

Fall 2022

Faculty Commons Program (9/19/22)



Welcome back to those of us returning and to the 35 or so new tenure-track and adjunct faculty starting this fall. You may have heard that we have 25 faculty starting the tenure process this year; 70% were BC adjunct faculty. Congratulations! Please know that we are here to support ALL faculty at all stages of career through a wide variety of workshops, academies, book clubs, mentoring, one-on-one support, community building, advocacy, and career development offerings.

**The Faculty Commons is 10 years old!** We continue to respond to the current needs and wants of our faculty to best serve our students. *Ten brand new workshops this fall!* We are also offering a wider variety of touchpoints, including research communities, specialized support for writing assignments, and teaching triangles. Across the curriculum, we are framing our work with students through a culturally responsive lens.

The Faculty Commons has been an integral part of designing the [Online Excellence in Teaching Academy](#). For the first two phases of this academy, the Commons oversees the online pedagogy requirements. This fall, Jen Anderson will be facilitating multiple sections of [High 5 in Online Instruction](#) and Timothy Chang **Nuts and Bolts of College Instruction** to help you fulfill 12 hours of Phase II. We will continue to offer multiple sections of High 5 quarterly into the 2023-2024 academic year.

Ron and Humaira have been busy planning all sorts of new and creative ways for faculty to engage in professional learning. We will be holding **panels, Part II of Assessing our Courses, a Scholarship of Teaching and Learning (SOTL) research community**, and more. We are pleased to offer the **Introduction to Culturally Responsive Instruction** to all new faculty this fall after 4 years of development and review! Jun Xu, WAC lead, will be offering **one-on-one support for faculty to design effective prompts**. Our **Book Clubs** will take participants deep into understanding **trauma-informed instruction** or a philosophy-focused reflection on **human rights** related to classroom freedoms.

A new series has evolved – **Time for a Quick Dip?** Sometimes we don't have time for a deep dive, but are looking for a refreshing dip into a topic. The offerings in this series are meant to inform, inspire, and increase campus involvement in current practices. Topics this fall include: **Rubrics for UDL, Embedding Quizzes in Videos, and Writing Across the Curriculum**.

Taylor Dalrymple and Leslie Lum supported 24 faculty through our Mentor Training this summer to prepare for our [Mentoring Programs](#) this year. Steven Martel will teach faculty about effective **mental health advocacy**. And, of course, Aimee Hong will be leading us in song!

**The Faculty Commons (D104) hours: Monday-Thursday, 8:30 a.m.- 5 p.m. Fridays, 8:30 a.m.- 3 p.m.** Come on in to say 'hi' and stay awhile. If you wish to use the space outside of our regular open hours, please contact Aris Andrade. Hope to see you soon!

*Tonya, your Faculty Commons Chair*

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## High-Impact, Equity-Creating Teaching & Learning Frameworks and Practices

Take a deep 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 10 faculty have now completed the full Academy! That is at least 75 hours of committed engagement in professional learning. Will you be next? You might be new to college instruction or have been teaching for years - these workshops are made for you! We identified key elements of equitable college teaching, learning, and assessment and divided those into 3 strands: **Nuts and Bolts of College Instruction**, **Student Engagement**, and **Transparent and Relevant Assessment**. Participants will come away with a theoretical understanding of the topics and practical applications of these integral elements of teaching for your courses.

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, 1:30-3 p.m.	Nuts and Bolts of College Instruction	Student Engagement	Transparent and Relevant Assessment

### Nuts and Bolts of Equitable College Instruction

**Poly-synchronous: Hybrid Course with 4 required synchronous meetings Wednesdays, October 5 & 19, November 2 & 16, 1:30-3 p.m.**

Are you new to teaching? Or do you want to revisit some of the foundations of college instruction related to teaching and learning? The Nuts and Bolts workshop engages faculty in learning and discussions about the fundamentals of being a college instructor, while making practical applications to your courses. Although this course will be meaningful for teaching on-ground, the focus this quarter will be on utilizing online instructional approaches. Throughout these sessions we introduce evidence-based strategies and intertwine equity, cultural responsiveness, High 5, and growth mindsets as we discuss our **syllabi, course outcomes, lesson plans, assignment creation, and student support strategies**. This workshop is designed to provide faculty with an overview of the topics below. Faculty may discover areas they wish to explore further in more intensive workshops. *This course can serve as the OETA Online Pedagogy requirement for Phase 2; See Online Teaching Excellence Academy below.*

#### Nuts and Bolts Content

<b>Culturally Responsive Teaching</b>	Examine how our positionality, implicit biases, and cultural lens impact the students in our classroom. Work to be anti-racist instructors.
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<b>The Inclusive Syllabus</b>	Examine the role of instructor presence right from the start of the quarter through paying attention to tone and language used in the first touchpoint we have with our students – the syllabus.
<b>Connecting Outcomes to Performance</b>	How can we structure our class with the outcomes in mind and meet those outcomes using traditional and alternative assessment strategies?
<b>TILT Assignment Framework and Student Success</b>	Use the TILT Assignment Framework to revise one assignment, making the “why and how” behind each assignment clearer for our students.
<b>Universal Design for Learning</b>	Share ideas for lesson planning and delivery with a focus on Universal Design for Learning (UDL) and explore Equity/Growth Mindset.
<b>Partnering with Student Support Services</b>	Learn ways faculty can partner with key student service providers on campus (e.g. Counseling, Disability Resource Center, Advising) to be in compliance and to enhance student learning and support).
<b>Significance of Reflection</b>	Build student reflection and your own instructor reflection into a regular practice to add depth to learning in the classroom.

**Learning Outcomes:**

Participants in this workshop series will be able to:

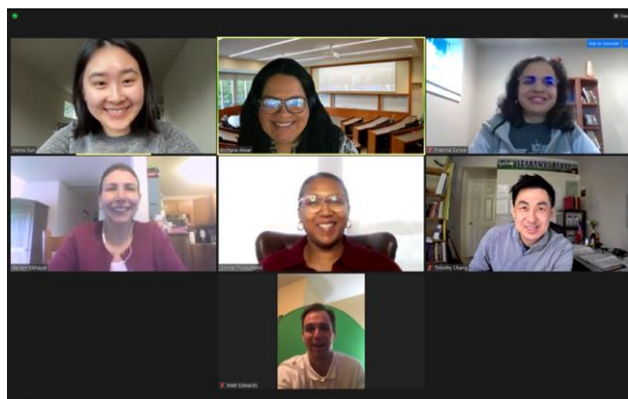
- Articulate how positionality and implicit bias impact our classroom environment and how to create a more equitable classroom.
- Identify and apply culturally responsive strategies in their classes.
- Identify the components of an inclusive syllabus and construct one for their courses.
- Construct or revise one assignment using the TILT assignment framework to enhance clarity of expectations for students.
- Understand and apply the Universal Design for Learning (UDL) principles to all facets of their teaching and classroom environment.
- Describe the importance of reflection in learning and create reflection activities.

**25 PD Hours**

**\$600 stipend\*** for completing required work and attending a minimum of 3 of the synchronous sessions.

**Full: Please register on our [Waitlist for Nuts and Bolts of Equitable College Instruction!](#)**

*For more information, contact Timothy Chang, Developing Instructor Academy Lead*



*Creating Community in the Virtual Commons*



## Online Excellence Teaching Academy (OETA)

The Faculty Commons is providing the pedagogical courses and support for the Online Excellence Teaching Academy. Since the Commons' inception in 2012, we have been engaging faculty with development opportunities in online instruction! In 2017, courses like Canvas 101 and Accessibility were moved to the newly-started eLearning department. However, the Commons continued to be the campus provider of workshops on effective, engaging, and equity-creating online instruction. Options for fulfilling the 12 hours of online pedagogy are to complete one of the two workshops below, or meet the requirements as described on the [OETA website](#).

### Nuts and Bolts of Equitable College Instruction

See above for description. This workshop includes the essential elements of High 5 and can serve as the Phase 2 required completion of High 5 for Online Instruction.

### High 5 for Online Instruction (updated)

**Poly-synchronous: Canvas-based and 1 synchronous requirement (you and one other participant will meet on a mutually available day for up to one hour)**

[See OETA website and scroll to High 5 for available sections](#)

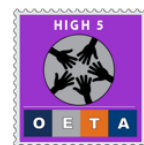
**Section One:** Monday, 10/10 - Friday, 11/4

**Section Two:** Monday, 10/24 - Friday, 11/18

**Section Three:** Monday, 11/7 - Friday, 12/2

High 5 for Online Instruction is a required part of Phase II of the OETA. This course leads faculty through 5 equity-creating practices that help online instructors build community, connect with our students, create clear assignments, and stay flexible within a well-structured Canvas course. This workshop provides you the opportunity to develop your ability to apply these practices to your online course. After completion of this workshop, you will be able to:

- apply a variety of strategies to use students' names and pronouns in an online course
- develop a structured online course while applying a flexible approach to address student needs
- apply early intervention strategies to address students' progress and behavior
- construct and revise assignments using the transparency theory to enhance the clarity of expectations for online students
- develop a quarter-long communication plan
- connect with colleagues to create a learning community



**Successful completion will satisfy 12 hours of Phase II and you'll receive a badge!**

**Please note:** Carefully consider your other commitments before signing up! If you do not actively engage in the course within the first week, you will be removed. You will have the opportunity to sign up for a future offering, but that is not guaranteed.

## Cultural Responsiveness Series

Critical Knowledge of Self, Our Students, and Society

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

The Cultural Responsiveness Series in the Faculty Commons is an evolving set of workshops, panels, talks, resources, and other types of offerings 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.

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*

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

**Wednesdays, Sept. 28, Oct. 19, and Nov. 16, 1:30-3 p.m.**

**All Remote Meetings on Zoom**

This fall, Ron Holland and Humaira Jackson are excited to offer Part II of our Culturally Responsive (CR) Instruction Self-Assessment series. In Part II, we will review how the CR framework is proven effective through brain research, engage in a rubric focusing on elements of a CR curriculum, and break into teaching triads to learn from one another's approaches.

The objective of the teaching triad is to observe and discuss positive practices that you can incorporate into your own course. The purpose of the teaching triad is self-reflective. We will not be evaluating each other's courses, only seeing what insights we can gain from observation. **Please note:** You will schedule the teaching triad on the availability of you and your partners outside of the three meetings.

**10 PD Hours**

**\$250 Stipend\***

**3 more seats: [Register here](#)**

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



## Antisemitism: The 1930s and 1940s in America vs. Today (New)

**Tuesday, October 11, 1:30-2:30 p.m. (with Q&A 2:30-2:45)**

From the antisemitic rantings of Father Coughlin and Charles Lindbergh to quota systems and the refusal to let Jewish refugees attempting to escape Hitler's Germany into the United States to today's online hate groups and actual Republican candidates and congresspeople spouting off antisemitic hatred, this lecture will compare the antisemitism of the 30 and 40s with today's antisemitism in this nation. Michael will expose to us how antisemitism in America today is as bad as it was during the 30s and early 40s.

**15 seats, [Remote Link will be available with your registration.](#)**

Contact [Michael Korolenko](#), *Communication Studies - A&H*, with questions.

## Engaging Puente and Umoja for Student Success Panel (New)

**Monday, September 26th from 11:30 am to 12:30 pm**

[Join us through this Zoom link!](#)

**Tuesday, October 4<sup>th</sup> from 3-4 p.m.** (date of possible second panel)

Bellevue College's Puente and Umoja programs focus on closing the opportunity gap for Latinx and Black populations and play a vital role in providing holistic student services that have been known to increase retention and graduation rates.

Come learn more about how you can support the Puente program from Program Lead Hector Guzman, Puente Faculty Professor José Aparicio, and Puente Counselor Ana Bravo. Also, discover how you can support the Umoja program from Program Lead Darnita Boynton-Howard and Umoja staff faculty. Each program will discuss its benefits, provide student success tips, and explain how to go about connecting Latinx and Black students to their vital services.

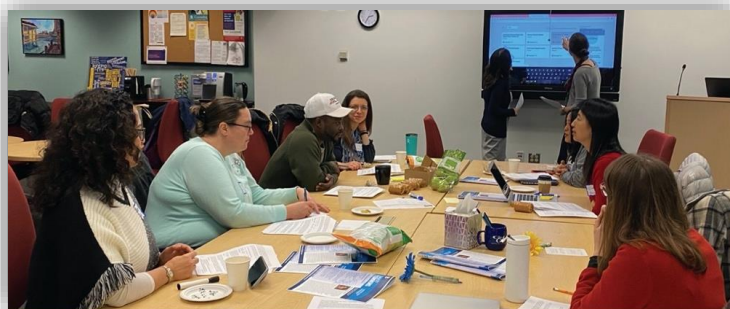
*Moderated by Ron Holland, Culturally Responsive Practices Lead*

## Interfaith Student Success Panel (New)

**Day and Time To Be Determined and Sent out via email!**

Join faculty of various faith traditions in a panel discussion on building inclusive atmospheres for students of various religious backgrounds. Gain an awareness of the various holidays and commemorations, learn how to best support students during times of religious observances, and build/model an inclusive and affirming community.

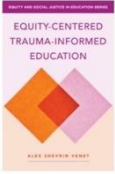
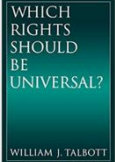
*Moderated by Ron Holland, Culturally Responsive Practices Lead*



*The Good Old Days Coming Back This Fall!*

## Book Clubs

This year, the Faculty Commons is continuing our book club series with a focus on equity, antiracism, and social justice.

2022-2023 Book Clubs with a Focus on Culturally Responsive Practices	
Fall	Links to Books
<b><i>Equity-Centered Trauma-Informed Education</i></b> , Alex Chevrin Venet <b>Facilitators:</b> Jessica Wang & Jackie Schultz	
<b><i>Which Rights Should Be Universal?</i></b> , William J. Talbott <b>Facilitator:</b> Davis Smith, Philosophy	

### Equity-Centered Trauma-Informed Education

**Tuesdays, October 4- November 1, 2:30-3:30 p.m. Remote**

As we continue to 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 Jackie Schultz (History) and Jessica Wang (Meteorology) 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. This book club is designed for faculty who have not participated in this book club in previous quarters. A follow-up workshop for winter or fall 2022 book club participants is in the development.

**12 PD Hours**

**\$250 stipend\* for attending a minimum of 4 of the 5 sessions and completing a project**

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

Please reach out to [Jessica Wang](#), Science, or [Jackie Schultz](#), Social Science, for questions.

### Which Rights Should Be Universal? Human Rights and Objective Goodness (New)

**5 Fridays, October 7, 14, 21, 28 and Nov. 4, 10:30 a.m. – 12 p.m., Remote**

There is a growing movement to incorporate diverse perspectives into the content of our courses. This is a good thing, overall. But, there are some perspectives which are intolerant and hostile to equity and inclusion; perspectives which should not be given equal footing with others in our classrooms. So, the question becomes “how do we tell which ones are the bad ones?” In this course, we will be answering this question using basic human rights from an outcomes (consequentialist) perspective; i.e., the rights which should be universal are those which promote the well-being of all people. We will be learning about the different models for moral discovery, cultural relativism and cultural imperialism, the



development and discovery of human rights, and then how to implement basic human rights into our syllabi and classes. You may wish to purchase the book with your division PD funds or on your own, or borrow a book from the Faculty Commons (8 copies available).

**10 PD Hours**

**\$250 stipend\* for fully participating in a minimum of 4 of the 5 sessions**

**4 more seats maximum: [Register here](#) for this book discussion.**

*Please reach out to Davis Smith, [da.smith@bellevuecollege.edu](mailto:da.smith@bellevuecollege.edu), with your questions.*



## Time for a Quick Dip?

Every year, the Faculty Commons loves to try something new! 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 from others, teaching others, and interacting with diverse learning communities, to name a few. This series provides a platform for faculty to engage others with a very focused takeaway. Sign up so we know you're coming and can send you a calendar invitation and participation link. Please note there are no stipends and PD certificates available for these quick dips.

If you've got something to share with others, reach out to Tonya Estes, [tonya.estes@bellevuecollege.edu](mailto:tonya.estes@bellevuecollege.edu). We can design something for a future quarter.

## Rubrics for Universally Designed Assignments (Updated)

**Wednesday, October 12, 11:30 a.m. – 1:30 p.m.**

**Remote link will be sent to you after your register below!**

Join us to discuss connections between rubrics and Universal Design for Learning (UDL). This offering is for you if you're creating assignments that allow students a choice in their approach to completion, but aren't sure how to structure a single rubric to meet the variety of assignments you may receive. You will learn how to **assess** what's important: **student learning** by measuring what they need to show and how they show their understanding. Join other colleagues to share challenges and discuss how we can use rubrics to motivate our students. Bring your coffee or tea and join us for this Quick Dip! Stay tuned for the date and time.

**15 seats: [Register for Rubrics for UDL soon!](#)**

*Facilitated by Archana Alwar, Spanish - A&H, and Hima Rami, ESL - A&H*

## What is Writing across the Curriculum (WAC)? (New)

**Tuesday, September 27, 1:30-2:30 p.m.**

**Join this remote session [on the Teams Link here](#)**

What is WAC and why might you want to learn more? Last year, Jun Xu, English, and Tonya Estes, Faculty Commons, started the process of building a Writing Across the Curriculum program at Bellevue College. We worked with 27 faculty representing all divisions to learn about their experiences of integrating writing into their instruction. This fall, Jun will continue to work on WAC through the Faculty Commons and during this Quick Dip session, she will introduce all those interested in learning more to WAC and the takeaways from last year's data gathering.

**No registration needed! Stop in to Teams to hear from Jun.**

*Facilitated by Jun Xu, English - A&H, WAC Lead*

## Embed Quizzes in Your Videos and Students Will Watch! (New)

**Monday, October 10, 11:30 a.m.-1 p.m.**

**Remote Session: Link will be sent on registration**

Do you use videos to convey key content in your courses? Do you wonder if students are watching those videos and engaging with them? Join Li to learn about the changes in her students' engagement with the videos in her online courses after she used the feature in Panopto to embed quizzes. Li will then provide a Quick Dip how-to demonstration so you can easily add a quiz to your course video and observe the impact on your students, too.

**15 seats: [Registration for Embedding Quizzes is open!](#)**

*Contact Li Liu, Communication Studies - A&H, with questions.*

## Writing Across the Curriculum

### Assignment Writing Support (New)

Last year, Jun Xu, English, engaged with faculty from all division across campus to learn about their approaches, challenges, and successes in embedding writing assignments in their courses. One common challenge was how to write effective prompts, test items, or feedback. This fall, Jun will work with up to 20 faculty who self-identify as needing help in this area by providing three 30-minute support session over the quarter.

**Registration coming soon**

## Climate Justice Programming

Pressing Topics of Our Times

*Contact Sonya Doucette, ([sonya.doucette@bellevuecollege.edu](mailto:sonya.doucette@bellevuecollege.edu)) about the Climate Justice Program.*

### Climate Justice Faculty Learning Community

This fully asynchronous, online Climate Justice Faculty Learning Community helps participants hone their knowledge of climate justice and civic engagement\*, and brainstorm ways to bring them into one of their courses along with positive stories of change. 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 for systemic change and positive stories of change that can be used in their classrooms. With significant one-on-one feedback and support via online discussion boards, participants emerge from the FLC with a climate justice lesson draft that addresses a social justice issue that intersects with climate impacts, involves students in civic engagement for systemic change around that issue, and highlights related positive stories of change. You can teach your climate justice lesson anytime during the 2022-23 academic year. Participants do not need pre-existing specialization or knowledge of climate justice or civic engagement. [See the Faculty Commons website for more details!](#)

### **25 PD Hours**

**15 seats: [Register to participate!](#)**

*If you have questions, please contact Sonya Doucette.*

### **What Climate Justice Means and Why We Should Care**

**Fridays: 11:30 a.m. – 12:30 p.m. on Sep 23; Oct, 21; Nov 4, 18; Dec 2**

Please join us for a discussion of *What Climate Justice Means and Why We Should Care* (2022), in which philosopher Elizabeth Cripps approaches climate justice not just as an abstract idea but as something that should motivate us all. Using clear reasoning and poignant examples, Cripps starts from the irrefutable science and uncontroversial moral rules then goes on to explore our obligations to each other and to the nonhuman world. She unravels the legacy of colonialism and entrenched racism, and makes the case for immediate action. Cripps argues that we owe it to our fellow humans – and other species – to protect them from the catastrophic harm caused by the climate crisis.



### **10 PD Hours**

**15 seats maximum, [Register Today for this book discussion!](#)**

Book provided to participants at no cost. Books are available for pick up on campus by faculty participants. If pick up from campus is not possible, books can be mailed to faculty.

*Led by facilitators Ferdinand Tablan, Philosophy and Chris Shelly, Chemistry & Biology*

*Please contact Sonya Doucette with questions.*

### **Discipline-Specific Climate Justice Faculty Learning Community**

**Meeting times will be scheduled after teams are formed.**

How can the social justice aspects of the climate crisis (climate justice) be tied to the content and skills that you teach in your course to create a coherent climate justice lesson? The connections are not always clear and obvious. As busy faculty, you are likely short on the time needed to do the research to make the connections and search for resources for students to bring into their courses. This year-long discipline-specific FLC is an opportunity to do just that: (1) do research to make the connections and (2) compile student resources that can be used in courses in your discipline.

Please click here to take you to the Faculty Commons website for more information about PD hours and stipends! [Registration form](#)

*Lead by Sonya Doucette. Please contact Sonya with questions.*

## Community & Wellness

### Mental Health Advocacy (New)

Showing compassion and care to those who may be struggling emotionally

**3 Mondays, Oct. 24, 31, Nov. 7, 11:30 a.m.-1:20 p.m. on Zoom**

Our students are experiencing increased rates of anxiety, depression, and other mental health related concerns, and the ongoing pandemic has only exacerbated these issues. This 3-part, 6-hour workshop provides faculty with 1) a greater awareness of the impact of mental health, including learning to recognize the signs and symptoms of when someone is in emotional distress/crisis or is suicidal; 2) an increase in self-confidence when providing support to someone in emotional distress/crisis; 3) an understanding of the signs and symptoms of secondary/vicarious trauma; 4) skills to set boundaries; and 5) an opportunity to develop a self-care plan of action.

Steven Martel, Counseling Chair, will lead participants through these three collaborative sessions.

Participants will not be expected to complete outside work. However, a stipend will be available only to faculty who choose to complete a final project after the November 7 session.

**6 PD Hours**

**6 more seats: [Register for Mental Health Advocacy today!](#)**

**\$150 stipend available to faculty who complete a final project.**

*If you'd like more information about this offering, please reach out to Steven Martel, Counseling.*

### BC Faculty & Staff Singers

**Every Friday, 2:30 - 3:30 p.m., starting on September 30**

**Virtual Meetings on Zoom: Sept 30, Oct 14, Oct 28, Nov 11**

**In-person Meetings in Choir Room (E129): Oct 7, Oct 21, Nov 4, Nov 18, Dec 2**

Welcome to our BC Faculty & Staff Singing Group! This is a great opportunity to take some time away from your work and meet other colleagues from campus! For Fall Quarter, we will start meeting on Sept 30 with in-person sessions every other Friday and virtual sessions on the alternating weeks (see dates above). Aimee Hong, Faculty of Music at BC who specializes in voice, concert choir and group piano will lead us in these vocal sessions. Come join our vibrant musical community. No experience necessary!

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

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



*Singing in the Pre-COVID Era*

## 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 or completion certificates are available for these workshops. See the individual workshop description for the schedule.

Career Development Offerings 2022-2023		
Fall	Winter	Spring
Writing and Updating Your CV	Writing and Updating Your CV	Take advantage of the <a href="#">Faculty Commons Leads' office hours</a> to get support in your job application!
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 the 2023-2024	
Preparing Your Full-Time Promotion Application	Preparing Your Full-Time Promotion Application	Submit Your FTP Application

### Writing and Updating Your Faculty CV

**2 Mondays, October 10 & 24, 2:30 – 3:30 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!**

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

### Writing Your Diversity Statement

**2 Thursdays, November 3 & 10, 12 – 1:30 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 a requirement for any job 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.

**10 spaces: [Register](#) by October 29 to hold your spot and receive pre-workshop homework.**

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

## Preparing for the Interview

**2 Mondays, November 7 & 21, 1:30 – 2:30 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.**

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

## Writing Your Teaching Philosophy Statement

**2 Tuesdays, November 8 & 15, 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. 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 soon to polish up your Teaching Philosophy Statement!](#)**

*For more information, contact [Tonya Estes](#) or [Taylor Dalrymple](#), Faculty Commons*

## Preparing Your Full-Time Promotion Application

**Tuesday, November 15, 1-2 p.m.**

**Zoom:** <https://bellevuecollege.zoom.us/j/84220829438?pwd=ejJFUzY0S3RqL0c4NG1BeS9rcDlNQQT09>

Full-Time faculty promotion materials are due April 17, 2023! 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*

## Applying for Sabbatical Leave

**Wednesday, November 16,**

**9:30-10:30 a.m. [Zoom Link Here](#) for session with Tony Tessandori**

**12:30-1:30 p.m. [Zoom Link Here](#) + Passcode: 757535 for session with Heidi Songstad**

Thinking about a sabbatical? We encourage you to come to one of these sessions to meet with members of the Sabbatical Review Committee. They will review the most up-to-date application process, requirements, and timeline, as well as provide examples of applications from faculty who have recently been awarded sabbatical. Applications will be due winter quarter for the 2023-2024 academic year.

**No registration necessary!**

*For more information, contact Tony Tessandori or Heidi Songstad, Sabbatical Review Committee*

**APPLY NOW**



## Mentoring and Advocacy Suite

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

#### Fall 2022/Winter 2023 Cohort

Faculty Commons is accepting applications for adjunct faculty who are interested in having a mentor for Fall 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 Fall Quarter until **Thursday, September 22**. Please email Taylor Dalrymple if you are interested in joining the mentoring program this year.

Would you like to earn **6 or 12 hours of professional development** by participating in our Adjunct Mentoring Program? In fall 2022, the mentor-mentee collaboration will be one quarter. You will be meeting for a minimum of 6 hours during fall quarter. Then, in winter 2023, the entire cohort will have the opportunity to continue working together through regular *Virtual Teaching Talks*. 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:

##### Fall: One-on-One Mentoring - 6 Hours

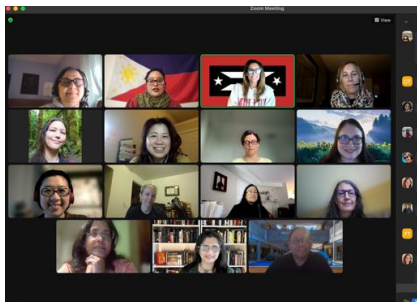
In the first quarter, mentoring pairs are matched based on a survey of needs. Mentees explore their roles, responsibilities, and individual goals within the scope of the Bellevue College culture of Teaching and Learning Excellence with the guidance of an advocate in their trained mentor without the pressure 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.

##### Winter: Teaching Talks - 6 Hours

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

**Mentees:** Upon completion of this two-quarter program, participants will earn a certificate of twelve hours of professional development.

[Please register to join our mentoring program as a mentee!!](#)



## 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 Committee, 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 2022-2023		
Fall	Winter	Spring
<b>Rights and Responsibilities</b>	Rights and Responsibilities	Rights and Responsibilities
<b>Benefits 101</b>	Benefits 201	Benefits 201
<b>Completing Your Adjunct Performance Review</b>	Completing Your Adjunct Performance Review	Completing Your Adjunct Performance Review
<b>How to Read Your Paycheck</b>	How to Read Your Paycheck	How to Read Your Paycheck
<b>Adjunct Professor Advocacy Fair</b>		Adjunct Professor Advocacy Fair
<b>Unemployment Benefits</b>	Unemployment Benefits	Unemployment Benefits
<b>Introduction to Grants</b>	Introduction to Grants	Introduction to Grants

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

**Wednesday, September 28, 3 – 4 p.m.**

<https://bellevuecollege.zoom.us/j/86347450403>

Learn about your contractual rights and your responsibilities as an adjunct professor 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, [trosenberg@bcahe.org](mailto:trosenberg@bcahe.org)

### Completing Your Adjunct Faculty Performance Review/Evaluations (New)

**Thursday, October 13, 12 – 1 p.m.**

<https://bellevuecollege.zoom.us/j/86347450403>

Performance reviews occur in the 2<sup>nd</sup> and 5<sup>th</sup> quarters of employment. Performance Evaluations occur in the 8<sup>th</sup> quarter of employment and then every 3 years. This workshop will answer any contractual questions you have and offer support for completing reviews and evaluations.

For more information, contact Taylor Dalrymple, [taylor.dalrymple@bellevuecollege.edu](mailto:taylor.dalrymple@bellevuecollege.edu)

### How to Read Your ctcLink Paycheck

**Tuesday, October 25, 3 – 4 p.m.**

<https://bellevuecollege.zoom.us/j/86347450403>

Want 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, contact Sue Nightingale, [Sue.nightingale@bellevuecollege.edu](mailto:Sue.nightingale@bellevuecollege.edu)

### Benefits 101 for Adjunct Faculty

**Wednesday, November 2, 1 – 2 p.m.**

<https://bellevuecollege.zoom.us/j/86347450403>

Curious about your healthcare benefits options? There are a variety of benefits offered to BC employees that you might be missing out on. Representatives from BCAHE and HR will cover major benefits and how they might be right for you.

For more information, contact Tobi Rosenberg, [trosenberg@bcahe.org](mailto:trosenberg@bcahe.org)

### Adjunct Professor Advocacy Fair

**Thursday, October 6, 11:30 a.m. - 2:30 p.m.**

<https://bellevuecollege.zoom.us/j/86347450403>

The Positive Policies for Adjuncts Committee invites you to attend an Adjunct Professor Advocacy Fair, where we'll be sharing much useful information for adjunct faculty. Please drop in virtually (via ZOOM link above) at any point for sessions by Positive Policies, Human Resources, BCAHE (Faculty Union), and Faculty Commons representatives. **Stay tuned for more details coming to your inbox early fall quarter.**

Contacts: Taylor Dalrymple, [taylor.dalrymple@bellevuecollege.edu](mailto:taylor.dalrymple@bellevuecollege.edu), Adjunct Support Lead & Tobi Rosenberg [trosenberg@bcahe.org](mailto:trosenberg@bcahe.org), BCAHE

### Unemployment Benefits for Adjunct Faculty

**Friday, December 2, 3 – 4 p.m.**

<https://bellevuecollege.zoom.us/j/86347450403>

If you are an adjunct faculty, you may be eligible for unemployment insurance benefits at the end of the quarter! Come to this workshop to determine your eligibility and learn how to file for benefits. Come to this workshop to determine your eligibility and learn how to file for benefits.

For more information, contact Tobi Rosenberg [trosenberg@bcahe.org](mailto:trosenberg@bcahe.org)

### Grants 101

**Synchronous via Teams on Tuesday, November 15, from 1:30-2:30 p.m.**

[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 \$5/7 million last year in grant funding for programs and services across the college like the Computing and Network Services, the Workforce Education office, and the RISE Learning Institute. 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.**

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

## BC College Administrators and Initiative Leads Drop-in Hours

**Take advantage of a direct connection with BC Administrators and Leads!** Join us for an open conversation with campus-wide leaders during their drop-in hours. 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 Governor Gary Locke</b>	W, 9/28, 3-4 PM <b>In-person A201</b> W, 10/12, 3-4 PM <b>In-person A201</b> W, 11/29, 3-4 PM <b>In-person A201</b>
<b>Associate VP of Academic Affairs Dr. Rob Viens</b>	<a href="#">Th, 10/6, 1-2 PM</a> <a href="#">F, 11/4, 10-11 AM</a> <a href="#">M, 12/5, 2:30-3:30 PM</a>
<b>VP of Administrative Services Dennis Curran</b>	Th, 10/13, 2-3 PM <a href="#">Click here to join the meeting</a>
<b>VP of Human Resources Frances Dujon</b>	<a href="#">Thu 09/29, 11 AM – 12 PM</a>
<b>VP of Diversity, Equity &amp; Inclusion Consuelo Grier</b>	TBD



## Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
<p><b>Adjunct Support Lead, Taylor Dalrymple</b> Meet with Taylor for support and mentoring in adjunct-related topics, including career development and instructional design.</p>	<p><b>D104:</b> Mondays, 1:30 - 3:30 p.m. <b>Or reach out to schedule an appointment</b> <a href="mailto:taylor.dalrymple@bellevuecollege.edu">taylor.dalrymple@bellevuecollege.edu</a></p>
<p><b>Culturally Responsive Practices Lead, Ron Holland</b> Connect with Ron for assistance with designing your course to support our diverse student body.</p>	<p><b>D104:</b> Wednesdays from 12:30 -1:30 p.m. <a href="#">Via Zoom: Tuesdays from 12:30 to 1:30</a> <b>Password:</b> 356781 <b>Or reach out to schedule an appointment:</b> <a href="mailto:ron.holland@bellevuecollege.edu">ron.holland@bellevuecollege.edu</a></p>
<p><b>Data/PD Liaison, Humaira Jackson</b> Humaira is leading data efforts – partnering with FACT, OE&amp;R, and faculty to use evidence effectively! Humaira will be in the Commons on Mondays from 2-3 p.m.</p>	<p><b>Humaira’s support hours are:</b> <a href="#">Zoom: Mondays, 2- 3 p.m.</a> or in <b>D104</b> <a href="#">Zoom: Thursdays from 10-11 a.m.</a> <a href="mailto:hjackson@bellevuecollege.edu">hjackson@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>C207:</b> Wed. 1 - 3 p.m. <b>Virtual office hours:</b> Thurs. 1 - 3 pm or by appointment. Contact Leslie for links: <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>By appointment:</b> <a href="mailto:sonya.doucette@bellevuecollege.edu">sonya.doucette@bellevuecollege.edu</a></p>
<p><b>Faculty Commons Director, Tonya Estes</b> Discuss ideas for the Commons, the latest in teaching and learning, mentoring, and advocacy.</p>	<p><b>By appointment, 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>Disability Resource Center Director, Marisa Hackett</b> Get your questions about working with disabled students or a letter of accommodations answered.</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 to meet most accommodations and questions about neurodiversity.</p>	<p><b>Please send Sara an email 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>Interim Director of Advising, 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>Mondays, 1-2</b> <a href="#">Click here to join the 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 advancement we haven't even conceived of! Simply make sure your idea fulfills the Mission of the Faculty Commons. Once submitted, the Faculty Commons leadership will review your proposal and work with you to fine-tune it. It's not too early to submit a proposal for Winter or Spring 2022. To be considered for winter, please submit your proposal by **October 18 at the very latest**. [Link to submit proposals](#)

### Thank you to the Fall Quarter Faculty Commons Contributors

Archana Alwar, A&H	Melinda Lin, Office Assistant
Jen Anderson, A&H	Li Liu, A&H
Aris Andrade, Program Manager	Brandon Lueken, Grants
Timothy Chang, A&H	Leslie Lum, Tenure Mentoring Lead
Taylor Dalrymple, Adjunct Support Lead	Steven Martel, Counseling
Sonya Doucette, Climate Justice Lead	Melissa Martinez, Early Alert
Tonya Estes, Faculty Commons, Chair	Sue Nightingale, BCAHE
Sara Gardner, NdN Program	The Positive Policies for Adjunct Professors Committee
Marisa Hackett, DRC	Hima Rami, BaTS
Ron Holland, Culturally Responsive Practices Lead	Tobi Rosenberg, BCAHE
Aimee Hong, A&H	Jackie Schultz, Social Science
Humaira Jackson, Data/PD Lead	Davis Smith, A&H
Allison Kang, Science	Jessica Wang, Science
Deepti Karkhanis, Social Science	Jun Xu, A&H

**\*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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