



# Winter 2024 Faculty Commons Program

Dear Colleagues,

Our winter program is complete with our tried-and-true academies, suites, and series, plus a wide variety of new faculty-designed workshops that are sure to catch your interest. Let me help you out by highlighting some of the offerings that are starting right up in the first two weeks of the quarter.

Definitely consider joining **From Conflict to Resolution – How to Define and Discuss Tough Topics in the Workplace** (p. 16; *rescheduled to February*), a new workshop put together by Janelle Tarasewicz, Psychology, and Matt Edwards, Communication Studies. You could even pick up some strategies for handling tricky academic integrity conversations with our students. On that note, you could also sign up for **Artificial Intelligence and Academic Integrity: Creating a Course Policy** (p. 10), facilitated by George Rowe, eLearning, and Gordon Gul, Computer Science.


If you're aiming to refine your teaching practices, Dellyssa Edinboro, Culturally Responsive Practices Lead, will be facilitating **Introduction to Culturally Responsive Instruction** (p. 4), a practical course where you can learn four core equity practices for every classroom. Or maybe you're ready to workshop some of your assignment prompts. Check out **Writing Across the Curriculum** (p. 8) with Jun Xu, Writing Across the Curriculum Lead. By the way, did you know in addition to Language and Rhetoric, Jun has a PhD in Bio-organic Chemistry? I can't imagine a person better suited to work with faculty across every discipline to design well-worded assignments! Finally, I'm happy to report that **Teaching Squares** (p. 7) are back again. This quarter Archana Alwar, Arts & Humanities, will be facilitating these reciprocal observation experiences. They're a great way to connect with peers, almost like taking a trip to one another's teaching islands, but the souvenirs can potentially transform your teaching practices.

For all the adjunct and full-time temporary faculty out there, do take advantage of the **Adjunct Mentoring Program** (p. 20), where you can sign up for six hours of one-on-one mentoring as you navigate the complicated Bellevue College landscape. And for all the tenured and tenure-track faculty out there, sabbatical leave applications are due Jan. 19th, and there will be exactly one **Applying for Sabbatical Leave** information session, on Jan. 9<sup>th</sup> (p. 19). Mark your calendars!

Thanks for reading, everyone. And big thanks to all the contributors across campus who have made this winter program possible. Wishing you a restful winter break.

Peace and blessings,

Sajonna Sletten *she/siya* ([hear name](#))  
Chair, Faculty Commons

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# Cultural Responsiveness Series

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. 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 to see the possibilities of a more just society.

## Introduction to Culturally Responsive Instruction

**Fully Online: Course is open January 2-March 4. Last day to sign up is January 12.**

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.

**12 Seats available. Don't delay, [register for Culturally Responsive Instruction!](#)**

**8 PD Hours**

**\$250 stipend** with successful completion (This stipend is provided through Guided Pathways funding)

*Reach out to Dellyssa Edinboro, Culturally Responsive Practices Lead, with questions.*

## Asian Americans: From Self-Determination to Solidarity Work

4 Wednesdays 2:00 - 3:30 p.m. Polysynchronous: In-person on Jan. 17 & Feb. 7 and on Zoom Jan. 24 & 31, plus Canvas Assignments

This interactive workshop provides a broad overview of the diverse experiences and challenges faced by Asian American communities. Key topics will include the inception of ethnic studies and Asian American studies, the history of anti-Asian violence, linguistic discrimination, Asian American mental health, the model minority myth, racial triangulation, and cross-racial solidarity.

Asian and Asian American students make up 26% of our student population at BC. Given that Asian Americans historically have been positioned against other communities of color, particularly African American and Black communities, gaining insight into the racialized experience of Asian Americans will not only equip faculty, staff, and administrators to better understand and serve our Asian and Asian American students, but will also help us to develop a nuanced understanding of the relationships among different racial groups.

**10 PD Hours** (6 synchronous hours and 4 independent hours) and **\$250 Stipend** for attending 3 of 4 sessions and completing final deliverable  
**14 seats:** [Register today!](#)

*For questions, contact Nan Ma (English).*

## The Developing Instructor Academy

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.

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

Fall	Winter	Spring
Nuts and Bolts of College Instruction	Student Engagement	Transparent and Relevant Assessment

## Student Engagement Strand (Updated Content!)

Hybrid via Zoom and Canvas

4 Mondays 12:00-1:30 p.m., Feb. 5, 12, 26; Mar. 4 – must attend Feb. 5<sup>th</sup> session

No matter how long you've been teaching, this transformational offering is for you! Why? Students' engagement in the classroom can positively impact their learning, success, and persistence in college. As instructors, you can impact students' interest and investment by enriching your awareness of the context of their identities (and yours), thoughtfully reflecting on relevant frameworks linked to student engagement, and intentionally creating an in-person or online classroom environment that appeals to students' unique perspectives and backgrounds. As you engage with these areas in this workshop, you will connect with various materials, participate in discussions, collaborate with your peers, reflect on your teaching identity, and evaluate how your course design and approaches influence student engagement. By the end of this workshop, you will have refined your understanding of student engagement and how to promote equitable practices in this area.

**18 PD Hours** and **\$450 stipend** available for instructors who attend three sessions (must attend Feb. 5th), complete 80% of online work, and complete reflection or application essay.

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

*For more information, contact Dellyssa Edinboro, Culturally Responsive Practices Lead*

General Topics	What You Will Do
<b>Student Engagement</b>	Brush up on the meaning(s) of student engagement, the context of your students' engagement, and the trends in this area
<b>Student Engagement Frameworks/Theories: Intersectionality, Anti-Deficit Theories, Feminist Pedagogy, Culturally Responsive Frameworks, Queer Theory</b>	Dive into relevant frameworks connected to student engagement
<b>Students' Identities and Student Engagement</b>	Learn about engaging students from diverse backgrounds
<b>Practices and Approaches to Student Engagement in In-Person or Online Classrooms</b>	Gain new insights into practical and equitable practices in the classroom that support student engagement
<b>Reflection or Application</b>	Use what we have learned to reflect on your teaching practices or apply changes to a particular aspect of your course

# A Closer Look

Amid the hustle and bustle of the academic year, take the opportunity to reflect on your mindset and your craft, together with your peers.

## Mindful Communication in the Classroom: Small Science-based Approaches to Enhance Student Learning (*Postponed*)

**This workshop has been postponed to Spring 2024. Please stay tuned.**

In session 1 we'll look at the definition of Mindful Communication, research findings, and practice being Present. Session 2 will focus on Intention and Attention. In session 3, we'll explore Nonjudgement and Mindful Speaking. Session 4 will include practice in Deep Listening along with a wrap up.

**4 PD Hours**

**12 seats**

*For questions, contact Stephanie Hurst, Communication Studies.*

## Teaching Squares: A Reciprocal Observation Experience

**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**

Whether you're trying out something new with your class or you'd like feedback on one of your frequent practices, Teaching Squares is for you! Winter Quarter you can join fellow faculty members to observe and learn from one another in this non-evaluative process of reciprocal classroom observation and self-reflection. This means you will observe three colleagues' teaching for up to an hour each, and they will observe your teaching in turn. At the end of the quarter, we will hold space to converse about teaching and share reflections with one another.

What's the commitment?

1. Participate in a kick-off meeting and meet your Teaching Squares peers.
2. Participate in three reciprocal observation rounds. Each round will take approximately two weeks. You will teach, observe, and provide feedback during each round.
3. Participate in a Teaching Squares group sharing session at the end of the quarter.

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 and \$200 Stipend** for participating in all sessions, class observations, and submitting a final reflection.

**12 seats:** Fill out this [registration form](#) including your teaching schedule and preferred observation modality. Deadline to register is January 9.

*Reach out to Archana Alwar (A&H) with questions.*

# The Written Word

We are writing more than ever before! From writing assignments to everyday communication, discover new ways to convey your message effectively, to reach and engage your reader.



## Writing Across the Curriculum

**Rethink and Redesign Writing Assignments with One-on-One Support**

**Two remote full-group meetings in Week 1 and 2, plus one-on-one meeting(s) scheduled at your available times throughout the quarter.**

Do you want to dive deeply into how you and your colleagues use writing assignments in teaching? If yes, you can work as a group and also get one-on-one support on your writing assignments by joining the Faculty Commons' Winter Quarter WAC (Writing Across the Curriculum) workshop!

The WAC program at BC promotes the positive impacts of writing on students' learning by supporting faculty across disciplines in designing assignments. In this quarter-long workshop, you will meet twice as a group on Zoom. Together, we will explore what makes a writing assignment clear, effective, and well-scaffolded, what various writing terminology may be useful to your students, and how to make the best use of what your students have learned in ENGL&101 and ENGL 201 for your writing assignments. After that, you and Jun will work on fine-tuning at least one of your writing assignments.

**10 seats maximum:** Fill out this [registration form](#) including your availability to meet Jan 3-12. Deadline to register is January 2nd.

**8 PD Hours and \$200 Stipend** for participating in all sessions and submitting assignments.

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



## Harnessing the Power of Words in Everyday Communication

Hybrid, 4 Tuesdays Jan 23, 30, Feb 6, 13, 1:00 – 2:00 p.m., via Zoom and Canvas

This winter, join Cheryl Engstrom, Marketing Faculty, in this workshop designed to provide you with the tools to write effective messages, emails, and announcements. Learn to write stronger, not longer, to create more powerful everyday business communications to faculty, staff, and students. We will be reviewing and implementing techniques from the art of public relations, the science behind impactful words and phrases, and the support of Artificial Intelligence to help write communications that work! Over the four weeks, we will take a dive into the power behind effective business communications and how to harness that power to be a more effective communicator.

After completing this workshop, you will have:

- Gained a better understanding of how the right words result in your desired action (or not).
- Understood how to write smarter not harder tapping into proven techniques of PR Professionals.
- Learned how AI and ChatGPT can save time and get you started on the right track.
- Learned to use power words to make your point.
- Gained the results you want with your communications.
- Used a tone of voice that allows you to be heard, not deleted.

Of course, all are welcome to join this workshop. We believe this workshop can be especially meaningful to those who serve as Chairs, send regular email messages with important college information, and/or desire an increase in response to correspondence.

**8 PD Hours (4 hours in session, 4 hours independent work)**

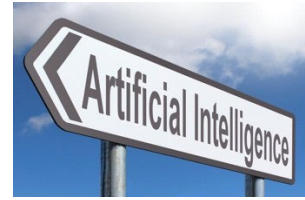
**\$200 Stipends for attending all sessions, completing all projects**

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

*Reach out to Cheryl Engstrom, SB&T, with questions about this offering.*



# Artificial Intelligence



The purpose of our A.I. workshops is to give everyone a place to start or continue studying generative A.I. and how best to use generative A.I. toward increasing critical thinking, closing equity gaps, and cultivating 21<sup>st</sup> century skills. In addition to these workshops, you might consider joining the A.I.-focused book club or leveraging Teaching Squares as a way for you to experiment with A.I.-related lesson plans with the support of your peers (see pages 11 and 7 respectively).

## Improve Student Learning with AI (NEW)

**Monday, February 26th, 2:30 – 4 p.m., via Zoom**

Join us for a dynamic 90-minute workshop designed for instructors looking to explore new ways to integrate AI into their classrooms to enhance student learning, boost engagement, and foster inclusivity. In this session:

- Explore the potential uses of AI for students.
- Engage in discussions about the capabilities and limitations of AI in classrooms.
- See examples of how AI-based tools are being integrated into the facilitators' writing class and Spanish class.
- Exchange insights and ideas with participants on how to integrate AI into your respective teaching disciplines.

**15 seats: [Register now!](#)**

*For questions, contact Archana Alwar (A&H) and Weina Sun (A&H).*

## Artificial Intelligence and Academic Integrity: Creating a Course Policy

**Asynchronous workshop offered twice in winter – choose either Jan. 2-Feb. 2 or Feb. 5-Mar. 7.**

In this self-paced workshop series, participants will connect with other faculty and hear from 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. 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 and \$250 stipend** for completing at least 80% of online activities and submitting final deliverable, an AI syllabus statement

[Register here](#) by **Jan. 2** to participate Jan. 2–Feb. 2 (15 seats)

or

[Register here](#) by **Feb. 5** to participate Feb. 5–Mar. 7 (15 seats)

*Please contact Gordun Gul, Computer Science, or George Rowe, eLearning, with questions.*

# Book Clubs



It's recommended to check with your division to purchase your own book/e-book with your college PD funds. This quarter, Faculty Commons will add several copies of *AI for Educators* to our lending library as an option for you to check out, too. See p. 14 for the Climate Justice-focused book club.

## Envisioning the Future of AI in Your Classroom (NEW)

**Hybrid Course:** In-person sessions plus asynchronous Canvas discussions

**5 Mondays Jan 22, 29, Feb 5, 12, 26, from 1:30-2:20pm in the Faculty Commons, D104H**

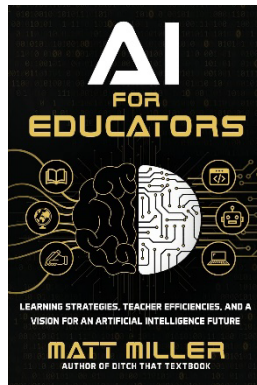
Are you interested in learning more about the use of AI in the classroom and how to incorporate this tool in your class assignments? This book club workshop will provide you with practical ideas on how you can use AI in your course assignments. We will also unlock powerful ways to streamline teaching and save time. By the end of the workshop, you will have a better understanding of AI and how we can use this tool to increase student engagement. The book we will be reading is called [AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future](#) by Matt Miller.

**10 PD Hours** – approx. 5 synchronous (in-person) hours and 5 independent hours

**\$250 stipend** for attending a minimum of 4 of the 5 sessions and developing/re-designing a course assignment which incorporates AI technology

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

*Please reach out to Sophie Leung, Arts & Humanities, with questions.*



## Equity Reads: *There There* (NEW)

5 Tuesdays Feb. 6, 13, 20, 27 & Mar. 5, 3:00 – 4:00 p.m. Hybrid via Zoom and Canvas

“*There There* is a novel about contemporary Native Americans living in and around Oakland, California in the present day. Each of the 12 main characters has a story of multi-generational trauma -- experiences of alcoholism, violence, recovery, grief, and lost and found identity, just to name a few. All are, in some way, dealing with the complex identity of being an Urban Indian. Their stories and timelines weave together as the characters converge at the first Big Oakland Powwow.” ([Becky Turnbull](#))

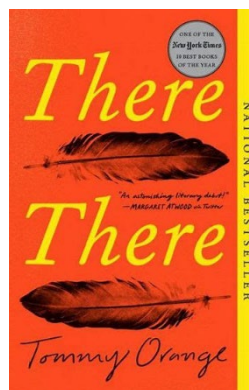
[Native American Author Tommy Orange Feels A 'Burden To Set The Record Straight'](#) (npr; 7 min.)

**10 PD Hours** – approx. 5 synchronous (in-person) hours and 5 independent hours

**\$250 stipend** for attending a minimum of 4 of the 5 sessions and completing a final activity (TBD)

**7 seats maximum:** [Register](#) now!

Please reach out to Ferdinand Tablan, A&H, and Nicole Longpré, Library, with questions. The [Equity Reads](#) program is hosted by the BC Library Media Center and the Office of Diversity, Equity, and Inclusion.



## Info Session: The Equity Reads Program

**Tuesday, February 27, 12:30 - 1:30 p.m., in D104 and on [Zoom](#) (Hyflex) Meeting ID: 834 6969 6467**

Did you know the BC Library has book club sets you can check out and YOU run a book club on campus!?

Each set has 8 copies of the book, and a digital guide to running the book club which includes sample discussion questions. The Equity Reads program has a wide variety of titles that present many different lived experiences and is presented in various genres. We have graphic novels, poetry, memoirs, and more. Each quarter there will be a lunchtime book talk session highlighting some of the titles in the collection. Drop by for a casual presentation of these great reads and to ask questions about the Equity Reads program!

For more information about the Equity Reads program, visit:

<https://bellevuecollege.libguides.com/EquityReadsWelcome>

**No registration necessary.**

Please reach out to Elena Maans-Lorincz, BC Library, 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](#)

Monday, January 22 – Friday, February 16 (30 seats)

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.

*For questions specific to High 5 for Online Instruction, contact Jen Anderson, Communication Studies.*

# Climate Justice Programming



## Climate Justice Book Discussion: “Pollution is Colonialism”

Join facilitators Ferdinand Tablan (Philosophy) and Alice Jenkins (iBIT) to discuss Max Liboiron’s “[Pollution is Colonialism](#).” The book presents a framework for understanding scientific research methods as practices that can align with or against colonialism. They point out that even when researchers are working toward benevolent goals, environmental science and activism are often premised on a colonial worldview and access to land.” The climate justice connection comes with book’s focus on plastic pollution to illustrate how anticolonial scientific practice is aligned with Indigenous concepts of land, ethics, and relations. The author uses work done at an anticolonial science laboratory in Newfoundland, Canada Liboiron, the Civic Laboratory for Environmental Action Research (CLEAR), to show how pollution is a violent result of colonial land relations that claim access to Indigenous land rather than just a symptom of capitalism. Through these examples, the book shows that anticolonial science is both possible and currently being practiced in ways demonstrate more ethical ways of existing in the world.

**Meetings on Zoom:** 11:30 am – 12:30 pm on these Friday: Jan 12, Jan 26, Feb 9, Feb 23, Mar 15

**10 PD Hours, 15 seats maximum.** [Register today](#) to join the 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.

*Reach out to Ferdinand Tablan or Alice Jenkins for more information.*

## NEW – Publishing Your Climate Justice Lesson with Curriculum Writer

Read more about [Publishing Your Climate Justice Lesson with Curriculum Writer](#) and the Curriculum for the Bioregion (C4B) Online Curriculum on the Faculty Commons website.

The publication process is supported by an initial 1-hour one-on-one meeting during which you work closely with a curriculum writer to create a first draft of a C4B [Activity](#). Participants receive feedback on their draft and think through revisions prior to a second 1-hour one-on-one working meeting with the curriculum writer, focused on responding to feedback and draft revision. The final 1-hour meeting will wrap up the process by finalizing the lesson and contacting a C4B for review. Participants address editor feedback on their own and should expect to spend about 2 – 5 hours responding to editor feedback, although this can vary widely. A fourth 1-hour meeting with the curriculum writer may or may not be necessary. All meetings are scheduled to fit the schedules of the curriculum writer and faculty participant.

**10 PD Hours, \$500 stipend upon publication | [Register today to publish your lesson.](#)**

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

## NEW!!! – Teach An Existing Climate Justice Lesson in Your Course

Do you want to teach climate justice in your course, but don't have the time or bandwidth to create your own climate justice lesson? If yes, this is for you! Almost 80 climate justice lessons exist in the BC Climate Justice Curriculum Repository. These lessons were created by BC faculty, beginning in 2018, and include teaching materials (power points, handouts, discussion boards, etc) and teaching notes and tips for instructors. Lessons exist for BC courses in programs taught in the arts & humanities (ENGL, CMST, ARAB, PHIL, INDES, DRMA), social sciences (CES, ANTH, PSYC), STEM (MATH, METR, BIOL, OCEA, ENVS, PHYS, CS, CHEM), Institute for Business Information and Technology (BTS, MKTG), Health Sciences Education and Wellness Institute (HPM, PE, NURS) and other programs on campus (ELI LEAP, ABE, ESL, CEO, INTST, OLS). Most are available on a password-protected Canvas site, which you will gain access to, and a few have been published in the open-access [Curriculum for the Bioregion Activity Collection](#).

Existing lessons will be adapted by you, in collaboration with **one to two other faculty** who teach a same or similar course (**please find faculty in your program who want to do this and sign up together**). The process of adapting an existing lesson for your course will be supported by a small group that meets for one hour, every other week, together as a community during the challenging part of implementation. **You should be teaching the class this quarter, Winter 2024**, and intend to adapt and teach the lesson Winter quarter. You will administer an existing post-lesson survey to students in your course.

**12 PD Hours | Stipend: \$420**

**Meeting times and dates** This is a synchronous online learning community, with six 1-hour meetings during Winter quarter; meetings times will be based on participants' schedules

[Register here](#) to start teaching climate justice in your course!

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

# Community & Wellness

Faculty and Staff are Welcome to Join

## From Conflict to Resolution - How to Define and Discuss Tough Topics in the Workplace (NEW)

**Rescheduled!:** Meets Feb. 5, 7, 12, and 14, 1:00-2:30pm, via Zoom, plus Canvas activities

Despite our best efforts, at some point in our lives conflict is inevitable. This workshop combines Psychology and Communication principles to address the skills needed for handling disagreements in the most effective manner possible.

During this interactive workshop, participants will collaborate with faculty and staff members while exploring tools for defining problems, choosing the most appropriate strategy, following a process and striving to achieve win-win outcomes. Additionally, the course will discuss how cultural differences and diversity affect interpretations of various situations. As a result, participants will receive a wide array of strategies and techniques for managing tough conversations in the workplace.

If you want to reduce conflict and develop meaningful relationships with others in your life, this is the workshop for you!

This workshop will cover topics such as:

- Recognizing your “auto-pilot” conflict management style and approach
- Managing difficult conversations and mitigating defensiveness during conflict
- Understanding the role of emotions in communication and conflict
- Recognizing the role of power in conflict
- Understanding how cultural differences and diversity affect interpretations of various situations

**8 PD Hours** (6 synchronous hours and 2 hours independently) and

**\$200 Stipend** for attending 3 of 4 sessions and completing a final reflection

**14 Seats:** [Register now!](#)

*For questions, contact Janelle Tarasewicz (Psychology) and Matt Edwards (Communication Studies).*



## Mental Health Advocacy

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

4 Tuesdays Jan. 23, 30, Feb. 6, 13, from 12:00 - 1:50 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 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 from 2:30 - 3:30pm starting on January 12**

**Virtual Meetings on Zoom: Jan 12, Jan 26, Feb 9, Feb 23**

**In-person Meetings (Room TBA): Jan 19, Feb 2, Feb 16, Mar 1, Mar 15**

Come join our BC Faculty & Staff Singers! This is a great opportunity to take some time away from your busy day for a refreshing time with colleagues from all over campus! For Winter Quarter, we will start the new year with our first virtual meeting on Jan 12th. Then, every Friday we will alternate with in-person sessions (see dates above). We have an amazing and talented instructor, Aimee Hong, Professor of Music at BC, who specializes in voice, concert choir and group piano. Aimee will lead us in singing together during these fun sessions. Some of us even perform with the BC Concert Choir if you want to participate. No experience necessary!

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

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

## Mighty Morning Fitness—NEW!

**Wednesdays 7:30 – 8:30 a.m. (Jan. 10 – Mar. 20) in the Fitness Center (G111)**

Each workout we will incorporate a mix of cardio intervals, strength training, and functional movement exercises while enjoying the social boost of working out together. We gain many exercise benefits, including improved bone density, increased metabolism, muscle toning, heart health, improved posture and balance, and reduced risk of injury while providing mental and emotional benefits that go beyond physical fitness. Expect to get your heart rate up, to build strength and to start your day off in a great way. Every level of experience is welcome!

**No registration necessary.** Add morning fitness to your routine!

Contact Michelle McRae, HSEWI ([michelle.mcrae@bellevuecollege.edu](mailto:michelle.mcrae@bellevuecollege.edu)), for more info or accommodations. Please complete a winter Assumption of Risk form at the Fitness Center the first time you attend. Offered in partnership with the [Employee Wellness Center](#) and the [BC Wellness Center](#).

## NoonFit: Flex, Function & Form—NEW!

**Mondays 12:00 – 12:30 p.m. and 12:30 – 1:00 p.m. (Jan. 8 – Mar. 18) in the Fitness Center (G111)**

Join in for a rotating variety of fluid stretches, mindful movement and mobility, workplace posture and stress reduction. Choose one 30-minute window or stay for the full hour, and you'll see a boost to your body and mood. We will focus on Flexibility, Functional Movement and Safe Form so you can take realistic steps to feel better and stronger. Everyone is welcome!

**No registration necessary.** Opt in for screen-free afternoons!

Contact Michelle McRae, HSEWI ([michelle.mcrae@bellevuecollege.edu](mailto:michelle.mcrae@bellevuecollege.edu)), for more info or accommodations. Please complete a winter Assumption of Risk form at the Fitness Center the first time you attend. Offered in partnership with the [Employee Wellness Center](#) and the [BC Wellness Center](#).



## BC Fitness Center and the Employee Wellness Center

Employees can sign up for Open Access to the BC Fitness Center for \$30.50 per quarter. See [Fitness Center](#) for more information. The Employee Wellness Center is also available to us at [Employee Wellness SharePoint Site](#).

# 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	<b>Writing and Updating Your CV</b>	Take advantage of the <a href="#">Faculty Commons Leads' office hours</a> to get support in your job application!
Writing Your Teaching Philosophy Statement	<b>Writing Your Teaching Philosophy Statement</b>	
Writing Your Diversity Statement	<b>Writing Your Diversity Statement</b>	
Preparing for the Interview	<b>Preparing for the Interview</b>	
Applying for Sabbatical Leave	<b>Submit your sabbatical application for 2024-25</b>	
Preparing Your Full-Time Promotion Application	<b>Preparing Your Full-Time Promotion Application</b>	Submit Your FTP Application

## Writing Your Diversity Statement

**2 Wednesdays, Feb. 21 & Mar 6, 11:30 a.m. - 1:00 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

**2 Thursdays, Feb. 22 & 29, 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, Feb. 5 & 12, 2:30-3:30 p.m., in person in D104E**

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 Thursdays, Jan. 25 & Feb. 1, 1:30-2:20 p.m., via 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!

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

**10 seats maximum**

*Got questions? Contact Archana Alwar, A&H, or Sajonna Sletten, Faculty Commons Chair*

## Applying for Sabbatical Leave

**Tuesday, January 9<sup>th</sup>, 12:30-1:30 p.m., via Teams - [Click here to join the meeting](#)**

Meeting ID: 291 220 037 666 | Passcode: ySYV8j

+1 206-899-2345,,257339355# | Phone Conference ID: 257 339 355#

Thinking about a sabbatical? We encourage you to come to one of these information 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 Jan. 19<sup>th</sup> for the 2024-2025 academic year.

**No registration necessary!**

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

## Preparing Your Full-Time Promotion Application

**Mon., Jan. 22<sup>nd</sup>, 2:30-3:30 p.m. and Thur., Feb. 22<sup>nd</sup> 3:00-4:00 p.m., via [Zoom](#)**

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*

# Mentoring and Advocacy Suite

Participate in the Adjunct Mentoring Program as a Mentee!

## 2024 Cohort

Faculty Commons is accepting applications for adjunct faculty interested in having a mentor for Winter 2024. **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 2024, the mentor-mentee collaboration will be one quarter only. You will meet for at least 6 hours during Winter quarter. Then, in Spring 2024, 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 Offerings

### 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 2023-2024		
Fall	Winter	Spring
Rights and Responsibilities	<b>Rights and Responsibilities</b>	Rights and Responsibilities
Benefits 101	<b>Benefits 201</b>	Benefits 201
Completing Your Adjunct Performance Review	<b>Completing Your Adjunct Performance Review</b>	Completing Your Adjunct Performance Review
How to Read Your Paycheck	<b>How to Read Your Paycheck</b>	How to Read Your Paycheck
Adjunct Professor Advocacy Fair		Adjunct Professor Advocacy Fair
Unemployment Benefits	<b>Unemployment Benefits</b>	Unemployment Benefits
Introduction to Grants	<b>Introduction to Grants</b>	Introduction to Grants

### Completing Your Adjunct Performance Review/Evaluations (Updated time!)

**Tuesday, January 16, 2:00 - 3:00 p.m., Hyflex in D104E and on Zoom**

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.

**No registration necessary! Join Zoom Meeting:**

<https://bellevuecollege.zoom.us/j/86713748464?pwd=Nm1uV3Rvbk44ZlhZMUhrSIRnc0F4Zz09>

Questions? Contact Taylor Dalrymple, Adjunct Support Lead, [Taylor.Dalrymple@bellevuecollege.edu](mailto:Taylor.Dalrymple@bellevuecollege.edu) OR  
Karrin Peterson, BCAHE, [kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)

## How to Read Your Paycheck

**Monday, January 29, 12:30 - 1:30 p.m., Hyflex in D104H and on Zoom**

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.

**No registration necessary! Join Zoom Meeting:**

<https://bellevuecollege.zoom.us/j/81981011619?pwd=T1BNdVdtVjhkRTZxYkx2UFFKVUNzd09>

Questions? Contact Sue Nightingale, BCAHE, [sue.nightingale@bellevuecollege.edu](mailto:sue.nightingale@bellevuecollege.edu) OR Karrin Peterson, BCAHE, [kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)

## Adjunct Rights and Responsibilities

**Thursday, February 1, 12:30 - 1:30 p.m., Hyflex in D104H and on Zoom**

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.

**No registration necessary! Join Zoom Meeting:**

<https://bellevuecollege.zoom.us/j/88316953042?pwd=RmhCNkxTZIBURmk1UDc3NXdMzk5GUT09>

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

[Taylor.Dalrymple@bellevuecollege.edu](mailto:Taylor.Dalrymple@bellevuecollege.edu) OR Karrin Peterson, BCAHE, [kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)

## Benefits 201 for Adjuncts

**Thursday, February 15 12:30 - 1:30 p.m., Hyflex in D104H and on Zoom**

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.

**No registration necessary! Join Zoom Meeting:**

<https://bellevuecollege.zoom.us/j/89333887159?pwd=TEJzU0t3UWp6dWVESWp2cmhwcG9SUT09>

For more information, contact Gretchen Bird, HR, [gretchen.bird@bellevuecollege.edu](mailto:gretchen.bird@bellevuecollege.edu)

## Unemployment Insurance Benefits

**Friday, March 7, 1:30 - 2:30 p.m., Hyflex in D104H and on Zoom**

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.

**No registration necessary! Join Zoom Meeting:**

<https://bellevuecollege.zoom.us/j/86134743207?pwd=djZmSnBmcnRKdjBSREtCU3dDMkIBUT09>

Questions? Contact Taylor Dalrymple, Adjunct Support Lead, [Taylor.Dalrymple@bellevuecollege.edu](mailto:Taylor.Dalrymple@bellevuecollege.edu) OR  
Karrin Peterson, BCAHE, [kpeterso@bellevuecollege.edu](mailto:kpeterso@bellevuecollege.edu)

## Grants 101

**Hyflex in person in D104E or on Teams - Wednesday, January 17 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 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. Join the Meeting Here! [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 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.

For virtual meetings, click the links below to join. These will also be posted and updated on the [Faculty Commons SharePoint calendar](#).

Title - Name	Office Hours
<b>President</b> <b>Dr. David May</b>	Tuesday, January 16, 3-4pm in the Faculty Commons, D104H Wednesday, February 21, 3-4pm in the Faculty Commons, D104H
<b>Associate VP of Academic Affairs</b> <b>Dr. Rob Viens</b>	Friday, January 5, 11am-12pm ( <i>updated!</i> ) in the Faculty Commons, D104H Monday, February 5, 1-2pm in the Adjunct Center Tuesday, March 12, 1-2pm on <a href="#">Zoom</a>
<b>VP of Diversity, Equity &amp; Inclusion</b> <b>Dr. Consuelo Grier</b>	Tuesday, February 13, 2-3pm in the Faculty Commons, D104H
<b>VP of Institutional Advancement</b> <b>Rebecca Chawgo</b>	Thursday, February 15, 2-3pm in the Faculty Commons, D104H
<b>VP of Human Resources</b> <b>Frances Dujon-Reynolds</b>	Wednesday, January 24, 3-4pm on <a href="#">Teams</a>
<b>Interim AVP of Student Affairs</b> <b>Dr. Judith Hernández Chapar</b>	Wednesday, January 10, 2-3pm in Faculty Commons D104H



## Faculty Commons Leads Mentoring and Support

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, Dellyssa Edinboro</b> Connect with Dellyssa for assistance with designing your course for our diverse student body. Need help with content choice? Grading design? Student support?</p>	<p><b>Office Hours:</b> Mondays 10:00 – 12:00 on <a href="#">Zoom</a> Meeting ID: 823 4036 1178 Passcode: 187931  <a href="mailto:dellyssa.edinboro@bellevuecollege.edu">dellyssa.edinboro@bellevuecollege.edu</a></p>
<p><b>Data/PD Liaison Lead, Humaira Jackson</b> Reach out with questions, concerns, and successes in your individual and program-level data work!</p>	<p><b>Office Hours:</b> Tuesdays 1:00 – 3:00 in the Faculty Commons (D104B) or contact Humaira on Teams Thursdays 10:00 – 11:00 on <a href="#">Zoom</a> <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>Office Hours:</b> Mondays 2:00 – 3:00 in the Faculty Commons (D104C) + <a href="#">Zoom</a> Thursdays 1:30 – 2:30 in the Adjunct Center (B142) + <a href="#">Zoom</a> <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>Office Hours:</b> Wednesdays 1:00 – 2:00 and Thursdays 1:30 – 2:30 (Location/Modality TBD) <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>Writing Across the Curriculum Lead, Jun Xu</b> Need help fine-tuning a writing assignment prompt? Reach out to Jun for support in developing effective, well-worded, and well-scaffolded assignments.</p>	<p><b>Email for an appointment:</b> <a href="mailto:jun.xu@bellevuecollege.edu">jun.xu@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: TBD</b> <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 11:00am-12:00pm, Jan. 8-Feb. 6 via Teams <a href="#">Click here to join the meeting</a> Meeting ID: 231 801 635 153 Passcode: dPTzU2 <a href="mailto:melissaemartinez@bellevuecollege.edu">melissaemartinez@bellevuecollege.edu</a></p>
<p><b>Neurodiversity Navigators Director, Sara Sanders Gardner</b> Get answers about communicating with and teaching neurodivergent and autistic students.</p>	<p><b>Message on Teams or Email for an appointment:</b> <a href="mailto:sara.gardner@bellevuecollege.edu">sara.gardner@bellevuecollege.edu</a></p>
<p><b>BCAHE Adjunct Affairs Officer, Karrin Peterson</b> How is your adjunct faculty experience at Bellevue College? Connect with Karrin to talk about all things advocacy.</p>	<p><b>Office Hours:</b> Mondays 12:30 – 2:30 in the Union Office (A123) Evenings and other times (on Zoom) are available with pre-scheduling. <b>Email:</b> <a href="mailto:AAO@bcahe.org">AAO@bcahe.org</a> <i>Note: You may decide to use your non-work email account.</i></p>
<p><b>Faculty Commons Program Manager, Wendy Wilson</b> Reach out with any operations questions about the Faculty Commons or just to say hello!</p>	<p><b>Email:</b> <a href="mailto:wendy.wilson@bellevuecollege.edu">wendy.wilson@bellevuecollege.edu</a></p>

## CALL FOR PROPOSALS

The Faculty Commons supports programming that will inspire colleagues to come together to learn, share, and develop a supportive community. Proposed programming can include workshops of any length, speakers' series, promising practices sharing, book discussions, cross-campus collaborations, or another form of professional engagement we haven't conceived of! Make sure your idea fulfills the Mission of the Faculty Commons. 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 6th**.

# Thank You to the Winter Faculty Commons Contributors

Archana Alwar, A&H  
Jen Anderson, A&H  
Gretchen Bird, HR  
Brian Casserly, FTPR Committee  
Beth Camp, Employee Wellness Center  
Taylor Dalrymple, Adjunct Support Lead  
Sonya Doucette, Climate Justice Lead  
Dellyssa Edinboro, Culturally Responsive Practices  
Matt Edwards, A&H  
Cheryl Engstrom, SB&T  
Sara Sanders Gardner, Neurodiversity Navigators  
Gordon Gul, Science  
Marisa Hackett, DRC  
Aimee Hong, A&H  
Stephanie Hurst, A&H  
Humaira Jackson, Data/PD Liaison Lead  
Alice Jenkins, SB&T  
Allison Kang, Science  
Deepti Karkhanis, Social Science  
Brandon Leuken, Grant Development  
Nicole Longpré, Library  
Sophie Leung, A&H  
Melinda Lin, FC Office Assistant  
Leslie Lum, Tenure Mentoring Lead  
Nan Ma, A&H  
Elena Maans-Lorincz, Library  
Steven Martel, Counseling  
Melissa Martinez, Student Success & Retention  
Michelle McRae, HSEWI  
Sue Nightingale, BCAHE  
Karrin Peterson, BCAHE  
Peter Prescott, BC Wellness Center  
George Rowe, eLearning  
Sajonna Sletten, Faculty Commons Chair  
Weina Sun, A&H  
Ferdinand Tablan, A&H  
Janelle Tarasewicz, Social Science  
Tony Tessandori, Sabbatical Review Committee  
Wendy Wilson, FC Program Manager  
Jun Xu, Writing Across the Curriculum Lead

**\*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 Wendy Wilson 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.



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