**10 PD Hours**

**15 seats maximum. [Register](#) for *The Ministry for the Future!***

**Book provided to participants at no cost.** Please note: Books must be picked up on campus by faculty participants and can be mailed to faculty only in special cases where it is not possible for faculty to come to campus.

*Led by facilitator Tyler Saxon, Economics. Please contact Sonya Doucette with questions.*

## Asynchronous Online Climate Justice Faculty Learning Community

### Fully Online

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 them 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 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 ready to teach in one of their courses that addresses a climate justice issue and involves students in community and civic engagement. Community and civic engagement does not necessitate a full service learning experience if your class does not allow for this and, instead, can involve activities such as: reading about societal issues or talking with others about them; displaying buttons, stickers, or signs; organizing or protesting; participating in city council meetings; writing a letter to the editor; and many other possibilities. Participants do not need pre-existing specialization or knowledge of climate justice or civic engagement. Lessons can be implemented in Spring 2022. Each faculty person in the FLC observes one other faculty person's lesson in Spring 2022. Live online additional support will be provided by the facilitator by appointment in Spring quarter.

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

**\$800 stipend** (\$500 for completion of Canvas Modules and lesson creation; \$300 for teaching, revising, and submitting lesson to the Bellevue College Climate Justice Curriculum Repository and observing another faculty's lesson)

*If you are interested and have questions, please contact Sonya ([sonya.doucette@bellevuecollege.edu](mailto:sonya.doucette@bellevuecollege.edu)).*

## Interdisciplinary Climate Justice Teaching Squares

Interdisciplinary Climate Justice Teaching Squares allow faculty to gain interdisciplinary perspectives on climate justice and community and civic engagements, and integrate them into their teaching. This is an expanded teaching square: it involves two more meetings than a standard teaching square, development of a climate justice lesson, and working through Canvas modules prior to meetings that offer an overview of climate justice and community and civic engagement. Meetings focus on an in-depth introduction to climate justice, followed by an exploration of community and civic engagement, then a brainstorming activity to initiate lesson development, and finally presentation of your climate justice lesson plan to the teaching square. Faculty then observe one class session of each teaching square member to gain perspective on how climate justice might be integrated into different disciplines. During the last meeting, faculty offer supportive feedback on their lesson observations. Conversations with other faculty and observations of other courses will give faculty ideas to apply in their own courses.

**25 PD Hours | \$800 stipend**

**[Register today!](#)**

*For more information contact Sonya Doucette.*

## Community & Wellness

Faculty and Staff are Always Welcome to Join!

### Healthy Boundaries for Effective Interactions

**3 Tuesdays, April 19, 26, and May 3, 2:30-4 p.m. D104H**

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, with a remote-in option.

**Please [register](#) and let us know how you prefer to participate.**

*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)

**Meet in E129 (Carlson Theatre) with masks:** April 15, 29, May 13, 27, June 10

**Singing on Zoom:** April 22, May 6, 20, June 3

Come join our BC Faculty & Staff Singers sessions! This Spring quarter, we 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.*



The Faculty and Staff Wellness Center offers weekly classes; Yoga, Xpress Fitness, Meditation and More... Check out the Wellness Center website for complete course descriptions and a link to sign-up for reminders: <https://www.bellevuecollege.edu/wellness/center/facultyandstaff/>

**Be Well, Be Active, You Deserve It!**

### **Xpress Fitness with Michelle McRae**

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.

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

### **Friday Yoga**

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**

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 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 Faculty Commons <a href="#">Leads Mentoring and Support Hours</a>
Writing Your Teaching Philosophy Statement	Writing Your Teaching Philosophy Statement	
Writing Your Diversity Statement	Writing Your Diversity Statement	
Preparing for the Interview	Preparing for the Interview	
Applying for Sabbatical Leave	Submit your sabbatical application for 2022-2023	
	Preparing Your Full-Time Promotion Application	Submit Your FTP Application

### Use our Leads' mentoring and support hours this spring!

Please see page 21 for the types of support we offer.

## Mentoring and Advocacy Suite

**Our two-quarter adjunct mentoring model includes:**

### Teaching Talks for Adjuncts

In Spring 2022, mentees who started the program in winter can choose to continue working together through regular Teaching Talks to share teaching concerns and discuss techniques and strategies with experienced and inspiring instructors and staff from across campus. These sessions are open to all adjunct faculty, but adjuncts in the Adjunct Mentoring Program will receive 6 PD hours.

Please [register here](#) to participate in the Teaching Talks for Adjuncts. The days, times, and topics will be announced once we know who's coming!

### One-on-One Mentoring - 6 Hours

**In Fall 2022, we will be starting our next cohort of mentoring pairs.** If you haven't yet participated in this program as a mentee, please consider. 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 their mentor

without the pressure of formal evaluation. Mentees and mentors meet regularly in a mutually agreed upon way.

Upon completion of this two-quarter adjunct mentoring program, participants will earn a certificate of 12 hours of professional development. In addition, they will have the option of completing a post-cohort project for a \$75 stipend.

*Reach out to Taylor Dalrymple, the Adjunct Support 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	Benefits
Benefits 201	Adjunct Rights and Responsibilities	Introduction to Grants
Adjunct Faculty: What's in the Contract for US?	Benefits for Adjuncts	Adjunct Advocacy Fair
Unemployment Benefits	Unemployment Insurance Benefits	How to Read Your Paycheck
How to Read Your Paycheck	Introduction to Grants	Understanding the Adjunct Faculty Contract
Introduction to Grants		Unemployment Benefits

### Benefits

**Wednesday, April 20, 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.

*Questions? Please contact [rosenberg@bcahe.org](mailto:rosenberg@bcahe.org)*

## Introduction to Grants

**Tuesday, April 26 from 1:30-2:30 p.m.**

**Join the Teams Meeting Here!** [Click here to join the meeting](#)

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.*

## Adjunct Advocacy Fair

**Date: Thursday, April 28, 11 a.m.-2 p.m.**

**Zoom Link:** <https://bellevuecollege.zoom.us/j/89532691617>

The Positive Policies for Adjuncts Committee invites you to attend an Adjunct Advocacy Fair, where we'll be sharing much useful information for adjunct faculty. Please drop in virtually (via ZOOM link below) at any point for sessions by Positive Policies, Human Resources, BCAHE (Faculty Union), and Faculty Commons representatives.

### Schedule

I. **Culture** 11 a.m. – 11:50 p.m.

Positive Policies for Adjuncts/ PPA

Professional Development and Support/ Faculty Commons

Faculty Contract/BCAHE

II. **Benefits** 12:00 - 12:50 p.m. Human Resources

III. **Unemployment Workshop for Adjuncts** 1:00 p.m. – 1:50 p.m.

*Questions? Contact Tim Wellman [tim.wellman@bellevuecollege.edu](mailto:tim.wellman@bellevuecollege.edu) or Taylor Dalrymple [taylor.dalrymple@bellevuecollege.edu](mailto:taylor.dalrymple@bellevuecollege.edu).*

## How to Read Your Paycheck - New for ctcLink!

**Tuesday, May 10, 1:30-2:30 p.m.**

<https://bellevuecollege.zoom.us/j/81670532344?pwd=N2RtWjBGTnNJZithM1RyT29PZTdsZz09>

**Meeting ID: 816 7053 2344 | Passcode: 342920**

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 Faculty: Understanding the Faculty Contract

Wednesday, May 18, 3-4 p.m.

ZOOM: <https://bellevuecollege.zoom.us/j/83560387491>

Learn about your contractual 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.

Questions? Please contact Tobi: [trosenberg@bcahe.org](mailto:trosenberg@bcahe.org)

## Unemployment Benefits for Adjunct Faculty

Friday, June 10, 12-1 p.m.

ZOOM: <https://bellevuecollege.zoom.us/j/83170244713>

If you are an adjunct faculty, you may be eligible for unemployment insurance benefits starting in December!

- Not sure if you qualify?
- Not sure how to apply?

Come to this workshop to determine your eligibility and learn how to file for benefits

Questions? Please contact [trosenberg@bcahe.org](mailto:trosenberg@bcahe.org)

## BC President, VP and AVP 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
<b>Interim President</b> Governor Gary Locke	<a href="#">Monday, April 11, 4-5 p.m.</a> <a href="#">Tuesday, May 17, 4-5 p.m.</a> <a href="#">Thursday, June 9, 3-4 p.m.</a>
<b>VP of Administrative Services</b> Dennis Curran	Friday, May 6, 1-2 p.m. <a href="#">Click here to join the meeting</a>
<b>VP of Human Resources</b> Frances Dujon	<a href="#">Thursday, May 12, 11 a.m. - 12 p.m.</a>
<b>VP of Diversity, Equity &amp; Inclusion</b> Consuelo Grier	Stay Tuned
<b>Associate VP of Academic Affairs</b> Dr. Rob Viens	<a href="#">Thursday, May 5, 11 a.m. - 12 p.m.</a>
<b>Associate VP of Student Affairs</b> Dr. Brenda Ivelisse	Stay Tuned

## Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
<p><b>Faculty Commons Director, Tonya Estes</b> Discuss ideas for the Commons, the latest in teaching and learning, or mentoring &amp; advocacy needs.</p>	<p><b>Just send me an email – I will respond quickly:</b> <a href="mailto:tonya.estes@bellevuecollege.edu">tonya.estes@bellevuecollege.edu</a></p>
<p><b>Culturally Responsive Practices Lead, Ron Holland</b> Connect with Ron for assistance with designing your course for our diverse student body. Need help with content choice? Grading design? Student support?</p>	<p><b>Remote Hour:</b> Mondays, 1:30-2:30 p.m. <b>Zoom in:</b> Passcode 312900 <b>In Commons:</b> Tuesdays, 11:30 a.m.-12:30 p.m.  <a href="mailto:ron.holland@bellevuecollege.edu">ron.holland@bellevuecollege.edu</a></p>
<p><b>Data/PD Liaison, Humaira Jackson</b> 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!</p>	<p><b>In office hours:</b> Thursdays, 1-3 p.m. Email for a remote link option!  <a href="mailto:hjackson@bellevuecollege.edu">hjackson@bellevuecollege.edu</a></p>
<p><b>Adjunct Support Lead, Taylor Dalrymple</b> Meet with Taylor to get to know him and let him know about your support and mentoring needs!</p>	<p><b>In office hours: Thursdays, 3-5 p.m.</b> Email for a remote link option! <a href="mailto:taylor.dalrymple@bellevuecollege.edu">taylor.dalrymple@bellevuecollege.edu</a></p>
<p><b>Tenure Mentoring Lead, Leslie Lum</b> Meet with Leslie for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>	<p><b>In office hours:</b> Mondays, 1-3 p.m. <a href="mailto:llum@bellevuecollege.edu">llum@bellevuecollege.edu</a></p>
<p><b>Climate Justice Lead, Sonya Doucette</b> Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.</p>	<p><b>Send an email to connect:</b> <a href="mailto:sonya.doucette@bellevuecollege.edu">sonya.doucette@bellevuecollege.edu</a></p>
<p><b>Disability Resource Center Director, Marisa Hackett</b> Get answers about working with disabled students and about letter of accommodations.</p>	<p><b>Tuesdays, 1 – 2 p.m.</b> <a href="#">Join Microsoft Teams Meeting</a> <a href="tel:+12068992345">+1 206-899-2345</a></p>
<p><b>Neurodiversity Navigators Program Director, Sara Gardner</b> Brainstorm solutions to student communication difficulties, designing an inclusive class that meets most accommodations, and questions about neurodiversity.</p>	<p><b>Please send Sara an email or message on Teams any time to ask questions or make an appointment.</b> <a href="mailto:sara.gardner@bellevuecollege.edu">sara.gardner@bellevuecollege.edu</a></p>
<p><b>Early Alert Director, Melissa Martinez</b> Would you like to discuss a student of concern, learn more about the Early Alert process start to finish, or share feedback?</p>	<p><b>Wednesdays, 11-12 Weeks 1-5</b> <a href="#">Join Teams Meeting</a> Or email Melissa with your questions: <a href="mailto:melissaemartinez@bellevuecollege.edu">melissaemartinez@bellevuecollege.edu</a></p>

## CALL FOR PROPOSALS

The Faculty Commons supports programming that will inspire colleagues to come together to learn, share, and develop a supportive community. Proposed programming can include workshops of any length, speakers' series, promising practices sharing, book discussions, cross-campus collaborations, or another form of professional 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 Summer or Fall 2022. To be considered for summer, please submit your proposal by **May 5 at the latest**. [Link to submit proposals](#)

## Thank You to the Faculty Commons Contributors


Zoë Aleshire, A&H  
Archana Alwar, A&H  
Jen Anderson, A&H  
Aris Andrade, Program Manager  
Timothy Chang, A&H  
Taylor Dalrymple, Adjunct Support Lead  
Sonya Doucette, Climate Justice Lead  
Reham Elkhayat, A&H  
Tonya Estes, Faculty Commons, Chair  
Sara Gardner, NdN Program  
Ahmad Ghashmari, A&H  
Marisa Hackett, DRC  
Ron Holland, Culturally Responsive Practices Lead  
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Jason Mix, Enso Center  
Sue Nightingale, Science  
Pete Ophoven, iBIT  
Russ Payne, A&H  
Michael Pulido, Social Science  
Tobi Rosenberg, A&H  
Christina Sciabarra, Connected Learning  
Sara Sutler-Cohen, Social Science  
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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