



## Faculty Commons Program Fall 2023

Changes are afoot in the Faculty Commons this fall. [Sajonna Sletten](#) will be taking the helm, partnering with our still relatively new program manager, [Wendy Wilson](#), and our newly re-classified Office Assistant, [Melinda Lin](#). In other words, the changes that are afoot are in good hands!

I put together this fall programming with mixed emotions as I transition out of this position I've held the past six years. I hope that you find something in here that inspires you, supports you, and helps you feel belonging.

We are continuing the [Developing Instructor Academy](#) – the 3-course academy that allow faculty at any stage of career to dive deep into equitable teaching, learning, and assessment basics. This year, [Jessica Wang](#) is updating the content of [Nuts and Bolts of Equitable College Instruction](#) to re-focus back onto a mix of modalities (we had really been focusing on online instruction the past 3 years!). If you haven't had a chance to learn with and from Jessica, she is an incredibly knowledgeable and experienced equity-focused college instructor.

I'd like to highlight our new offerings and thank **Ty Saxon**, **Jeremiah Allen**, **Jennifer Parada**, and **Jackie Schultz** for [submitting workshop proposals](#) and working with me to bring their ideas to fruition! Ty will be facilitating our book club: [How to Jump-Start Your Union](#). Jeremiah and Jennifer are leading us through how to [Infuse a Coaching Approach to our Instruction](#). And, Jackie is tackling [Generative AI Course Policy Creation](#) and hopes you'll join her and our colleagues to discuss this emerging technology.

Welcome back to those of us returning and to the 20 or so new tenure-track and adjunct faculty starting this fall. You may have heard that we have 10 faculty starting the tenure process this year; at the time of this writing, 89% of our new tenure-track faculty 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. Come on in to say 'hi', grab a snack, have a cup of tea, bring a friend, and stay awhile.

*Your Outgoing Faculty Commons Chair*  
*Tonya*

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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 13 faculty have now completed the full Academy! That is at least 75 hours of committed engagement in professional learning. And, faculty have engaged in 3,625 PD hours since its inception. 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 Tuesdays, 2:30-4 p.m.	Nuts and Bolts of College Instruction	Student Engagement	Transparent and Relevant Assessment

### Nuts and Bolts of Equitable College Instruction (Updated!)

**Poly-synchronous: Hybrid Course with 4 required synchronous meetings Tuesdays, Oct. 3, 17, 31, and Nov. 14. 2:30-4 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. Throughout these sessions we introduce evidence-based strategies and intertwine equity, cultural responsiveness, 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 specific workshops.

## 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.
<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.

**10 seats:** [Please register today!](#)

For more information, contact [Jessica Wang, Culturally Responsive Practices Lead](#)

## Suite of Fall Courses: Single & Multi Sessions, Various Modalities, All for You

### Artificial Intelligence and Academic Integrity: Creating a Course Policy (New!)

**Hybrid Course:** On-ground sessions with additional asynchronous work through Canvas

**4 Mondays, 2-3 p.m., Sept. 25, Oct. 2, Oct. 9, Oct. 16**

**In the Faculty Commons, D104H**

In this workshop series, participants will collaborate with other faculty and a guest speaker to determine how generative artificial intelligence should and/or should not be used by students and what the consequences for misuse should be. The ultimate goal of this workshop is for faculty to individually create policies on AI and academic integrity that are discipline-specific and can be added to course syllabi. Over four sessions, faculty will discuss how AI has affected their classes, read up on the latest conversations in higher ed regarding AI, hear from Megan Kaptik to gain the Manager of Student Conduct's perspective on AI, and write AI policies for their courses. If you have seen AI usage by your students but are unsure of the best way to respond, this is the workshop for you!

**8 PD Hours** (this includes workshop attendance, reading articles on AI, and creating a course policy)

**\$250 stipend\*** for fully participating in a minimum of 3/4 sessions and sharing policy

**15 seats maximum:** [Register here](#) for this work on AI.

*Please contact Cara Diaconoff, A&H, or Sajonna Sletten, Faculty Commons Chair, with questions.*



### Artificial Intelligence and Academic Integrity: Creating a Course Policy (New!)

**Asynchronous Course, November 1-30**

Faculty Commons and eLearning will partner to offer an asynchronous version of the above workshop series in November 2023. Please [pre-register here](#), commitment free, to inform our staffing, budgeting, and logistics.

**PD Hours and Stipend Amounts TBD – Please pre-register by October 2nd**

*Contact Sajonna Sletten, Faculty Commons Chair, with questions and comments.*

### Going Beyond the Gradebook: Infusing a Coaching Approach to Instruction (New!)

**Hybrid:** Two On-ground & Two Online Synchronous Sessions

**On-Ground:** Mondays, October 23 and November 13, 2-3:30 p.m. in the Faculty Commons, D104H

**Online Synchronous:** Mondays, October 30 and November 6, 2-3:30 p.m. on Zoom

How would you describe the role you play in your classroom besides 'teacher'? Are you an adviser, a manager, a mentor, a coach? The First-Year Seminar (FYS) program has adopted many aspects of a "coaching" philosophy to offset some of the shortcomings of traditional instruction to empower students to take more direct responsibility for certain outcomes of their learning.

In this workshop, FYS faculty introduce philosophical approaches and practical ways to incorporate "coaching" practices and interactions into the classroom. We will explore grading policies, late work

policies, communication styles with students, and student empowerment. The facilitators will demonstrate how "coaching" is currently being deployed in first-year seminar and discuss how "coaching" literally applies to helping students navigate college pathways. Ultimately, participants will revise aspects of a course syllabus to reflect a coaching mentality and modify an assessment that follows principles of coaching.

**8 PD Hours**

**\$250 stipend for attending sessions and completing a project**

[Register today to dive into Coaching!](#)

*Jeremiah Allen (FYS Program Chair) and Jennifer Parada (Psychology) co-lead this dynamic workshop!*



### Embed Quizzes in Your Videos and Students Will Watch!

**Remote Session with Canvas resources:** Link will be sent on registration

**Friday, Nov. 3, 10:30 a.m.-12 p.m.**

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.*

### W.E.B. Du Bois's Data Portraits: Visualizing Black America

**Hybrid Course:** Canvas and remote sessions

**4 Fridays, 9:30-11 a.m., Oct. 6, 13, 20, 27 through Zoom**

Digital Humanities (DH) is a diverse field that brings together the humanities and digital practices, technologies, and resources. DH has pushed the intellectual possibilities of academic disciplines and offered new ways of reimagining and enriching teaching and learning across academic institutions. By utilizing DH methods and practices in the classroom, instructors support students in broadening their understanding of the applications of digital technologies and strengthening their critical thinking, analytical, and collaborative skills.

This workshop will provide instructors with the preparation they need to begin incorporating DH pedagogical approaches and methods into their classes. We will explore the historical and sociological basis of DH and one of its methods, data visualization, by reviewing *W.E.B DuBois's Data Portraits* from 1900. This edited volume examines the data portraits of sociologist, writer, and activist W. E. B DuBois. Today, data visualization is a critical method in the field of DH as well as in a variety of academic disciplines, but most importantly data visualization is increasingly a method of public communication used in business, news, and political contexts. Focusing on W.E.B DuBois Data Portraits as a point of

departure, this workshop series will provide faculty with a critical historical and contemporary foundation on this DH method.

By engaging with this text, participating in weekly book discussions, and completing learning activities, participants will be able to:

- Describe what digital humanities and data visualization are
- Explain the impact of digital humanities methods such as data visualization
- Examine digital humanities tools and projects involving data and data visualization
- Reflect on how learning about digital humanities or data visualization can shape pedagogy or foster students’ cultural awareness

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

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

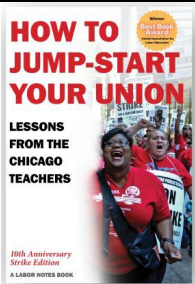
**12 seats maximum:** [Register to save your seat!](#)

**Books are available to check out from the Faculty Commons.**

Please reach out to Dellyssa Edinboro, Social Science, and 2023 [DEFCon](#) Fellow, for more information.

## Book Clubs / Book-based Workshops

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

2023-2024 Book Clubs with a Focus on Culturally Responsive Practices	
Fall	Link to Book
<p><i>How to Jump-Start Your Union: Lesson from the Chicago Teachers, published by Labor Notes</i></p> <p><b>Facilitator:</b> Ty Saxon, Economics</p>	

### How to Jump-Start Your Union (New!)

**Remote synchronous sessions**

**Every Other Wednesday, Oct. 4 & 18, Nov. 1, 15 & 29, 2:30-3:30 p.m. Remote via Zoom**

Our union, the BCAHE, is one of our greatest sources of strength for improving not only our pay, but also our working conditions and students' learning conditions at BC. Because the BCAHE represents our collective power, we can accomplish much more as a union than as isolated individuals. With our next contract bargain coming up later this year, we will discuss ideas and strategies for how ALL BCAHE members can organize and work together to achieve our union's full potential to improve BC.

To help in this discussion, we'll be reading *How to Jump-Start Your Union*, which describes how rank-and-file members of the Chicago Teachers Union "engaged thousands of members to tackle problems on

the job and to build a network that became the backbone of their 2012 citywide strike. Find out how they worked with their communities, trained new leaders, and ran a contract campaign that became a model for unions across the country."

Topics discussed will include:

- Increasing democracy and participation within the union
- Bargaining for the common good to benefit students and communities
- Resisting defunding of education and racist school closings
- Preparing for the CTU's 2012 strike where they won increases in pay, layoff rights, rehire rights, recruitment of Black and Latino teachers, a reduction in the role of test scores on teacher evaluations, and more

Most importantly, we'll discuss how the CTU's story relates to the BCAHE and what we can learn from their example to jump-start our own union and transform BC in ways that are most relevant for us, our students, and our community. Estimated total hours of discussion will be 5 hours (five 1-hour sessions on Zoom). Feel free to join these important discussions even if you're unable to read the book!

**10 PD Hours for participating in a minimum of 4 out of the 5 sessions & Book Provided**

**15 seats available: [Please sign up today!](#)**

*Please reach out to Tyler Saxon, Social 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 collaboration with eLearning, the Commons continues to be the campus provider of workshops on effective, engaging, and equity-creating online instruction.

### High 5 for Online Instruction

**Monday, October 2-Friday, October 27**

**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)

**Registration Link:** [Session One: Monday, October 02 – Friday, October 27](#)

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!**



## Climate Justice Programming

### Publishing Your Climate Justice Lesson

Read more on [the Faculty Commons website about the background of The Curriculum for the Bioregion \(C4B\) Online Curriculum, the publication process, and the professional development you will receive](#) throughout the process.

The publication process is supported by an initial 2-hour working meeting to create a first draft, followed by a post-meeting lesson self-reflection. Participants receive feedback on their draft and self-reflection prior to a second 2-hour working meeting, focused on responding to feedback and draft revision. Meetings will be scheduled for Weeks 2 and 5 of the quarter to accommodate participants' schedules. Participants upload their lesson to the C4B website as an [Activity](#) by Week 8 of the quarter and receive feedback from C4B editors near the end of the quarter or during break. Participants address editor feedback and meet a publication deadline of Week 2 of the Winter 2024 quarter. After the second working meeting, participants should expect to spend about 3 – 5 hours preparing an initial submission and 3 – 5 hours responding to editor feedback, although this can vary widely.

**12 PD Hours**

**\$600 stipend upon publication**

[Register today to publish your lesson.](#)

*Facilitated by Sonya Doucette ([sonya.doucette@bellevuecollege.edu](mailto:sonya.doucette@bellevuecollege.edu)). Please contact her with questions.*

### The Death and Life of Great American Cities

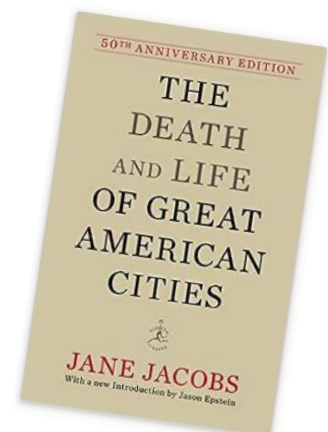
Join facilitators John Passmore (Interior Design) and Deborah Leblang (Art) to discuss Jane Jacobs' influential book "The Death and Life of Great American Cities" and the recent documentary "Citizen Jane: Battle for the City." Both the book and the film provide a scathing critique of mid-century urban renewal policy, as well as offer a positive framework for thriving neighborhoods. We will consider ideas like what makes city streets safe or unsafe, why some urban neighborhoods remain impoverished while others regenerate themselves, and the vital role of diversity. These issues will be discussed in the context of climate justice in our current era of climate crisis.

**10 PD Hours**

**15 seats maximum: [Register here](#)**

**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. See registration form for options.**

*Reach out to John Passmore or Deborah Leblang for more information.*



## Incorporate Climate Justice into Your Teaching

### “Bite-Sized” Asynchronous Modules and one synchronous session

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 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 these modules and go on to 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.

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

**PD Hours & Stipend: Variable** ([See registration form for more information](#))

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

Facilitated by Sonya Doucette ([sonya.doucette@bellevuecollege.edu](mailto:sonya.doucette@bellevuecollege.edu)). Please contact her with questions.

## Community & Wellness

### Mental Health Advocacy

#### Showing compassion and care to those who may be struggling emotionally

##### Remote synchronous

**4 Thursdays, September 28-October 19, 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 4-part, 8-hour introductory 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 four 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 October 19 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, 2:30 - 3:30 p.m., starting on September 29**

**Virtual Meetings on Zoom:** Sept 29, Oct 13, Oct 27

**In-person Meetings in Choir Room (E129):** Oct 6, Oct 20, Nov 3, Nov 17, Dec 1

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. 29 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.*

## The Faculty and Staff Wellness Center

If you are looking for wellness classes through Bellevue College this fall, keep handy this link to the [Employee Wellness SharePoint Site](#). There are some recorded sessions here, as well as the most up-to-date offerings and access to the Fitness Center information throughout the year.



## The Career Development Suite

Another grouping of offerings is for those of you who are preparing 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 2023-2024		
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 9 & 16, 1:30 – 2:30 p.m. on Zoom**

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, October 26 & November 9, 12:30-2 p.m. on Zoom**

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 20 to hold your spot and receive pre-workshop homework.**

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

## Preparing for the Interview

**2 Thursdays, October 19 & November 2, 2:30 – 3:30 p.m by Zoom**

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!

**[Register](#) to prepare for your interview.**

*For more information, contact Archana Alwar, A&H, or Sajonna Sletten, Faculty Commons Chair*

## Writing Your Teaching Philosophy Statement

**2 Tuesdays, Nov. 7 & 14, 2:30-3:30 p.m. on Zoom**

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.

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

*For more information, contact Taylor Dalrymple, Adjunct Support Lead*

## Preparing Your Full-Time Promotion Application

**Tuesday, November 14, 2-3 p.m.** through Zoom

**[Zoom Meeting Link](#)**

**Meeting ID:** 894 0172 4695

**Passcode:** 726176

Full-Time faculty promotion materials are due April 15, 2024! 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

**Day and Time Coming Soon!**

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 2024-2025 academic year.

**No registration necessary: Drop in information coming soon.**

*For more information, contact Tony Tessandori, Sabbatical Review Committee*



## Mentoring and Advocacy Suite



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

Fall 2023-Winter 2024 Cohort | [Register here as a mentee](#)

Faculty Commons is accepting applications for adjunct faculty who are interested in being paired with a trained mentor for Fall 2023. **All Adjunct Faculty who are currently teaching at BC are eligible** to participate in the mentoring program as mentees, even if you've participated before.

Not only do you receive exceptional one-on-one mentoring, but you can also earn **6 or 12 hours of professional development** by participating in our Adjunct Mentoring Program. Here are focus areas mentees can choose to work on with their mentor:

- Improving instruction such as teaching techniques, understanding our BC student population, grading, syllabi, etc.
- Navigating the power, political, and cultural structures of the college
- Understanding institutional processes such as policies, procedures, formal/informal communication processes
- Engaging with campus resources such as: student-facing services, faculty support
- Getting involved in campus/student life
- Collaborating across departments & divisions, getting involved in governance, building networks
- Applying for a Full-Time Temporary/Tenure Track Faculty Position
- Maintaining work/life balance, relocating to the area, etc.

The mentor-mentee collaboration will be one quarter. You will be meeting for a **minimum of 6** hours during Fall Quarter. Then, in Winter 2024, the entire cohort will have the option to continue working together through regular 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.

#### 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.

#### Winter: Teaching Talks – 6 Hours

Mentees can choose to continue working together through regular Teaching Talks to share teaching, job, and other concerns and discuss techniques and strategies with experienced and inspiring instructors.

We will accept applications for Fall Quarter until **Thursday, September 21**. Use the following form to apply: [Register to join our mentoring program as a mentee!](#)

Questions about how it works? Email [Taylor Dalrymple](#) 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 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 2023-2024		
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
Unemployment Benefits for Adjuncts	Unemployment Benefits	Unemployment Benefits
Introduction to Grants	Introduction to Grants	Introduction to Grants

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

**Thursday, September 28, 12:30-1:30 p.m. in the Faculty Commons, D104H or on Zoom**

[Join Zoom Meeting](#)

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 Karrin Peterson ([kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)).

### Completing Your Adjunct Faculty Performance Review/Evaluations

**Tuesday, October 10, 2:30-3:30 p.m. in the Faculty Commons, D104H or on Zoom**

[Join Zoom Meeting](#)

Meeting ID: 848 8117 3878

Passcode: 976251

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) or Karrin Peterson ([kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)).



## Benefits 101 for Adjunct Faculty

**Thursday, October 5, 12:30-1:30 p.m. in the Faculty Commons, D104H or on Zoom**

[Join Zoom Meeting](#)

Meeting ID: 848 8117 3878

Passcode: 976251

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 Karrin Peterson ([kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)).*

## How to Read Your ctcLink Paycheck

**Thursday, October 12, 12:30 – 1:30 p.m. in the Faculty Commons, D104H**

Want to know what all those deductions from your paycheck are? Want to know what OASI, Herp Sup, FSA or DCAP mean? Come to this workshop 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))*

## Unemployment Benefits for Adjunct Faculty

**Thursday, November 16, 12:30-1:30 p.m. in the Faculty Commons, D104H or on Teams**

**Teams:** [Click here to join the meeting](#)

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.

*For more information, contact Karrin Peterson ([kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)).*

## Grants 101

**Tuesday, October 24, 2:30-3:30pm in the Faculty Commons, D104E or on Teams**

**Teams:** [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 million last year in grant funding for programs and services across the college like the Workforce Education office, the Early Learning Center, and Cybersecurity. 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.** [Click here to join the meeting](#)

*For more information contact Brandon Lueken, Director of Grant Development at [Brandon.lueken@bellevuecollege.edu](mailto:Brandon.lueken@bellevuecollege.edu).*

## BC College Administrators Office Hours

Take advantage of a direct connection with BC Administrators! Join us for an open conversation with campus-wide leaders during their office hours. They are interested in discussing what they are working on and hearing what's happening in your area of the college.

These meetings will be posted and updated on [Faculty Commons website](#) and the [Faculty Commons SharePoint calendar](#), including online meeting links.

Title - Name	Office Hours
<b>President</b> <b>Dr. David May</b>	Thursday, October 12, 2:30-3:30 pm, Faculty Commons, D104H  Wednesday, November 15, 3:30-4:30 pm, Faculty Commons, D104H
<b>Associate VP of Academic Affairs</b> <b>Dr. Rob Viens</b>	Tuesday, September 26, 1-2pm (in the Faculty Commons, D104H)  Monday, October 23, 11am-Noon (in the Adjunct Center, B142)  Thursday, November 30, 9-10 am, Online
<b>VP of Diversity, Equity &amp; Inclusion</b> <b>Dr. Consuelo Grier</b>	Thursday, October 19, 1-1:45p.m. in the Faculty Common D104H
<b>VP of Institutional Advancement</b> <b>Rebecca Chawgo</b>	Thursday, September 28, 11:00 a.m. - 12:00 p.m. Faculty Commons, D104H
<b>VP of Human Resources</b> <b>Frances Dujon-Reynolds</b>	Wednesday, October 25, 10:00am – 11:00am via Teams
<b>Interim AVP of Student Affairs</b> <b>Dr. Judith Hernández Chapar</b>	Monday, November 6, 1:00-2:00pm in Faculty Commons, D104H

## BC and Faculty Commons Leads, Mentoring and Support

You can find information about [the Faculty Commons Team on the website](#).

Title, Name, Description of Support	Support Hours and Contact Info
<p><b>Faculty Commons Chair, Sajonna Sletten</b> Discuss ideas for the Commons, the latest in teaching and learning, or mentoring &amp; advocacy needs.</p>	<p><b>Send me an email or an Outlook invitation – I will respond quickly:</b> <a href="mailto:s.lewis@bellevuecollege.edu">s.lewis@bellevuecollege.edu</a></p>
<p><b>Culturally Responsive Practices Lead, Jessica Wang</b> Connect with Jessica for assistance with designing your course for our diverse student body. Need help with content choice? Grading design? Student support?</p>	<p><b>Remote Hours:</b> Tuesdays and Thursdays, 12:30-2:00 p.m. <a href="#">via Zoom</a> (Meeting ID: 85345785317)  <a href="mailto:jessica.k.wang@bellevuecollege.edu">jessica.k.wang@bellevuecollege.edu</a></p>
<p><b>Data/PD Liaison, Humaira Jackson</b> Humaira is working with areas across campus to identify current and future processes for connecting college data with professional learning goals. Please reach out with questions, concerns, and successes in your individual and program-level data work!</p>	<p><b>In-Office Hours:</b> Mondays 1-3pm in the Faculty Commons, D104B, and virtually <b>Remote Hours:</b> Thursdays 10-11am <a href="#">via Zoom</a>. (Meeting ID: 85106358463)  <a href="mailto:hjackson@bellevuecollege.edu">hjackson@bellevuecollege.edu</a></p>
<p><b>Adjunct Support Lead, Taylor Dalrymple</b> Meet with Taylor to get to know him and let him know about your support and mentoring needs!</p>	<p><b>In-Office Hours:</b> Mondays 3-4pm and Thursdays 1:30-2:30pm in the Faculty Commons, D104C, and virtually  <a href="mailto:taylor.dalrymple@bellevuecollege.edu">taylor.dalrymple@bellevuecollege.edu</a></p>
<p><b>Tenure Mentoring Lead, Leslie Lum</b> Meet with Leslie for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>	<p><b>In-Office Hours:</b> Mondays 2:30-3:30pm and Tuesdays 1-2pm in the Faculty Commons, D104C  <a href="mailto:llum@bellevuecollege.edu">llum@bellevuecollege.edu</a></p>
<p><b>Climate Justice Lead, Sonya Doucette</b> Meet with Sonya to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.</p>	<p><b>Send an email to connect:</b> <a href="mailto:sonya.doucette@bellevuecollege.edu">sonya.doucette@bellevuecollege.edu</a></p>
<p><b>Disability Resource Center Director, Marisa Hackett</b> Get answers about working with disabled students and about letter of accommodations.</p>	<p><b>Remote Hours:</b> Tuesdays 1-2pm <a href="#">Join Teams Meeting</a>  <a href="mailto:marisa.hackett@bellevuecollege.edu">marisa.hackett@bellevuecollege.edu</a></p>
<p><b>Student Success &amp; Retention Assoc. Director, Melissa Martinez</b> Would you like to discuss a student of concern, learn more about the Early Alert process start to finish, or share feedback?</p>	<p><b>Remote Hours:</b> Mondays 11am-12pm <a href="#">Join Teams Meeting</a>  <a href="mailto:melissaemartinez@bellevuecollege.edu">melissaemartinez@bellevuecollege.edu</a></p>

## Thank you to the Fall Quarter Faculty Commons Contributors

Archana Alwar, A&H	Li Liu, A&H
Jen Anderson, A&H	Brandon Lueken, Grants
Brian Casserly, FT Promotion Review	Leslie Lum, Tenure Mentoring Lead
Taylor Dalrymple, Adjunct Support Lead	Steven Martel, Counseling
Cara Diaconoff, A&H	Sue Nightingale, BCAHE
Sonya Doucette, Climate Justice Lead	The Positive Policies for Adjuncts Committee
Dellyssa Edinboro, Social Science	Karrin Peterson, BCAHE
Tonya Estes, Faculty Commons, Outgoing Chair	Ty Saxon, Social Science
Aimee Hong, A&H	Jackie Schultz, Social Science
Humaira Jackson, Data/PD Lead	Sajonna Sletten, Faculty Commons, Incoming Chair
Allison Kang, Science	Tony Tessandori, Sabbatical Leave Committee
Deepti Karkhanis, Social Science	Jessica Wang, Culturally Responsive Practices Lead
Melinda Lin, Office Assistant	Wendy Wilson, Program Manager

## Stipends, Accommodations, and Proposal Information

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

Most Faculty Commons workshops advancing teaching, learning and assessment frameworks and methodologies offer participants the opportunity to earn a stipend. The workshops with a stipend available may include such activities as scholarly reading, reflective writing, curriculum revision, lesson planning, classroom observations, or presentations. Stipends are a flat rate and 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. A **current faculty member** is defined as faculty with a teaching, library, or counseling assignment for the quarter in which the workshop is completed or, for summer only, a current faculty member is defined as full-time or adjunct faculty with a teaching, library, or counseling contract in the previous academic year who expect to receive a teaching, library, or counseling contract with BC in the upcoming academic year. To be eligible to receive a stipend, you may be asked to show that you meet these requirements.

### Accommodations

Please let us know about *any accommodation* needs you have. Our registration forms allow you to communicate with us, or send Wendy Wilson an email. If you are unable to attend a portion of one of the workshops for *faith-based observations*, we will make the key components of a workshop available. Please contact the facilitator to make arrangements.

### Call for Proposals

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

Your proposal will be read and considered in relation to a number of factors, including budget, resources, faculty identified priorities, campus initiatives/schedules, and a balance of mission areas. We thank you in advance for your understanding. It's not too early to submit a proposal for Winter or Spring 2024. To be considered for winter, please submit your proposal by **November 15 at the very latest**. [Link to submit proposals](#)



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