



Winter 2023 Faculty Commons Program

We are looking forward to ringing in the new year and continuing to bring us together to learn and grow from and with each other. We have some great stuff planned this winter. We know there is a lot happening across campus, so we hope each of you will find at least one offering with us that interests you, inspires you, and makes you feel welcomed and supported.

We have worked very hard to listen to what you want and design a mix of types of offerings. There are multi-week and single-meeting sessions; some fully online, and one fully on ground. We have some hybrid, some hybrid, some poly-synchronous. Please read through the details, and don't hesitate to reach out to me or the facilitators for more information.

If you are newish to the college, or newish to college instruction, here are some recommended professional learning opportunities for you:

- Student Engagement Strand
- Introduction to Culturally Responsive Instruction
- Rethink and Redesign Writing Assignments

If you have been teaching for a while and are looking to dive deeper into certain elements of instruction, I would recommend these:

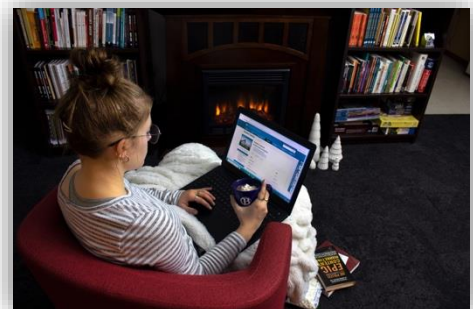
- Deep Integration of Critical Thinking
- Mapping the Middle East: A Guide for Understanding and Teaching the Modern Middle East
- The Sum of Us: What Racism Costs Everyone and How We can Prosper Together
- Mental Health Advocacy

Our Quick Dips are perfect for exploring larger practices like Open Educational Resources and Interdisciplinary Studies, or picking up some micro-learning on specific teaching practices. We are also starting to run Teaching Squares again!

As always, we have our Career Development Strand, which gets rave reviews from participants. And, we're pleased to collaborate with the Union and other areas across campus on Advocacy. We will hold our first Interfaith Student Success Panel in late January, and the Climate Justice Program has a variety of ways to engage!

Cozy up with a warm blanket and read through the program!

Take care,
Tonya



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

Take a deeper dive into teaching and learning frameworks and practices that are based in research on how adults learn, proven to increase retention, and meant to create an equitable learning opportunity for all our students. These workshops prepare faculty to teach in on-ground, hybrid, or online 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 **141 faculty** have completed one of the different strands of [this academy](#) since its inception in Fall 2018! That is over **3,000 hours of professional learning**. Thank you, Jen Anderson, for designing this series, and Timothy Chang, for building on the foundation Jen created. Will you be next to get started in the Academy or complete all three strands soon?

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

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

Days/Times of Synchronous Sessions	Fall	Winter	Spring
4 Wednesdays, 1:30-3 p.m.	Nuts and Bolts of College Instruction	Student Engagement	Transparent and Relevant Assessment

Student Engagement Strand

Poly-synchronous: Workshop series begins the week of January 18

*Required synchronous sessions on four **Wednesdays (1:30-3 p.m.)** on: **1/18, 2/1, 2/15, 3/1**

No matter how long you've been teaching, this transformational offering is for you! Why? We know that an engaged student is much more likely to succeed in college. Each student brings their unique self to our classes, and to fully engage and learn requires a positive emotional state. The Student Engagement Strand centers on integrating our knowledge of how people learn into designing culturally responsive,

active learning opportunities in the classroom. The course begins with an interactive investigation of the most current research on how we learn and then uses that brain research as a foundation for workshops on cultural responsiveness, Universal Design for Learning, engaging practices, and reflection. Collaborate with your colleagues while building your toolkit for supporting your students in their education. See the detailed workshop topics below.

25 PD Hours

\$600 stipend available for instructors who complete all online work and attend a minimum of 3 remote sessions.

10 seats: [Register](#) to learn more about Student Engagement!

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



General Topics	What You Will Do
How People Learn	Brush up on the basics of how people learn, including brain research, metacognition, and equity.
Cultural Responsiveness	Dive into what it means to be a culturally responsive instructor. Explore your own positionality and culturally responsive practices so you can create an equitable classroom where all students’ voices and experiences are represented.
Universal Design for Learning	Design assignments that allow for multiple means of engagement, action and expression, and representation.
Engagement and Intervention Strategies	Learn about the different strategies and tools you can use for on ground and online courses to monitor student engagement and intervene to promote student success.
Engaging Lectures, Discussions, and Group work	Engage all students by making small tweaks to lectures, discussions, and group work that help to engage all students.
Implementation/Application and Reflection	Apply what we learn to your courses throughout the workshop and reflect on what works and what to do next.



Cultural Responsiveness Series

Critical Knowledge of Self, Our Students, and Society

The Cultural Responsiveness (CR) Series in the Faculty Commons is an evolving set of workshops created by our diverse faculty and staff supporting our ongoing professional growth to create welcoming, equitable and culturally sustaining learning opportunities for all our students. Since our first pilot offering in Winter 2020, over 370 faculty and staff have participated in Asian-American Studies, Antisemitism, Why Black Lives Matter 101 & 201, Whiteness, and Arab Culture, a Black Faculty Panel, Latinx 101, and Umoja & Puente Panels. We've also developed 4 dimensions of metrics for self-assessing the level of cultural responsiveness in our classes, which have been piloted by 25 faculty. This fall, the first cohort of new faculty were offered the Introduction to Culturally Responsive Instruction as part of onboarding.

The CR framework is embedded in our Developing Instructor Academy, High 5, book clubs, and most other pedagogical workshops. We hope you'll find that this framework is an answer for operationalizing diversity, equity, inclusion, and anti-racism, and a lens through which see the possibilities of a more just society.

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.

Introduction to Culturally Responsive Instruction

Fully Online: Course is open January 3-February 14. Last day to sign up is January 10.

Calling 26 faculty this winter and spring! We have temporary funding for stipends for this course. Take advantage of it now.

This course is the culmination of four years of hard work by members of the Faculty Commons, the Achieving the Dream Faculty PD Committee, and multiple partners across campus. Over 100 faculty and staff have either developed or reviewed this course, and our goal is to eventually have it become a regular part of new faculty onboarding! The vision of this course is to provide a foundation for all BC faculty to create a more culturally responsive (CR) campus, both in and outside the classroom. The course focuses on four core equity practices **all faculty** can use to create a more inclusive environment, increasing students' sense of belonging and connection to our college. Interwoven throughout the course are quick comprehension checks, two short assignments, and connections faculty can make to on and off campus resources.

Instructors completing this course will:

1. Gain a foundational understanding of culturally responsive instruction and their own implicit biases and positionality.
2. Understand how the practices in High 5 create a learning environment in which all students experience a sense of academic belonging, success, and agency.

3. Develop a theoretical and practical understanding of Universal Design for Learning (UDL).
4. Learn ways to use Canvas to engage students in a well-structured and transparent course.

Don't delay. [Register](#) for Culturally Responsive Instruction!

8 PD Hours

\$300 stipend with successful completion (This stipend is provided through Guided Pathways funding)

Reach out to Ahmad Ghashmari, Culturally Responsive Practices Lead, with questions.

Mapping the Middle East: A Guide for Understanding and Teaching the Modern Middle East (New)

3 Wednesdays, Jan. 11, 18, 25, 1:30-3 p.m. in Faculty Commons, D104

This 3-session hybrid workshop will bring participants together in the Faculty Commons to engage in enlightening discussions about the Middle East. The Middle East is a region of the world that is highly politicized and not well understood. We will explore dominant stereotypes and orientalist tropes commonly used to define the region contemporarily. We will discuss topics such as orientalism and Islamophobia, and connect these phenomena with important contemporary global issues like the refugee crisis, women's rights, and religious freedoms. To counter the dominant Eurocentric narrative on the Middle East, participants will be exposed to authentic perspectives and voices from the Middle East. We will also celebrate the region by introducing faculty to a wide range of writers, artists, and scholars from the region.

Faculty can discover ways to incorporate Middle Eastern perspectives for a more global curriculum, and to better facilitate discussions around the Middle East to promote cultural diversity.

8 PD Hours – 3.5 hours online, 4.5 hours on ground

\$250 stipend for full participation in all 3 sessions and short project completion

10 seats: [Register here](#) to learn more about the Middle East

Please reach out to [Salam Awad](#) or [Christina Sciabarra](#), Social Science, with questions.



Interfaith Student Success Panel (New)

Tuesday, January 24, 11:30 a.m.-12:30 p.m. Remote

Bellevue College is a vibrant learning community with students and employees from every walk of life, including scores of faith traditions and belief systems. Our students in these communities come to campus with varying needs that can be met when we better understand their faiths and determine ways to respect and engage them. Join faculty of various faith traditions in a panel discussion on building culturally responsive learning environments for all.

Those in attendance will:

- Increase awareness of the value of religious pluralism, mutual respect, and inclusion for all on our campus;
- Learn about the concerns and interests of community members, in particular members of minority religions, beliefs, and other marginalized groups;
- Discover how to advocate for the rights of members from all religions, beliefs, and other marginalized groups in our campus community.

[Register here](#) so we can send you an Outlook calendar invitation with the remote participation link. Reach out to Ahmad Ghashmari, *Culturally Responsive Practices Lead*, with questions.

Critical Thinking and Problem Solving

Deep Integration of Critical Thinking into Your Discipline (New)

4 Wednesdays 1:30-2:30 p.m. Jan. 25-Feb. 15

Hy-Flex Offering: Meet in Faculty Commons or participate remotely

This workshop is designed for instructors from any discipline, so that means you! If you have been engaged in how to infuse critical thinking more purposefully into your courses and/or how to assess critical thinking outcomes, this is especially for you. The goal: to lead you through aligning critical thinking assignments with appropriate assessments.

The four sessions will be structured to increase your understanding of critical thinking to infuse it into your curriculum. You will engage in readings, conversations, and assignment design leading to a final application to a course. Participants will identify key critical thinking learning objectives and enhance an assignment to meet the highest standards of critical thinking assessment.

Zoë Aleshire and Monica Aufrecht, experienced critical thinking instructors from BC's philosophy department, will facilitate this workshop in Hy-Flex format. You are welcome to join from your computer or in person. Expected hours are 4 meetings of an hour each, weekly readings, and an asynchronous final project, totaling approximately 8 hours of work.

8 PD Hours

\$200 stipend

12 seats: [Register here](#) to dive deep into critical thinking.

For more information, reach out to Zoë Aleshire or Monica Aufrecht, Philosophy.

Writing Across the Curriculum

Rethink and Redesign Writing Assignments (New)

Thursdays, 1:30-2:30 p.m. Jan. 5, 12, 26, Feb. 2, and March 9

Do you have assignments or assessments that require students to write in your classes? Do you want to rethink the ways you describe the types of writing (genres) you want your students to use? Do you want to attempt alternative scaffoldings of your writing assignment for your students' successful completion? Last question: Are you interested in changing the writing assignments you use for assessing your course outcomes? If your answer to any of these questions is 'Yes', read on!

Please join the Faculty Commons' Winter Quarter Writing Across the Curriculum (WAC) quarter-long workshop, **Rethink and Redesign Writing Assignments**. Together, we will explore what makes a clear and effective writing assignment, what various writing terminology you may use in your assignments means to students, and how to make the best use of what our students have learned in ENGL&101 and ENGL 201 for your writing assignments.

Over the quarter, we will meet 5 times to engage in the practical application of writing assignment design with our final meeting March 9. Please carefully read the dates above to determine your availability. We hope to see you there!

8 PD Hours

10 seats available. [Register here](#)

Stipend: \$200 for participating in all sessions and submitting a final assignment.

Please reach out to Jun Xu, WAC Lead, with your questions.

Teaching Squares

Teaching Squares: A Focus on Engaging Students

Two remote full-group meetings determined by a poll (Week 2/3 and Week 9/10)

Two or three one-hour observations of on-ground or synchronous classes

Deadline to register is January 6

They're back! Since Fall 2020, we haven't run our quarterly Teaching Squares. We've heard from so many of you that you're ready and excited to work with colleagues in a process of reciprocal classroom observation and self-reflection. The purpose of Teaching Squares is not to evaluate each other; it is to gain insights into your own teaching based on observation. In a meeting at the beginning of the quarter, we will discuss practices for engaging students and set up your teaching square (or triangle). In the middle of the quarter, you will observe 2 to 3 colleagues for up to an hour each. At the end of the quarter, we will hold space to converse about teaching and share reflections with one another.

We will use 'engagement' as our theme for this quarter. You will have the chance to be a fly on the wall of a colleague's class to gain insights into how they engage students in a post-pandemic learning environment. If you're looking for new ways to engage your students, this could be for you. Please note:

in order to provide enough flexibility for others to observe your teaching, you must hold classes on ground or hold regular synchronous sessions in your online class. This quarter's teaching squares are not designed for fully asynchronous classes.

8 PD Hours

\$200 Stipend

12 seats maximum: [Fill out this registration form](#) including your teaching schedule and preferred observation modality.

Reach out to Taylor Dalrymple, Adjunct Support Lead, with 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 focused takeaway. Sign up so we know you are coming and can send you a calendar invitation and participation link. Please note there may be no stipends or PD certificates available for these quick dips. Read carefully.

If you have something to share with others, reach out to Tonya Estes, tonya.estes@bellevuecollege.edu. We can design something for a future quarter.



Interdisciplinary Studies 101: Create your course!

Friday, January 27, 10-11:30 a.m.

Join through [this Zoom link](#)! Passcode: 692768

Why Interdisciplinary Studies - IDS programs provide students with valuable learning opportunities to synthesize ideas and information from multiple disciplines. They learn to see connections between seemingly disconnected areas of study, thereby developing new insights and potential innovations in areas of interest to them. They become more effective communicators, critical thinkers, reasoners, and appreciators of diverse perspectives. The collaborative skills they develop will transfer to new settings, both academic, work, and other realms of their lives.

What are you passionate about teaching? Stranger Things: Science Fiction and Fantasy writing? Environmental Science, Pop Culture and the Media? Social Justice Movements and changing laws? Come find out how to create a 10-15 credit Interdisciplinary Studies (IDS) course to be taught at Bellevue College. We will brainstorm your classes, help you find your team to teach with, and show you how to complete the application process at the college. This training is hands-on and taught by two instructors who have taught multiple IDS courses at Bellevue College. This workshop will be fully online in the early winter quarter to get you prepared to submit your application for teaching an IDS course for the 2023-2024 academic year. Don't be shy...come and get your creative juices flowing with that passion project that is there in your mind-let's make it happen!

No registration necessary, so add this information to your Outlook calendar today.

For more information, contact Charlene Freyberg, IDS, Chair, or Carol Anderson, Social Science.

Finding and Implementing Open Educational Resources (OERs) For Your Courses

Thursdays, Feb 2 & 9, 9:30-11 a.m. remote

The materials we choose for our courses impact student success in multiple ways. The relevancy of the content to our students and the cost of those materials are two aspects that faculty can control, and using Open Educational Resources (OERs) is one strategy. Although OERs have been demonstrated to have measurable positive outcomes on student retention and success, many faculty feel overwhelmed and confused by the volume and variety of OER materials available online. By offering help in identifying and evaluating OERs from librarians, we hope to empower faculty to adopt more open pedagogical materials and practices. We will introduce you to open education resources through readings, synchronous and asynchronous discussion with peers, hands-on exploration of OERs, and application of evaluation criteria of OERs.

The workshop will take place over two 90-minute sessions. Participants will be encouraged to find resources on their own between sessions. There will be optional readings provided. Total participation time is estimated to be no more than four hours, including out-of-class work.

4 PD Hours

15 seats: [Register here](#) to discover effective OERs for your students!

For more information, contact Chloe Horning or Michelle Schewe, Library

6 Ways to Make Canvas Work for You - Hacks for Facs! (New)

Thursday, February 23, 1:30-3 p.m. with extra support option after 3 p.m.

Does it feel like a never-ending task to set up your Canvas site? Does the system seem to thwart your best intentions? Discover powerful tips and shortcuts that will help you take your Canvas game to the next level. In this workshop we will look at hacks to build your next Canvas course better and faster. We will discover the power of templates, saving comments, painless copying, and maintaining test banks and rubrics. We will look at some tools carefully hidden in Canvas that allow you to automate tasks and improve the students' learning. On the way, we will look at some pitfalls of the system. Make Canvas work for you, so you can go back to what you do best, teaching and learning with your students.

This session is intended for faculty who have completed Canvas 101 and/or used Canvas for teaching for multiple quarters.

The Hacks for Facs we will review:

- Copy courses the smart ways. Yes, there are many ways to copy course content!
- Create a syllabus template just for you
- Create consistent modules and documents with templates
- Use the power of saved comments and rubrics
- Discovers some tools hidden in the gradebook
- Set up a template sandbox

15 seats: [Register Today!](#) We will send you an Outlook calendar invitation with the remote access link!

Please reach out to Myriam Feldman, Science, with 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.

2022-2023 Book Clubs with a Focus on Cultural Responsiveness	
Winter 2023	Links to Book
"The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together" By Heather McGhee Facilitators: Humaira Jackson & Christina Sciabarra	The book cover for 'The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together' by Heather McGhee. The cover features a man running on a path, with a circular logo on the left that says 'NATIONAL BOOK AWARD WINNER'. The text on the cover includes 'NEW YORK TIMES BESTSELLER', 'THE SUM OF US', 'WHAT RACISM COSTS EVERYONE AND HOW WE CAN PROSPER TOGETHER', and 'HEATHER MCGHEE'.

The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together (New)
Canvas course opens Jan. 11, with meetings on 1/25, 2/8, 2/22, 3/1
Wednesdays, 2-3 p.m.

We invite you to read and discuss Heather McGhee's book, *The Sum of Us*, which outlines what she has named the Solidarity Dividend. Our country was built on the belief that for one person to win, another must lose. In other words, there is not enough for everyone to live well; it is a zero-sum paradigm. She counters this narrative by analyzing our history and then describing the benefits we gain when people come together across races to accomplish what we simply cannot do on our own. She helps us arrive at a new vision for a future in which we finally realize that life can be more than a zero-sum game.

In this discussion group led by economics and political science faculty, we will read the book and additional resources to consider how we can incorporate the information into our courses.

About the author: Heather McGhee is an expert in economic and social policy. The former president of the inequality-focused think tank Demos, McGhee has drafted legislation, testified before Congress, and contributed regularly to news shows including NBC's *Meet the Press*. She now chairs the board of Color of Change, the nation's largest online racial justice organization. McGhee holds a BA in American studies from Yale University and a JD from the University of California, Berkeley, School of Law.

10 PD Hours: [Register](#) to join this book discussion!

\$250 stipend for attending a minimum of 3 of the 4 meetings and submitting a final project.

Please reach out to Humaira Jackson, Economics, or Christina Sciabarra, Political Science with questions.

Online Excellence Teaching Academy (OETA)

The Faculty Commons is providing 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 described on the [OETA website](#).



High 5 for Online Instruction

Poly-synchronous: Canvas-based and 1 collaborative requirement (you and one other participant will collaborate on an assignment)

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

Sections One & Two: Monday, 1/9 - Friday, 2/3

Sections Three & Four: Monday, 1/23 - Friday, 2/17

High 5 for Online Instruction is a required part of Phase II of the OETA. This course, facilitated by Jen Anderson, 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 helps you 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 section, but that is not guaranteed.

Climate Justice Programming

Pressing Topics of Our Times

Please see [the Faculty Commons website](#) for full details!

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

Incorporate Climate Justice Into Your Teaching

“Bite-Sized” Asynchronous Modules and one synchronous session

See the [Faculty Commons website](#) for more information

Not up for a full-length Climate Justice Faculty Learning Community (FLC) and only want to explore climate justice a little bit? Or do you want to complete the entire FLC experience by creating and teaching a climate justice lesson in one of your courses sometime this academic year? Have a good handle on climate justice, but want to learn more about civic engagement* for climate justice (or vice versa)? Want to learn more about the importance of a solutions focus in your climate justice teaching? If your answer to any of these questions is yes, then these “bite-sized” modules are for you. After an asynchronous Introductory module, you can choose to complete one or more of these asynchronous modules: Introduction to Climate Justice, Community and Civic Engagement, Importance of a Solutions-Focus. You can also choose to complete all of these modules and go on to collaboratively and asynchronously create and teach a climate justice lesson, with the support of peer discussion boards and brainstorming plus a 1-hour one-on-one peer review session on Zoom in either Winter or Spring quarter. Your lesson would become a part of BC’s Climate Justice Curriculum Repository.

PD Hours & Stipend: Variable (See website for more information)

This is a fully asynchronous offering (other than a 1-hour one-on-one peer review session in either Winter or Spring quarter for those that pursuing the “Creating a Lesson” option) Location: Canvas (or Zoom for 1-hour peer review session in “Creating a Lesson” option)

[Register](#) to learn more about Teaching Climate Justice!

Lead by facilitator Sonya Doucette, Canvas CiDi Lab Modules designed by Jennifer Parada

Build Your Climate Literacy Workshop Series

See [the website for updates](#) about this offering.

Are you passionate about climate justice, but would like a better understanding of the science behind it? This workshop series is designed to provide faculty with the resources, vocabulary, and understanding of the science behind climate change. Workshops will include discussion of carbon emissions, ocean acidification, addressing the uncertainty behind the science, and debunking the common myths and misinformation around climate science. All faculty are welcome to attend and workshop participation can take place on a sliding scale.

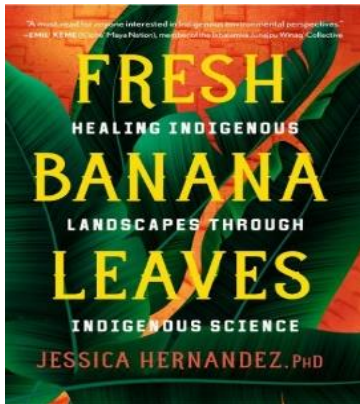
Meeting Times and Dates: The sessions will be announced at the end of the winter quarter based on speaker availability. Please register your interest in attending 1 or more workshops and you will receive an email with the workshop schedule and meeting invitations. You can choose which sessions you would like to attend. All sessions will be held over Zoom.

Save Your Seat! [Register](#) to learn more about Climate Justice Literacy.

For more information, contact Christina Sciabarra, christina.sciabarra@bellevuecollege.edu.

Fresh Banana Leaves: Healing Indigenous Landscapes Through Indigenous Science

Fridays, every other week: Jan 20; Feb 3, 17; Mar 3, 17 11:30 am – 12:30 pm on Zoom



Please join us for a discussion of *Fresh Banana Leaves: Healing Indigenous Landscapes Through Indigenous Science* (2022) by Jessica Hernandez–Maya Ch’orti’ and Zapotec environmental scientist. We know that current western / dominant approaches to climate justice aren't working. We also know that Indigenous peoples comprise less than 5% of the world population but we protect 80% of the Earth’s biodiversity. In this book, "An Indigenous environmental scientist breaks down why western conservationism isn't working--and offers Indigenous models informed by case studies, personal stories, and family histories that center the voices of Latin American women and land protectors" (Penguin Random House summary). Join us to explore the findings in the book and discuss ways we

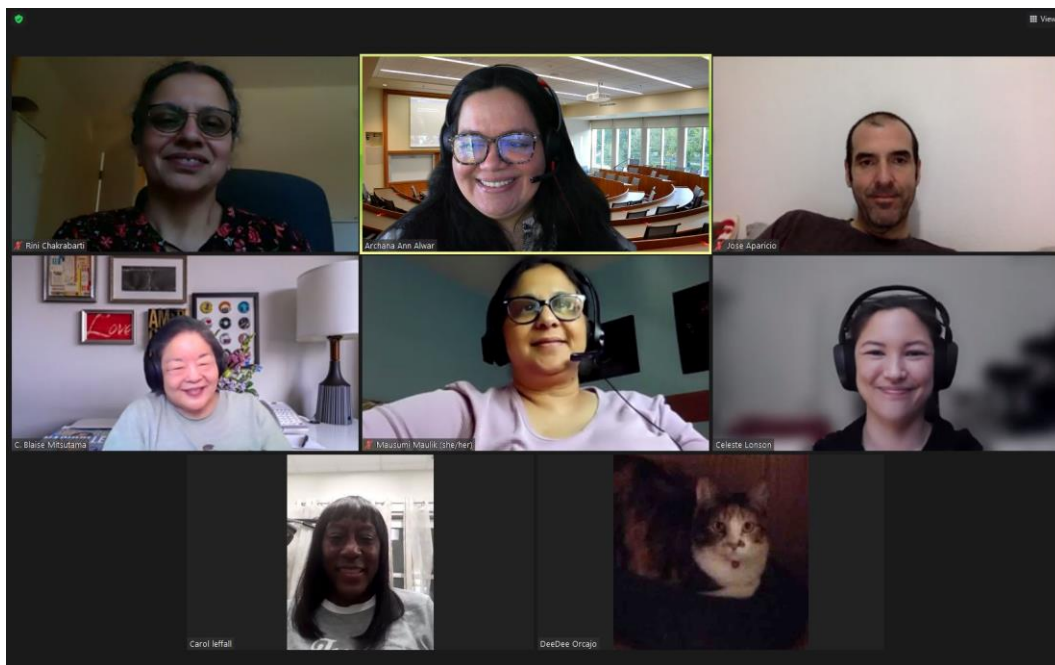
can address climate justice, reflect on our own biases in understanding climate solutions, and understand Indigenous approaches to Environmental Justice and Environmental research.

10 PD Hours, 15 seats maximum | [Register](#) for the Fresh Banana Leaves 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 Christina Sciabarra, Political Science and Claire McKinley, Environmental Science

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



Community & Wellness

Faculty and Staff are Welcome to Join

Mental Health Advocacy

Showing compassion and care to those who may be struggling emotionally

4 Mondays from 11:30 a.m. - 1:20 p.m. (Jan. 23, Jan. 30, Feb. 6, Feb. 13) 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 4-part, 8-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 Feb. 13 session.

8 PD Hours

12 seats: [Register for Mental Health Advocacy today!](#)

\$200 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 starting Jan. 13, 2:30 - 3:30 p.m. (alternating Zoom and In-Person sessions)

Singing on Zoom OR in the BC Choir Room (E129)

Come join our BC Faculty & Staff Singers sessions! This Winter quarter, we will continue to sing together on Zoom and in-person! Take some time away from your work and meet other colleagues from the BC campus every Friday at 2:30pm. We will alternate meetings on Zoom and in-person so come to the sessions that work best for you. 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 Career Development Suite

Another grouping of offerings is for those of you wishing to move forward in your career, whether applying for a new position or 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.

Career Development Offerings 2022-2023		
Fall	Winter	Spring
Writing and Updating Your CV	Writing and Updating Your CV	Take advantage of the Faculty Commons Leads' office hours 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 by Jan 27	
Preparing Your Full-Time Promotion Application	Preparing Your Full-Time Promotion Application	Submit Your FTP Application by April 17

Writing Your Diversity Statement

Tuesdays, Jan. 10 & 24, 12:30-2 p.m. remote sessions

Do you have a current Diversity Statement? Can you articulate your commitment to diversity, equity, and inclusion in writing? A Diversity Statement is now a requirement for any employment in higher ed and articulating your commitment to diversity and equity is also important for promotional purposes. This 2-session workshop will focus on the types of information commonly looked for in faculty diversity statements. We will also provide opportunities to build your understanding of diversity and reflect on your positionality. Sample statements and rubrics will be shared with participants.

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

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

Writing and Updating Your Faculty CV

Thursdays, Jan. 26 & Feb. 2, 1:30-2:30 p.m. remote sessions

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!](#)

10 seats maximum

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

Writing Your Teaching Philosophy Statement

Mondays, Jan. 30 & Feb. 6, 2:30-3:30 p.m.

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

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

10 seats maximum

For more information, contact Taylor Dalrymple, Adjunct Support Lead

Preparing for the Interview

2 Wednesdays, Feb. 1 & 8, 2:30-3:30 p.m.

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

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

10 seats maximum

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

Applying for Sabbatical Leave

TBD - Go to [the Faculty Commons Website](#) for Information

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

Preparing Your Full-Time Promotion Application

Wednesday, Feb. 1, 12-1 p.m.

Tuesday, March 7, 2:30-3:30 p.m.

Zoom link: [Join through this link](#)

Passcode: 642534

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

Mentoring and Advocacy Suite

Participate in the Adjunct Mentoring Program as a Mentee!

2023 Cohort

Faculty Commons is accepting applications for adjunct faculty interested in having a mentor for Winter 2023. **All Adjunct Faculty who are currently teaching at BC are eligible** to participate in the mentoring program as mentees. We will accept applicants for Winter Quarter until the start of the second week of the quarter, when Taylor will reach out to you to create mentoring pairs. **We encourage you to [register](#) now for one-on-one mentoring!!**

Would you like to earn **6 or 12 hours of professional development** by participating in our Adjunct Mentoring Program? In Winter 2023, the mentor-mentee collaboration will be one quarter only. You will meet for at least 6 hours during winter quarter. Then, in spring 2023, you can choose to continue the program by participating in a series of support sessions. Our program promotes connection, communication, trust, and community. To support the growth of our faculty, we incorporate the practice of reflective conversations on each instructor's current position, goals, and teaching approaches.

Our two-quarter mentoring model includes:

One-on-One Mentoring - 6 Hours

In the first quarter, mentoring pairs are matched based on a survey of needs. Mentees explore their roles, responsibilities, and individual goals within the scope of the Bellevue College culture of Teaching and Learning Excellence with the guidance of an advocate in their mentor without the pressure of formal evaluation. Mentees regularly meet their mentors in a mutually agreed upon way. These meetings create opportunities to explore future possibilities and incorporate new understandings. **So, [register](#) now for one-on-one mentoring!!**

Support Sessions - 6 Hours

Mentees can choose to continue working together through a variety of sessions to share teaching concerns and discuss techniques and strategies with experienced and inspiring instructors and staff from across campus. This is open to all adjunct faculty, but adjuncts in the Adjunct Mentoring Program will receive PD hours and have the option of completing a post-cohort project for a stipend. Stay tuned for more information.

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

Reach out to 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 2022-2023		
Fall	Winter	Spring
Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
Benefits 101	Benefits 201	Benefits 201
Completing Your Adjunct Performance Review	Completing Your Adjunct Performance Review	Completing Your Adjunct Performance Review
How to Read Your Paycheck	How to Read Your Paycheck	How to Read Your Paycheck
Adjunct Professor Advocacy Fair		Adjunct Professor Advocacy Fair
Unemployment Benefits	Unemployment Benefits	Unemployment Benefits
Introduction to Grants	Introduction to Grants	Introduction to Grants

Completing Your Adjunct Performance Review/Evaluations

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

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/84570680844>

Performance reviews occur in the 2nd and 5th quarters of employment. Performance Evaluations occur in the 8th 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.

Questions? Taylor Taylor.Dalrymple@bellevuecollege.edu

Questions? Tobi trosenberg@bcahe.org

How to Read Your Paycheck

Monday, January 23, 2-3 p.m.

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/86310410238>

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. Open to BCAHE members.

Questions? Sue Nightingale sue.nightingale@bellevuecollege.edu

Adjunct Rights and Responsibilities

Thursday, February 2, 12–1 p.m.

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/86310410238>

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. Open to BCAHE Members. For more information, contact Tobi Rosenberg, trosenberg@bcahe.org.

Benefits 201 for Adjuncts

Thursday, February 16 2–3 p.m.

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/84570680844>

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.

Unemployment Insurance Benefits

Friday, March 10, 10-11 a.m.

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/86310410238>

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. Open to BCAHE members.

Questions? Tobi trosenberg@bcahe.org

Adjunct Affairs Officer Office Hours

Join Zoom Meeting: <https://bellevuecollege.zoom.us/j/86310410238>

Tuesday, January 9, 2-3 p.m.

Wednesday, January 25, 2-3 p.m.

Thursday, February 9, 1 –2 p.m.

Friday, February 24, 10-11 a.m.

Questions? Tobi trosenberg@bcahe.org

Introduction to Grants

Synchronous via Teams on Thursday, January 19 from 2:30 – 3:30 p.m.

As Bellevue College negotiates difficult budget times, finding funding for new initiatives can be tough. However, BC was awarded \$5.7 million last year in grant funding for programs and services across the college like Nursing, the Early Learning Center, and the Veteran’s Resource Center. 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.

BC College Administrators Drop-in Hours

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

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

Title - Name	Drop-in Hours
Interim President Governor Gary Locke	Tue, Jan 10, 3-4 PM In person (A201) Tue, Feb 21, 3-4 PM Join Zoom Meeting Tue, Mar 14, 3-4 PM In person (A201)
Associate VP of Academic Affairs Dr. Rob Viens	Thurs, Jan 12, 2-3 PM Join Zoom Meeting Mon, Feb 13, 12-1 PM (in adjunct center B142) Tue, March 21, 1-2 PM Join Zoom Meeting
Interim Associate VP of Student Affairs Christina Castorena	Thurs, Feb 9, 1-2 PM Click here to join the meeting
VP of Administrative Services Dennis Curran	Thurs, Jan 26 1-2 PM Click here to join the meeting
VP of Human Resources Frances Dujon	Wed, Feb 1, 9-10 AM Click here to join the meeting
VP of Diversity, Equity & Inclusion Consuelo Grier	Wed, Feb 8, 1-2 PM Join Zoom Meeting



Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
Faculty Commons Director, Tonya Estes Discuss ideas for the Commons, the latest in teaching and learning, mentoring, and advocacy.	By appointment, just send me an email – I will respond quickly: tonya.estes@bellevuecollege.edu
Culturally Responsive Practices Lead, Ahmad Ghashmari Connect with Ahmad for assistance with designing your course to support our diverse student body.	Ahmad’s Support Hours are: In D104: Tuesdays 11:15-12:15 Remote: Fridays, 11:15-12:15 ahmad.ghashmari@bellevuecollege.edu
Data/PD Liaison, Humaira Jackson Humaira is leading data efforts – partnering with FACT, OE&R, and faculty to use data effectively!	Humaira’s support hours are: Zoom: Mondays, 2- 3 p.m. or in D104 Zoom: Thursdays from 10-11 a.m. hjackson@bellevuecollege.edu
Tenure Mentoring Lead, Leslie Lum Meet with Leslie for support in your tenure, whether you’re in year 1, 2, 3 or 4.	C207: Wed. 12:30 – 2:30 p.m. Virtual office hours: Thurs. 1-3 pm or by appointment. Contact Leslie for links: llum@bellevuecollege.edu
Climate Justice Lead, Sonya Doucette Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.	By appointment: sonya.doucette@bellevuecollege.edu
Disability Resource Center Director, Marisa Hackett Get your questions about working with disabled students or a letter of accommodations answered.	Tuesdays, 1-2 p.m. Join Microsoft Teams Meeting +1 206-899-2345
Interim Director of Advising, Melissa Martinez Would you like to discuss a student of concern, learn more about the Early Alert process start to finish, or share feedback?	Mondays, 11 a.m.-12 p.m. Click here to join the meeting Or email Melissa with your questions: melissaemartinez@bellevuecollege.edu



CALL FOR PROPOSALS

The Faculty Commons supports programming that will inspire colleagues to come together to learn, share, and develop a supportive community. Proposed programming can include workshops of any length, speakers' series, promising practices sharing, book discussions, cross-campus collaborations, or another form of professional engagement we haven't conceived of! Make sure your idea fulfills the Mission of the Faculty Commons. Please note that your proposal will be read and considered in relation to several factors, including budget, resources, faculty identified priorities, campus initiatives/schedule, and a balance of mission areas. To be considered for spring, please [submit your proposal](#) by **February 13** at the very latest.

Thank You to the Winter Faculty Commons Contributors

Zoë Aleshire, A&H	Humaira Jackson, Data/PD Liaison
Archana Alwar, A&H	Alice Jenkins, iBIT
Carol Anderson, Social Science	Aimee Hong, A&H
Jen Anderson, A&H	Deepti Karkhanis, Social Science
Aris Andrade, Program Manager	Melinda Lin, Office Assistant
Salam Awad, Social Science	Brandon Lueken, Grants
Brian Casserly, FTPR Committee	Leslie Lum, Tenure Mentoring Lead
Timothy Chang, A&H	Steven Martel, Counseling
Taylor Dalrymple, Adjunct Faculty Support Lead	Melissa Martinez, Director of Academic Advising
Sonya Doucette, Climate Justice Lead	Sue Nightingale, BCAHE
Tonya Estes, Faculty Commons Chair	Laura Nudelman, A&H
Myriam Feldman, Science	Tobi Rosenberg, BCAHE
Charlene Freyberg, Social Science	Michelle Schewe, Library
Ahmad Ghashmari, Culturally Responsive Practices	Christina Sciabarra, Social Science
Marisa Hackett, DRC	Jun Xu, Writing Across the Curriculum
Chloe Horning, Library	

***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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