

# Faculty Commons Program Summer 2022



## Come Join Us!

I wrote the following two paragraphs for last summer's program, and I like them so much that I am going to use them again:

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

This summer we have planned a variety of interactive experiences led by our passionate and knowledgeable colleagues. When we teach, we learn! And when we gather together, we grow stronger. Look through the program to see how we are exploring some new pedagogical topics and running our most popular workshops for those who have not been able to participate before.

This summer we are trying out a variety of lengths of offerings, as well as styles: one-session to multiple-session, book clubs, synchronous and asynchronous workshops, and drop-in support. All our workshops support your instruction, whether you teach online, hybrid, or on-ground. Check them out!

## Thank you to Our New Faculty Commons Leads!

Over the 2021-2022 academic year, we transitioned to a team of all new leads and our academy facilitator. We've worked together with the Faculty Commons Council to create our current focus on teaching excellence, cultural responsiveness, data use, and intercultural mentoring. This summer, we look forward to connecting with you.

|   |  |
|---|--|
| <b>Culturally Responsive Practices</b>            | <a href="#">Ron Holland</a> , Arts and Humanities      |
| <b>Data/PD Liaison</b>                            | <a href="#">Humaira Jackson</a> , Social Science       |
| <b>Tenure Mentoring Lead</b>                      | <a href="#">Leslie Lum</a> , Social Science            |
| <b>Adjunct Support Lead</b>                       | <a href="#">Taylor Dalrymple</a> , Arts and Humanities |
| <b>Developing Instructor Academy, Facilitator</b> | <a href="#">Timothy Chang</a> , Arts and Humanities    |

## Thank you to the Faculty Commons Council for guiding our efforts throughout the year!

|                              |   |
|------------------------------|---|
| <b>Science</b>               | Heidi Richter (Chair) & Sandi Xhumari         |
| <b>Arts &amp; Humanities</b> | Ellen Nichols & Betty Torrell (Interim Chair) |
| <b>Social Science</b>        | Deepti Karkhanis & Jackie Schultz             |
| <b>HSEWI</b>                 | DeeDee Orcajo & Eric Stewart                  |
| <b>iBIT</b>                  | Frank Hatstat & Pete Ophoven                  |
| <b>Library</b>               | Heath Hayden & Chloe Horning                  |
| <b>Counseling</b>            | Vacant  |
| <b>BCAHE Rep</b>             | J. Engel Szwaja Franken                       |

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## Suite of Courses Centered in Culturally Responsive and Anti-Racist Instruction

### It Starts and Ends with Feedback (New!)

**4 synchronous sessions: July 12 – 21, T/Th 12-1:30 p.m.**

As faculty working with students and peers, 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, we can 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.

Throughout our sessions together, we will address:

- Communication
- Stress in communication
- Triggers
- Listening Skills
- Importance of non-verbal communication
- Cultural considerations in feedback conversations
- Empathy

**10 PD Hours** - approx. 6 synchronous and 4 independent hours

**\$200 Stipend\***

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

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



## Creating an Infographic Syllabus (New!)

**2 synchronous Wednesdays, July 27 + August 3, 10:30 a.m.-12 p.m., and an optional final sharing session on August 10, 10:30-11:30 a.m.**

Are you interested in bringing a new format to your syllabus? Would you like to add more visuals and shorten your syllabus to make it easier to read? Join us for this innovative workshop introducing the Infographic Syllabus approach. Recent research has shown that students are more likely to read and interact with the syllabus when it uses an infographic style. In this workshop we will learn about infographics and syllabi, look at examples from both BC and other institutions, discuss accessibility and graphics, meet to work on our syllabi drafts together, and give each other feedback. This is an enjoyable way to get started on your syllabi for fall and try an innovative design method for engaging with students!

**8 PD Hours** – approx. 3 synchronous and 5 independent hours

**\$150 stipend\* (must attend 7/27 and 8/3 sessions)**

**15 seats, [register](#) to learn more!**

*Reach out to [Christina Sciabarra](#) (Social Science) or [Tonya Estes](#) (Faculty Commons) for information.*

## Cultural Responsiveness: A Reflective Process of Assessing Your Course, Part I

**4 synchronous T/Th sessions: July 12, 14, 19, 21, 9:30-11 a.m. on Zoom**

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 three dimensions of a responsive course. Through the assessment and reflection process, you will come away with practical 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.

Participants will engage in a guided reflective self-assessment to develop strategies to:

- identify students' backgrounds and goals
- diversify representation in course materials
- disrupt racial and cultural inequities in your discipline and course

**12 PD Hours - approx. 6 synchronous and 6 independent hours**

**\$200 Stipend\* for attending a minimum of 3 of the 4 sessions and completing final project**

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

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

## Assignment Redesign with TILT: An Online Workshop

**Poly-synchronous: July 11- August 8.** (To do assignment charrettes, you and a partner will meet twice based on your availability. Otherwise, all work is completed asynchronously on Canvas.)

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

Many of you have heard of *TILT* by now – an assignment framework that promotes transparency in learning and teaching. Now it is time to put it into practice. Join us for an online workshop series learning how to *TILT* our assignments in a way that can have a powerful impact on our students' sense of belonging, academic confidence, and persistence in college. Research shows that *TILT* helps close opportunities gaps for students by clarifying the purpose, tasks, and criteria of your assignments. It can save you time too by reducing the number of questions you get and the amount of feedback you need to provide on an assignment! Transparency is an act of equity and inclusion.

**Tasks:** Workshop participants will work through a set of activities including:

- Learning about the *TILT* framework
- Examining and discussing a sample assignment
- Providing feedback on peer assignments
- Submitting a written reflection at the end of the 4-week session

**Criteria for Success:** Faculty will have two *TILT*ed assignment to use in your current or future courses. We recommend *TILT*ing your most complex, multi-step assignments!

**10 PD Hours**

**\$150 stipend\***

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

Please contact [Archana Alwar](#), A&H, for more information



## Creativity (Updated to One Day!)

Tuesday, July 26, 9:30 a.m.-12:30 p.m.

Hyflex model: Come to D104H or Remote in

This 3-hour session is facilitated by Pete Ophoven, iBIT, Masters in Creativity and Innovation from Drexel University's School of Education Department. Over the session, participants will explore a definition of creativity, a tool for assessing creativity, and ideas for intentionally integrating creativity in your course. Encouraging 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.

### 9:30-10:30 – What Is 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.

### 10:50-11:25 – Taking a Creativity Assessment

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, 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.

### 11:30 – 12:30 – Discussing the Assessment and Implications for Your Course

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?

**3 PD Hours**

**15 seats | [Register](#) to save your seat**

*For more information, please contact Pete Ophoven, (iBIT).*



## Addressing Subtle Acts of Discrimination in Higher Ed (New)

**Synchronous Sessions: Mondays, July 11, 18, 25, 10:30 a.m.-12:20 p.m.**

We know that each of us needs to engage in continual learning about how we and our institution perpetuate inequities and harm based on ingrained stereotypes of race, ability, religion, gender identity, language, age, personality, body type, socio-economic status, and other identities. In this workshop, participants will learn and reflect on ways that we subtly or unintentionally commit acts of exclusion, aggression, or abuse so we can identify them and respond.

The sources of our discussions will center on the following:

1. 'We Need to Retire the Term "Microaggressions"' article by Ruchika Tulshyan.
2. Paul Gorski's, founder of the Equity Literacy Institute, article "Avoiding Racial Equity Detours."
3. Dr. Yolanda Flores Niemann, University of North Texas, [video-recorded series of discussions](#) about subtle acts of exclusion students have experienced in school.
4. Alison M. Parker's overview of literature in her article, "Intersecting Histories of Gender, Race, and Disability."
5. Dr. Luke Wood and Dr. Frank Harris' webinar entitled "[Responding to Racial Bias and Microaggressions in Online Environments.](#)"

These five resources will lead us through our discussions and provide us with an intervention process for when we are witness to more subtle forms of discrimination at the college. Carol Leffall and Tonya Estes humbly invite you to join us for three 2-hour discussions this summer.

### **Learning Objectives:**

Develop understanding of biases and aggressions to:

- evaluate why "microaggressions" are actually aggressions and abuse and how they connect to structural oppression
- reflect on our own biases
- recognize the real-life effects of biases towards historically oppressed groups, including adverse outcomes associated with experiencing biased environments
- use approaches to decrease bias-based interactions
- respond to bias-based aggressions when they occur

**12 PD hours – \_approx. 6 synchronous and 6 independent hours. Must participate in all synchronous sessions to receive the stipend.**

**\$300 stipend\***

**10 seats; [Register](#) for Addressing Subtle Acts of Discrimination**

*For more information, reach out to [Carol Leffall \(iBIT\)](#), [Tonya Estes \(Faculty Commons\)](#)*



## Culturally Responsive Teaching & The Brain

4 Fridays, July 15-August 5, 10-11:30 a.m. through Zoom

Culturally responsive and sustaining teaching practices work to close the opportunity gaps present in our educational system. These teaching frameworks bring together brain-based research with practices that strengthen the assets of our racially, culturally, linguistically, and neurodivergent students. Zaretta Hammond's book leads us through how culturally responsive practices impact cognitive functions, and when done well, lead to higher and more equitable students learning outcomes. Join Ron and Ahmad to enjoy some 'ah-ha' moments about promoting authentic engagement and rigor among diverse students. You may wish to purchase the book with your division PD funds or on your own, or borrow a book from the Faculty Commons.

### Course Objectives:

By reading the text and participating in weekly book discussions, participants will be able to:

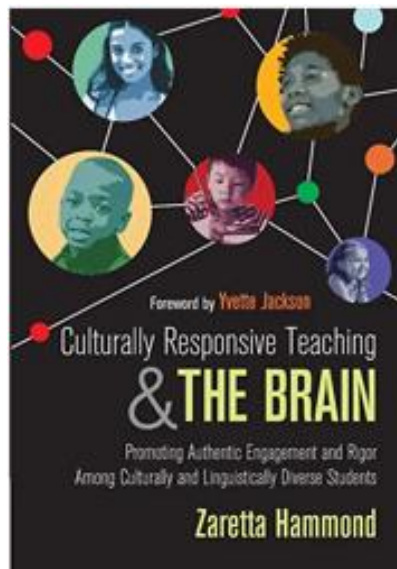
- explain how culturally responsive teaching practices work to close the opportunity gaps present in our educational system
- explain how culturally responsive practices impact cognitive functions
- apply learning to make at least one significant change to an upcoming course

**12 PD Hours** - approx. 6 synchronous and 6 independent hours

**\$250 stipend\*** for attending a minimum of 3 of the 4 sessions and completing a reflective assignment

**12 seats maximum:** [Register to save your seat!](#)

Please reach out to [Ron Holland](#), CRP Lead, or [Ahmad Ghashmari](#), A&H for questions.





## Climate Justice

*Please reach out to Sonya Doucette for information about Climate Justice offerings.*

### Carbon Criminals: Climate Crimes

Please join us for a lively discussion of the new book *Carbon Criminals: Climate Crimes*, which takes a criminological perspective towards the climate crisis. Unlike many climate justice books that focus on causality, and have a doom and gloom approach, this book focuses on the role that large corporations and the global political community played in leading to the current climate crisis, including approaches that have been and could have been taken to mitigate the current climate situation. This content is viewed under the umbrella of the American predatory capitalist system and the juxtaposition of corporate earnings versus a responsible and ethical approach to global climate justice. The book is a quick yet fascinating read and concludes on a positive note in terms of how we can best deal with greenhouse gas emissions, the loss of ecological inhabitants, and supporting proactive strategies towards the ongoing climate crisis.

**Tuesdays: July 12, 19, 26 and Aug 2, 9, 16 from 11:30 a.m. – 12:30 p.m.**

**10 PD Hours, 15 seats maximum. [Register for this book discussion!](#)**

Book provided to participants at no cost. Please note: Books available for pick 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 facilitators Ciarelle Jimenez, Business Law and Kelli Callahan, Criminal Justice. Please contact Sonya Doucette ([sonya.doucette@bellevuecollege.edu](mailto:sonya.doucette@bellevuecollege.edu)) with questions.

### Asynchronous Climate Justice Summer Institute

This fully asynchronous, online Climate Justice Summer Institute helps participants hone their knowledge of climate justice and civic engagement\*, and brainstorm ways to bring them into one of their courses. Readings and videos help participants recognize the intersections between climate justice and racial, economic, gender, intergenerational, and other systemic forms of injustice and generate ideas for civic engagement in their classrooms. With significant one-on-one feedback and support via online discussion boards, participants emerge from the Institute with a climate justice lesson that addresses a social justice issue that intersects with climate impacts and involves students in civic engagement. You can teach your climate justice lesson anytime during the 2022-23 academic year, or as early as this summer if you are ready. Participants do not need pre-existing specialization or knowledge of climate justice or civic engagement.

**25 PD Hours, 15 seats. [Register to participate!](#)**

**This is a fully asynchronous online learning community** \$800 stipend (\$400 for completion of Canvas Modules and draft lesson creation this summer; \$400 for teaching, revising, and submitting lesson to the Bellevue College Climate Justice Curriculum Repository and observing another faculty's lesson sometime during the 2022-23 academic year). If you are interested and have questions, please contact Sonya ([sonya.doucette@bellevuecollege.edu](mailto:sonya.doucette@bellevuecollege.edu)).

## Publish Your Climate Justice Lesson

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.

Click on this link to read more about this opportunity on [the Faculty Commons website](#). [Register to participate!](#)

## Mentoring & Advocacy

### Grants 101

**Synchronous via Teams on Monday, July 11 from 1-2 p.m.**

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.

**No registration necessary. Join the Meeting Here!** [Click here to join the meeting](#)

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

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

For more information about our Adjunct Mentoring Program, please contact [Taylor Dalrymple](#), Adjunct Support Lead. The next cohort of mentoring pairs will start in Fall 2022!

If you are interested in **receiving mentorship in 2022-2023 academic year**, please [fill out this form](#).

If you are interested in **being a mentor to an adjunct instructor**, please [fill out this form](#). AND, be sure to sign up for the Faculty Mentor Training, if you haven't yet completed that. See page 11 for details.



## Faculty Mentor Training

Asynchronous course opens July 5, and all work must be completed by August 7.

1.5-hour meeting in late summer/early fall, TBD



Are you interested in serving as a mentor next year (2022-23) in the Tenure Mentoring or Adjunct Mentoring Programs? If so, this is **a required workshop** for all those who would like to mentor in one or both of these programs. Or are you just interested in what effective mentoring is? We welcome you to complete this training even if you don't join one of our formal mentoring programs.

By the end of the workshop, we hope that faculty mentors will be able to:

- build and maintain an effective relationship with their mentee.
- understand cultural differences and use that understanding to communicate and interact effectively.
- provide guidance in identifying objectives/goals and feedback to enable their mentee to be successful.
- seek opportunities for conversations that support the growth of the mentee by creating an atmosphere of trust and support.
- refer their mentee to the variety of resources on campus available to support faculty.
- have a clear understanding of their role and responsibilities as mentors in the Tenure Mentoring Program and/or the Adjunct Mentoring Program
- understand the value of confidentiality in mentoring relationships and be able to create their own mentoring confidentiality agreement.
- use guidelines in developing a partnership agreement and develop a strategy to achieve the mentee's goals.
- recognize the need for closure when partnerships don't go as expected and reflect on the learning from that experience

\*\*A required 1.5 hour in-person meeting will take place in late summer or early fall. Leslie and Taylor will provide that information during the online training.

**[Register for the Mentor Training](#) by July 5 to reserve your seat.**

**25 seats maximum**

**Stipend: \$200\***

*For more information contact Leslie Lum, Tenure Mentoring Lead, or Taylor Dalrymple, Adjunct Support Lead.*

## Faculty Commons Leads and Drop-in Support

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

| Title, Name, Description of Support  | Support Hours and Contact Info   |
|--|--|
| <p><b>Faculty Commons Director, Tonya Estes</b><br/>Discuss ideas for the Commons, the latest in teaching and learning, or mentoring &amp; advocacy needs.</p>   | <p><b>Just send me an email (7/5-8/25) – I will respond quickly:</b><br/><a href="mailto:tonya.estes@bellevuecollege.edu">tonya.estes@bellevuecollege.edu</a></p>  |
| <p><b>Culturally Responsive Practices Lead, Ron Holland</b><br/>Connect with Ron for assistance with designing your course to support our diverse student body. Need help with content choice? Grading design? Student support?</p>  | <p><b>Email for an appointment:</b><br/><a href="mailto:ron.holland@bellevuecollege.edu">ron.holland@bellevuecollege.edu</a></p>   |
| <p><b>Data/PD Liaison, Humaira Jackson</b><br/>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>Hy-flex in Commons:</b><br/>Thursdays, 1-3 p.m. or <a href="#">Zoom</a><br/><b>Email for an appointment:</b><br/><a href="mailto:hjackson@bellevuecollege.edu">hjackson@bellevuecollege.edu</a></p>  |
| <p><b>Adjunct Support Lead, Taylor Dalrymple</b><br/>Meet with Taylor to get to know him and let him know about your support and mentoring needs!</p>  | <p><b>Hours coming soon!</b><br/><b>Email for an appointment:</b><br/><a href="mailto:taylor.dalrymple@bellevuecollege.edu">taylor.dalrymple@bellevuecollege.edu</a></p>   |
| <p><b>Tenure Mentoring Lead, Leslie Lum</b><br/>Meet with Leslie for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>  | <p><b>Email for an appointment:</b><br/><a href="mailto:llum@bellevuecollege.edu">llum@bellevuecollege.edu</a></p>   |
| <p><b>Climate Justice Lead, Sonya Doucette</b><br/>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><br/><a href="mailto:sonya.doucette@bellevuecollege.edu">sonya.doucette@bellevuecollege.edu</a></p>   |
| <p><b>Disability Resource Center Director, Marisa Hackett</b><br/>Get answers about working with disabled students and about letter of accommodations.</p>   | <p><b>Tuesdays, 1 -2 p.m.</b><br/><a href="#">Join Microsoft Teams Meeting</a><br/><a href="tel:+12068992345">+1 206-899-2345</a></p>  |
| <p><b>Neurodiversity Navigators Program Director, Sara Gardner</b><br/>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><br/><a href="mailto:sara.gardner@bellevuecollege.edu">sara.gardner@bellevuecollege.edu</a></p>   |
| <p><b>Early Alert Director, Melissa Martinez</b><br/>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 a.m.-12 p.m.</b><br/><b>Weeks 1-3</b><br/><a href="#">Join Teams Meeting</a><br/>Or email Melissa with your questions:<br/><a href="mailto:melissaemartinez@bellevuecollege.edu">melissaemartinez@bellevuecollege.edu</a></p> |

## Faculty Commons Summer Contributors!

Archana Alwar, A&H  
Taylor Dalrymple, Adjunct Support Lead  
Sonya Doucette, Science  
Ahmad Ghashmari, A&H  
Sara Gardner, NdN Program  
Marisa Hackett, DRC  
Ron Holland, CRP Lead  
Humaira Jackson, Data/PD Liaison

Carol Leffall, iBIT  
Brandon Lueken, Grants  
Leslie Lum, Tenure Mentoring Lead  
Melissa Martinez, Early Alert  
Pete Ophoven, iBIT  
Christina Sciabarra, Social Science  
Madhura Sohani, Social Science  
Janelle Tarasewicz, Social Science

## Stipends, Accommodations, and Proposal Information

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

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

### Accommodations

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

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

### Call for Proposals

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

It's not too early to submit a proposal for Fall 2022. To be considered, please submit your proposal for fall by August 4 **at the very latest**. Use [this link](#) to submit your proposal!



*Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at <https://www.bellevuecollege.edu/policies/>. The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, 425-564-2641, Office C227, and EEOC/504 Compliance Officer, 425-564-2178, Office R130.*