



Spring 2024 Faculty Commons Program

Dear Colleagues,

We have an intentionally easygoing program this spring, featuring shorter workshops, multiple book clubs, and more flexibility around deliverables.

Our Developing Instructor Academy will include a bite-sized offering of **Transparent and Relevant Assessment** (6 hrs. instead of 25 hrs.; Dellyssa Edinboro, Culturally Responsive Practices Lead) and the option of adding **Teaching Squares: A Reciprocal Observation Experience** (10 or 14 hrs.; Archana Alwar, A&H) for more intensity.

Quick Dips are back! These are single-session offerings on a variety of topics, free of deliverables: **American Deaf Culture** (Valentino Vasquez, American Sign Language), **Putting on Your Oxygen Mask: Breathwork for Challenging Times** (Chloe Horning, Library), **Digital Note-Taking for the Busy Educator** (Fatma Cemile Serçe, Computer Science), **Scholarship of Teaching and Learning (SOTL) Showcase** (Humaira Jackson, Data-PD Liaison), and **Images and Words: Graphic Novels and Zines in the Classroom** (Elena Maans-Lorincz, Library).

Multiple workshop series are also offering the option of no outside work—**Mental Health Advocacy: Showing compassion and care to those who may be struggling emotionally** (Steven Martel, Counseling), **Mindful Communication in the Classroom: Small Science-based Approaches to Enhance Student Learning** (Stephanie Hurst, Communication Studies), and **Unlocking Our Teaching Potential** (Deborah Leblang, Art).

You're sure to find a book club/book-based workshop that holds your interest, too. Offerings include **Equity Reads: Disability Visibility** (Tiara Carlson, Occupational Life Skills, and Claire McKinley, Environmental Science), **The Gangster We Are All Looking For: Lessons from a Young Vietnamese Refugee** (Kattie Dang, Counseling, and Nan Ma, English), **Critical Thinking for Today's Educator** (Russ Payne, Philosophy), **Envisioning the Future of AI in Your Classroom** (Sophie Leung, English), and the **Climate Justice Book Discussion Group** (David Spataro, Political Science).

Peace and blessings,

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

Table of Contents

<i>The Developing Instructor Academy</i>	4
Transparent and Relevant Assessment (Revised Content!)	4
Teaching Squares: A Reciprocal Observation Experience	5
<i>Cultural Responsiveness</i>	6
Introduction to Culturally Responsive Instruction.....	6
Equity Reads: Disability Visibility—NEW!	6
<i>The Gangster We Are All Looking For</i> : Lessons from a Young Vietnamese Refugee—NEW!.....	7
<i>A Closer Look</i>	8
Mindful Communication in the Classroom: Small Science-based Approaches to Enhance Student Learning	8
<i>Critical Thinking</i> for Today’s Educator—NEW!.....	9
Unlocking Our Teaching Potential	9
<i>Artificial Intelligence</i>	10
Artificial Intelligence and Academic Integrity: Creating a Course Policy	10
Envisioning the Future of AI in Your Classroom	10
<i>Time for a Quick Dip?</i>	11
American Deaf Culture	11
Putting on Your Oxygen Mask: Breathwork for Challenging Times	11
Digital Note-Taking for the Busy Educator.....	12
Scholarship of Teaching and Learning (SOTL) Showcase	12
Images and Words: Graphic Novels and Zines in the Classroom	12
<i>Online Excellence Teaching Academy (OETA)</i>	13
High 5 for Online Instruction.....	13
<i>Climate Justice Programming</i>	14
Climate Justice & Biodiversity: Indigenous and Urban Perspectives Workshop.....	14
Climate Justice Book Discussion Group	14
Incorporate Climate Justice Into Your Teaching.....	15
<i>Community & Wellness</i>	16
Mental Health Advocacy	16
Mighty Morning Fitness.....	16
NoonFit: Flex, Function & Form	17
<i>The Career Development Suite</i>	18

Preparing Your Full-Time Promotion Application	18
<i>Mentoring and Advocacy Suite</i>	18
Adjunct Mentoring Program Spring 2024	18
Completing Your Adjunct Performance Review/Evaluations	20
How to Read Your Paycheck	20
Adjunct Rights and Responsibilities	20
Benefits 201 for Adjuncts	20
Unemployment Insurance Benefits	21
Introduction to Grants	21
<i>Call for Feedback—Summer and Fall 2024</i>	22
Equity Reads: Building Community through Literature and Discussion	22
BC Faculty Writing Retreat—NEW!	23
<i>Faculty Commons Leads Mentoring and Support</i>	25
<i>CALL FOR PROPOSALS</i>	26

***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 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.

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 Equitable 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. This quarter, delve into assessment with Dellyssa Edinboro, Culturally Responsive Practices Lead, and take advantage of Teaching Squares for hands-on practice with the support of your peers and guided by Archana Alwar, A&H.

Transparent and Relevant Assessment (Revised Content!)

2 Wednesdays, May 1 and 8, 2:00-3:00 p.m., on Zoom and Canvas

As instructors, we all realize the importance of assessment when it comes to student learning and success. Have we considered, though, the purpose and impact of the traditional grading system, and considered alternatives? Do we take the time to make sure we are assessing what students need to know in a way that is relevant and transparent to our students? The Transparent and Relevant Assessment Strand of faculty development focuses on a variety of creative and relevant strategies to assess student learning. Sessions include how to provide meaningful feedback, write assignments and rubrics that are transparent for our students, use a variety of classroom assessment techniques, including giving students a voice in their education.

Assessment Overview, Backwards Design, and Higher Order Thinking	Reflect on our thoughts on the “what” and “why” of assessment. We will spend time learning about Backwards Design and designing your assignments to engage and assess higher order thinking, with a focus on authenticity.
Purpose and Types of Assessments	Differentiate the three purposes of assessments: Assessment <i>of</i> learning, assessment <i>for</i> learning, and assessment <i>as</i> learning. Also, explore the different types of assessments, including diagnostic, formative, summative, and ipsative. All of these could be used to illustrate student learning and needs in the classroom.
Grading	Explore the context of grades, the impact of grades on learners, and some new considerations to grading such as Ungrading, Alternative Grading, and Specifications Grading.
Rubrics and Quality Student Feedback	Discuss how to design and use rubrics for all assignments. Learn how to provide quality feedback to students that can assist them in their future assignments right from the start of the quarter.

6 PD Hours and \$200 [stipend](#) available for attending both sessions and completing 80% of activities including a final reflection

12 Seats: [Register Here!](#)

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

Teaching Squares: A Reciprocal Observation Experience

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

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

Deadline to register is April 12.

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! Spring 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 two or 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 two or 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 regular synchronous sessions in your online or on ground class. This quarter's teaching squares are not designed for fully asynchronous classes.

10-14 PD hours and **\$300-400 stipend** depending on the size of the group, for eligible faculty who attend the meetings, complete the rounds, and write a final reflection

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

Reach out to Archana Alwar, A&H, with questions.



Cultural Responsiveness

Introduction to Culturally Responsive Instruction

Fully Online: Course is open April 2-May 24. Please sign up by April 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:

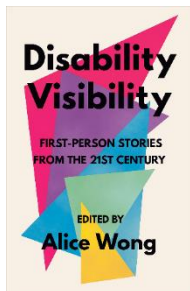
1. Gain a foundational understanding of culturally responsive instruction and their own implicit biases and positionality.
2. Understand how the practices in High 5 create a learning environment in which all students experience a sense of academic belonging, success, and agency.
3. Develop a theoretical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

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

12 seats | 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.



Equity Reads: Disability Visibility—NEW!

5 Fridays, 1:00-2:00 p.m., April 26 & May 3, 10, 17, 24. Polysynchronous:

Hyflex in D104 and via Zoom April 26 and May 24, and Remote via Zoom May 3, 10, and 17

Join Tiara Carlson and Claire McKinley for our Equity Reads book club this spring! *Disability Visibility* is a collection of short stories from people with varying life experiences, perspectives, and disabilities. These stories are about people, living their lives and sharing their experiences from their point of view, maybe

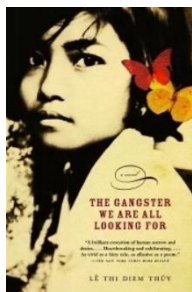
not expecting to change the world but instead, to have their voices heard and listened to on their terms. Each story is unique and powerful on its own just as every writer within the pages is unique and powerful as an individual. It is the way the individual stories connect and pull together that take these stories and add action to the audience. Alice Wong ingeniously edited and organized the book in a way where there is a seamless progression through the Being, the Becoming, the Doing and the Connecting.

10 PD hrs.- approx. 5 synchronous hours and 5 independent hours

\$300 stipend for eligible faculty attending 4 of the 5 sessions and completing a final activity

8 seats: [Register here](#) for this Equity Reads book club

Open to faculty and staff. Please contact Tiara Carlson, OLS, and Claire McKinley, Environmental Science, for more information. The [Equity Reads](#) program is hosted by the Library Media Center and the Office of Diversity, Equity, and Inclusion.



[**The Gangster We Are All Looking For: Lessons from a Young Vietnamese Refugee—NEW!**](#)

4 Mondays 3:00 – 4:00 p.m. April 15, 22, 29, and May 6, via Zoom and Canvas

Through weekly discussion of lê thị diễm thúy's novel “The Gangster We Are All Looking For,” we will explore a range of topics, including but not limited to the immigrant/refugee experience, trauma/PTSD, family dynamics, and the barriers faced in education, work, and stability by immigrant/refugee communities. Engaging in such discussions will provide faculty and staff with a deepened understanding of the immigrant/refugee experience, enabling us to better support our students from these communities.

8 PD Hours and **\$250 Stipend** for eligible faculty attending a minimum of 3 of the 4 sessions and completing 80% of activities including a final reflection

8 seats: [Register today!](#)

Open to faculty and staff. Contact Kattie Dang, Counseling, and Nan Ma, English, for questions.

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

4 Thursdays, 2:30 – 4:00 p.m., Apr. 25, May 2, 9 and 16 via Zoom with a Canvas shell for sharing content

In session 1 we'll explore the components of Mindful Communication, look at research findings, and practice leading with Presence. In session 2 we'll practice Intention and Attention. In session 3, we'll explore having an attitude of Nonjudgement and practice Mindful Speaking. In session 4 we'll practice Deep Listening.

By the end of the workshop series, participants will

- be able to identify the components of mindful communication.
- learn ways to practice each component of mindful communication.
- explore the benefits of using mindful practices in the classroom.
- consider ways to apply mindfulness practices in their courses to enhance student learning.

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 May 16 session.

Optional 8 PD Hours and \$250 [stipend](#) available to eligible faculty who attend 3 of 4 sessions and choose to complete a final reflection.

12 seats: [Register now](#) to delve into Mindful Communication!

For questions, contact Stephanie Hurst, Communication Studies.

[Critical Thinking for Today's Educator—NEW!](#)

5 Tuesdays, 2:30-3:30 p.m., April 30, May 7, 14, 21, and 28

Hyflex in D104 and via Zoom, plus Canvas

Critical Thinking has been the most widely claimed and assessed General Education outcome at our college, and it is consistently high on lists of what employers look for in college graduates. So how can we teach and assess these skills? In this workshop series, we will examine the history of critical thinking, several of the more influential approaches to defining critical thinking, and how critical thinking can be taught and assessed from a General Education perspective. Lively discussions will be supported by researcher Jonathan Haber's brief text, "Critical Thinking." This is the perfect time to join this discourse. As we engage in General Education reform at Bellevue College, we have an opportunity to better serve our students through critically thinking about just what we want them to learn in this area.

10 PD Hours

\$300 [Stipend](#) for attending a minimum of 4 of the 5 sessions and completing 80% of Canvas activities, including a final reflection

8 seats: [Register today!](#)

Contact Russ Payne, Philosophy, at wpayne@bellevuecollege.edu for questions.



[Unlocking Our Teaching Potential](#)

Wednesday, May 15, 2:30-4:00 p.m., via Zoom with a Canvas shell for sharing content

Join this 90-minute session to explore creative strategies like design thinking to reconsider your course. Our very own Deborah Leblang (Art Department) will share ideas from Stanford's d.school about achieving innovation through inspiration. This workshop will lead participants through relevant examples and prepare participants to redesign a course module using tools introduced in the session.

Participants will not be expected to complete outside work. However, a stipend will be available only to faculty who choose to complete a Canvas module and a final reflection after the May 15 session.

Learning Objectives

- Discuss trends in the study of human potential from the field of psychology
- Explore mind mapping as applied to course development and teaching methods
- Explore design thinking as applied to course development and teaching methods

Optional 4 PD Hours and \$150 [stipend](#) available to eligible faculty who attend the session and choose to complete a Canvas module and a final reflection

12 seats: [Register today](#) to unlock your teaching potential!

Reach out to Deborah Leblang, Art Department, for questions.

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 21st century skills. In addition to these workshops, you might consider leveraging Teaching Squares as a way for you to experiment with A.I.-related lesson plans with the support of your peers.

Artificial Intelligence and Academic Integrity: Creating a Course Policy

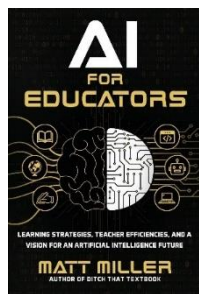
Asynchronous workshop offered Apr. 17 – May 17

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

15 seats: [Register here](#) to participate Apr. 17 - May 17

Please contact Gordun Gul, Computer Science, with questions.



Envisioning the Future of AI in Your Classroom

5 Mondays April 22, 29, May 6, 13, and 20, from 1:30-2:20pm via Zoom and Canvas

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 and \$300 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.



Time for a Quick Dip?

As instructors, we know growth happens in many ways: by learning from others, teaching others, and interacting with diverse learning communities, to name a few. This series provides a platform for faculty to engage others with a very focused takeaway. Sign up so we know you're coming and can send you a calendar invitation and participation link. Please note there are no stipends and PD certificates available for these quick dips. If you've got something to share with others, reach out to Sajonna Sletten, s.lewis@bellevuecollege.edu. We can design something for a future quarter.

American Deaf Culture

Tuesday, April 16th, 2:00 – 3:20 p.m., in person at Faculty Commons (D104)

Join Valentino Vasquez, American Sign Language Instructor, to explore why and how Deaf people identify as members of a cultural and linguistic minority group in America. This 80-min. workshop is an ideal opportunity for participants to learn more about the ideology of Deaf people and become an ally.

15 seats: [Sign up](#) to get this on your calendar today!

Open to faculty and staff. Reach out to Valentino Vasquez, A&H, for questions.

Putting on Your Oxygen Mask: Breathwork for Challenging Times

Tuesday, April 16th, 12:00 – 12:50 p.m. via Zoom

Do you ever find yourself holding your breath when stressed? Are you looking for ways to promote wellbeing for yourself and your students and create a calm and supportive learning environment?

“Breathwork,” or intentional breathing exercises and practices, can help. Breathwork is grounded in centuries of cultural and spiritual practice, yet its efficacy is supported by contemporary medical research, and it is easy enough to learn in just minutes!

Chloe Horning, BC Librarian and certified Yoga Instructor, will lead this 50-minute workshop. Participants will leave with breathwork exercises they can immediately put into practice, tips for implementing breathwork in the classroom, and knowledge about the history and efficacy of intentional breathing practices.

15 seats: [Sign up](#) to get this on your calendar today!

Open to faculty and staff. Contact Chloe Horning, LMC, for questions.

[Digital Note-Taking for the Busy Educator](#)

Wednesday, April 24th, 1:30 – 4:00 p.m. in person at Faculty Commons (D104)

Are you ready to tame your inbox, toss your sticky notes, and level up your organization game? This workshop is designed to introduce participants to Obsidian, a cutting-edge note-taking and knowledge management tool that revolutionizes the way information is captured, organized, and interconnected. It is a free and widely-used platform that leverages the concept of linked notes and non-linear organization. In one afternoon session, Fatma Cemile Serçe from Computer Science will guide attendees through the fundamental principles of digital note-taking and demonstrate some advanced techniques, too. Join for an interactive session complete with hands-on practice.

8 seats: [Register](#) to let us know to expect you!

Open to faculty and staff. Contact Fatma Cemile Serçe, Computer Science, for questions.

[Scholarship of Teaching and Learning \(SOTL\) Showcase](#)

Thursday, May 23rd, 3:00-4:00 p.m.

Hy-Flex: Join in the Faculty Commons, or remote in.

In Spring 2022, the Office of DEI sponsored a BC group to engage in an intensive institute hosted by [Excelencia](#). Humaira Jackson, Data-PD Liaison, was one of the participants who returned inspired by ways other institutions are using course, program and institutional level data to identify inequities in academic attainment. Now in its second year and with a new cohort of faculty conducting educational research, the Faculty Commons continues to partner with multiple campus areas, including staff in [OERA](#), [ODEI](#), Student Affairs, and Guided Pathways, to support faculty in using data to inform teaching effectiveness. Join us as we share the innovative project and some of our preliminary findings.

Let us know you're coming: [Register Here](#)

Open to faculty and staff. Humaira Jackson, Data-PD Liaison, will be moderating.

[Images and Words: Graphic Novels and Zines in the Classroom](#)

Thursday, May 9, 12:30-1:30 p.m. Hyflex in D104H and via Teams

Join librarian Elena Maans-Lorincz in conversation about graphic novels and zines in the classroom and assignments. The BC Library has many graphic novels on a variety of topics, covering many subjects, and amplifying many voices. You may not think your area is represented in a graphic novel, but you are likely to be surprised by what the library has in its collection. Zines are self-published works, and many students have created them in the classroom and donated them to be part of the BC Library's zine collection. Learn about zines, and how they are used for both creative works and research assignments.

Let us know you're coming: [Register Here](#)

Reach out to Elena Maans-Lorincz, LMC, for 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)

[Session One: Monday, April 15 – Friday, May 10](#)

High 5 for Online Instruction is a required part of Phase II of the OETA. This course, facilitated by Madhura Sohani, 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!

For questions specific to High 5 for Online Instruction, contact Madhura Sohani, Psychology.

Climate Justice Programming

Climate Justice & Biodiversity: Indigenous and Urban Perspectives Workshop

How are we able to anticipate and reduce effects on biodiversity, particularly in urban settings and by those communities who feel the change most? This **asynchronous** online short course will begin by defining climate justice and biodiversity using Indigenous and Urban perspectives. Then provide an overview of relevant climate change impacts in Washington state and how that fits into the global system. Next, we will look at solutions from *Regeneration: Ending the climate crisis in one generation* and have an active-learning experience to create our own backyard habitat. **Each participant will receive a copy of *Regeneration*.**

Lastly, each participant will work on their own lesson appropriate for their course. Course components involves two short canvas quizzes, one discussion board, and a written draft uploaded to Canvas. Optional 30 minute meetings with the facilitators are available.

6 PD Hours and \$300 stipend for completing course and designing a lesson appropriate for your course. [Register here](#) to participate in this asynchronous workshop.

Please contact facilitators Nancy Lane (nancy.lane@bellevuecollege.edu) and Annalisa Lembo (annalisa.lembo@bellevuecollege.edu) for more information.

Climate Justice Book Discussion Group

Join us for a thought-provoking discussion of non-violent vs. violent means of achieving policy changes and global commitment to addressing the damaging effects of climate change! David Spataro will lead a reading of the book "How to Blow Up a Pipeline: Learning to Fight in a World on Fire" by Andreas Malm.

From the publisher's site: "The science on climate change has been clear for a very long time now. Yet despite decades of appeals, mass street protests, petition campaigns, and peaceful demonstrations, we are still facing a booming fossil fuel industry, rising seas, rising emission levels, and a rising temperature. With the stakes so high, why haven't we moved beyond peaceful protest?"

Meetings will be held over Zoom from 11:30-12:30 every other Friday: April 12, 26, May 10, 24, and June 7th.

Eligible faculty participants will receive a \$250 stipend for participation in at least four of the five Zoom meetings, and all participants will get a copy of the book.

[Register here](#) to save your seat!

Please contact facilitator David Spataro, for more information.



Incorporate Climate Justice Into Your Teaching

Not up for a full-length Climate Justice Faculty Learning Community (FLC) and only want to explore climate justice a little bit? Or do you want to complete the entire FLC experience by creating and teaching a climate justice lesson in one of your courses sometime this academic year? Have a good handle on climate justice, but want to learn more about civic engagement for climate justice (or vice versa)? Want to learn more about the importance of a solutions focus in your climate justice teaching?

If your answer to any of these questions is yes, then these “bite-sized” modules are for you. After an asynchronous Introductory module, you can choose to complete one or more of these asynchronous modules: Introduction to Climate Justice, Community and Civic Engagement, Importance of a Solutions-Focus. You can also choose to complete all of these modules and go on to collaboratively and asynchronously create and teach a climate justice lesson, with the support of peer discussion boards and brainstorming plus a 1-hour one-on-one peer review session on Zoom. Your lesson would become a part of BC’s Climate Justice Curriculum Repository.

“Bite-Sized” Asynchronous Modules and one synchronous session

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

Register to learn more about Teaching Climate Justice!

If you have questions, please contact Christina Sciabarra (christina.sciabarra@bellevuecollege.edu).

Community & Wellness

Mental Health Advocacy

Showing compassion and care to those who may be struggling emotionally

4 Fridays from 9:30 - 11:30 a.m. (May 3, 10, 17, 31) Remote Meetings



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 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 May 17 session.

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

10 PD Hours and \$300 stipend available to eligible faculty who choose to complete a final project.

Open to faculty and staff. If you'd like more information about this offering, please reach out to Steven Martel, Counseling.

Mighty Morning Fitness

Wednesdays 7:30 – 8:30 a.m. (Apr. 3-Jun. 12) 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!

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

NoonFit: Flex, Function & Form

**Mondays 12:30 – 1:00 p.m. and Wednesdays 12:00 – 12:30 p.m. (Apr. 3-Jun. 17)
in the Fitness Center (G111)**

Join in for a rotating variety of fluid stretches, mindful movement and mobility, workplace posture and stress reduction. 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!

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



The Career Development Suite

Another grouping of offerings is for those of you wishing to move forward in your career, whether you are applying for a new position or new promotional level. This Spring, meet with our Faculty Commons Leads or visit the [Center for Career Connections](#) for Career Support. In the Fall and Winter, you can expect our regular lineup of offerings: *Writing and Updating Your CV*, *Writing Your Teaching Philosophy Statement*, *Writing Your Diversity Statement*, and *Preparing for the Interview*.

[Preparing Your Full-Time Promotion Application](#)

Monday, April 8, 3-4 p.m., via [Zoom](#)

Full-Time faculty promotion materials are due April 15, 2024! 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 support you with handouts and ideas for creating a meaningful application package.

No registration necessary!

Contact Brian Casserly (brian.casserly@bellevuecollege.edu), FTPRC Chair, for more information.

Mentoring and Advocacy Suite

Adjunct Mentoring Program Spring 2024

Would you like to earn **6 hours of professional development** by participating in our Adjunct Mentoring Program? In Spring 2024, meet for a total of 6 hours at the time and modality of your and your mentor's choosing.

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. Whether you choose to focus on building your network across campus or ways to engage students with new pedagogical strategies, these meetings create opportunities to explore future possibilities and incorporate new understandings. **So, [register now](#) for one-on-one mentoring!!**

Who: *Any adjunct faculty* who have not yet participated in mentoring.

What: A formal mentoring program that pairs adjuncts with experienced mentors from around the BC faculty community.

Where/When: Modality and timing is arranged between mentor and mentee, at your convenience, for **6 hours** over the course of a quarter.

Why: Feeling isolated in your program/division and would like to connect with and learn from colleagues across campus? Looking to gain insights into campus resources and processes? Want to learn new teaching tricks or ways to actively engage with your students? All of these and more are possible interest areas and as the mentee, you decide the focus of your partnership!

Advocacy for faculty comes in many forms through the Faculty Commons

We continue to build our support for faculty by collaborating with BCAHE, the Positive Policies for Adjunct Task Force, and Human Resources to identify current needs and create meaningful offerings. In addition, our staff and leads in the Commons are always here to meet with you, respond to your email, or take a phone call about any topic of concern. We will support you!

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

Completing Your Adjunct Performance Review/Evaluations

Thursday, April 11th, 12:30 – 1:30 p.m., via [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! Zoom link above.

Questions? Contact Taylor Dalrymple, Adjunct Support Lead, Taylor.Dalrymple@bellevuecollege.edu OR Karrin Peterson, BCAHE, kpeterso@bellevuecollege.edu



How to Read Your Paycheck

Thursday, April 25th, 12:30 – 1:30 p.m., via [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! Zoom link above.

Questions? Contact Sue Nightingale, BCAHE, sue.nightingale@bellevuecollege.edu OR Karrin Peterson, BCAHE, kpeterso@bellevuecollege.edu

Adjunct Rights and Responsibilities

Thursday, May 9th, 2:00 - 3:00 p.m., via [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! Zoom link above.

For more information, contact Taylor Dalrymple, Adjunct Support Lead, Taylor.Dalrymple@bellevuecollege.edu OR Karrin Peterson, BCAHE, kpeterso@bellevuecollege.edu

Benefits 201 for Adjuncts

Thursday, May 16th, 12:30 – 1:30 p.m. via [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! Zoom link above.

For more information, contact Gretchen Bird, HR, gretchen.bird@bellevuecollege.edu

Unemployment Insurance Benefits

Thursday, June 6th, 12:30 – 1:30 p.m. via [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! Zoom link above.

Questions? Contact Taylor Dalrymple, Adjunct Support Lead, Taylor.Dalrymple@bellevuecollege.edu OR Karrin Peterson, BCAHE, kpeterso@bellevuecollege.edu



Introduction to Grants

Thursday, May 23 from 2:00 – 3:00 p.m., via [Teams](#) and in D104E (Hyflex)

As Bellevue College negotiates difficult budget times, finding funding for new initiatives can be tough. However, BC was awarded \$5.7 million last year in grant funding for programs and services across the college like Nursing, the Early Learning Center, and the Veteran's Resource Center. But where did that funding come from, and how can programs pursue new projects using grant money? The Grants Office is offering an Introduction to Grants workshop to help interested faculty and staff learn about grant opportunities, services the Grants Office offers, and how to develop ideas into solid cases for funding.

No registration needed!

[Click here to join the meeting](#) | Meeting ID: 243 249 902 810 | Passcode: K3LZSi

Open to faculty and staff. For more information, please contact Brandon Lueken, Grant Development Director.

Call for Feedback—Summer and Fall 2024

Equity Reads: Building Community through Literature and Discussion

Tell us if you'd like to join or facilitate a book club in summer or fall!

The [Equity Reads](#) program has a wide variety of titles that present many different lived experiences, in various genres. There are graphic novels, poetry, memoirs, and more. Each set has 8 copies of the book, and a digital guide to running the book club which includes sample discussion questions. The purpose of this program is to create conversation, and action, to help Bellevue College continue along its goal of being an equitable and supportive environment for our entire campus community. You don't have to go through Faculty Commons to host a book club, but you're invited to do so as an option! Current titles include:

- *The Best We Could Do* (2018) by Thi Bui
- *Diary of a Daughter in Diaspora* (2018) by Bayan Founas
- *Disability Visibility* (2021) by Alice Wong (Editor)
- *Gender Queer: a Memoir* (2019) by Maia Kobabe
- *How to Be Drawn* (2015) by Terrance Hayes
- *Leaders Around Me: Autobiographies of Autistics Who Type, Point, & Spell to Communicate* (2019) by Edlyn Vallejo Peña
- *Letters to a Young Brown Girl: Poems* (2020) by Barbara Jane Reyes
- *Marbles: Mania, Depression, Michelangelo, and Me: a Graphic Memoir* (2012) by Ellen Forney
- *March: Book One* (2013) by John Lewis; Andrew Aydin; Nate Powell (Illustrator)
- *There There* (2018) by Tommy Orange
- *This is Ear Hustle: Unflinching Stories of Everyday Prison Life* (2022) by Nigel Poor and Earlonne Woods
- *What We Don't Talk about When We Talk about Fat* (2021) by Aubrey Gordon
- *You Sound Like a White Girl* (2022) by Julissa Arce

Fill out the [Equity Reads Interest Survey](#) by Apr. 26th to let us know which title(s) you're interested in, and whether you'd like to be a facilitator.

8-10 PD Hours and \$250-300 [Stipend](#) (TBD) for participants. Facilitators are compensated at their hourly Category A rate for development and facilitation as determined together with the Faculty Commons Chair.

The Equity Reads program is hosted by the BC Library Media Center and the Office of Diversity, Equity, and Inclusion.

Please reach out to Elena Maans-Lorincz, Library Media Center, or Sajonna Sletten, Faculty Commons Chair, with questions.



BC Faculty Writing Retreat—NEW!

Are you in the middle of a writing project, or ready to get started with one? Consider joining the BC Faculty Writing Retreat this Summer 2024, featuring:

- Time and space for sustained writing in community—in Faculty Commons or virtually

And guest speakers for:

- Open Educational Resources: Everything you need to know about the different OER licensing options
- Non-OER Publication Options for your book, articles, blog posts, or textbooks
- Grant Writing Tips for individual scholarly grants
- Technology and Format Options: Pressbooks and beyond
- Lessons learned from published faculty authors
- Writing Help from knowledgeable peers in creative writing, technical writing, etc.
- And more!

If you are interested in signing up for the Writing Retreat this summer, help us decide the length and format of the retreat by completing the [BC Faculty Writing Retreat – Interest Survey](#) by April 26th. The retreat description will incorporate your feedback and be announced in the Faculty Commons Summer 2024 Program at the end of May, including the registration link, time commitment, and stipend information.

Questions? Contact Sajonna Sletten, Faculty Commons Chair.

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
Provost Dr. Jessica Clark	TBD
Associate VP of Academic Affairs Dr. Rob Viens	Tuesday, April 9, 1-2pm in the Faculty Commons Friday, May 3, 10-11am in the Adjunct Center, B142 Wednesday, June 12, 11am-12pm on Zoom
VP of Institutional Advancement Rebecca Chawgo	Wednesday, May 29, 2-3pm in the Faculty Commons
VP of Human Resources Frances Dujon-Reynolds	TBD
Interim AVP of Student Affairs Dr. Judith Hernández Chapar	Wednesday, May 1, 1:30-2:30pm in the Faculty Commons

Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
<p>Faculty Commons Chair, Sajonna Sletten Discuss ideas for the Commons, the latest in teaching and learning, or mentoring & advocacy needs.</p>	<p>Send me an email or an Outlook invitation – I will respond quickly: s.lewis@bellevuecollege.edu</p>
<p>Culturally Responsive Practices Lead, Dellyssa Edinboro 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>Office Hours: Wednesdays 9:00 – 12:00 on Zoom dellyssa.edinboro@bellevuecollege.edu</p>
<p>Data/PD Liaison Lead, Humaira Jackson Reach out with questions, concerns, and successes in your individual and program-level data work!</p>	<p>Office Hours: Tuesdays 1:00 – 3:00 in the Faculty Commons (D104) or contact Humaira on Teams Thursdays 10:00 – 11:00 on Zoom hjackson@bellevuecollege.edu</p>
<p>Adjunct Support Lead, Taylor Dalrymple Meet with Taylor to get to know him and let him know about your support and mentoring needs!</p>	<p>Office Hours: Mondays 2-3pm in the Commons and Zoom Thursdays 1:30-2:30pm in the Adjunct Center and Zoom taylor.dalrymple@bellevuecollege.edu</p>
<p>Tenure Mentoring Lead, Leslie Lum Meet with Leslie for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>	<p>Office Hours: Wednesdays 1:00 – 2:00 and Thursdays 1:30 – 2:30 in the Faculty Commons (D104) llum@bellevuecollege.edu</p>
<p>Interim Climate Justice Lead, Christina Sciabarra Sonya Doucette is on sabbatical in spring! Meet with Christina to learn how to get involved in the climate justice movement, plan a lesson, or obtain funding to support climate justice work.</p>	<p>Office Hours: 9:00-11:00am in D104C (tentative) Email: christina.sciabarra@bellevuecollege.edu</p>
<p>Writing Across the Curriculum Lead, Jun Xu 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>Email for an appointment: jun.xu@bellevuecollege.edu</p>
<p>Disability Resource Center Director, Marisa Hackett Get answers about working with disabled students and about letter of accommodations.</p>	<p>Email for an appointment: marisa.hackett@bellevuecollege.edu</p>

<p>Student Success & Retention Assoc. Director, Melissa Martinez Would you like to discuss a student of concern, learn more about the Early Alert process start to finish, or share feedback?</p>	<p>Remote Hours: Mondays 11:00am-12:00pm via Teams (except 4/8) Click here to join the meeting Meeting ID: 231 801 635 153 Passcode: dPTzU2 melissaemartinez@bellevuecollege.edu</p>
<p>Neurodiversity Navigators Director, Sara Sanders Gardner Get answers about communicating with and teaching neurodivergent and autistic students.</p>	<p>Message on Teams or Email for an appointment: sara.gardner@bellevuecollege.edu</p>
<p>BCAHE Adjunct Affairs Officer, Karrin Peterson How is your adjunct faculty experience at Bellevue College? Connect with Karrin to talk about all things advocacy.</p>	<p>Office Hours: 11:30-1:30 Tuesdays in the union office (A123) Email: AAO@bcahe.org <i>Note:</i> You may decide to use your non-work email account.</p>
<p>Faculty Commons Program Manager, Wendy Wilson Reach out with any operations questions about the Faculty Commons or just to say hello!</p>	<p>Email: wendy.wilson@bellevuecollege.edu</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. Once submitted, the Commons leadership will review your proposal and work with you to fine-tune it. It’s time to submit a proposal for Summer or Fall 2024. To be considered for summer, [please submit your proposal](#) by **May 3 at the latest for summer.**

Thank You to the Faculty Commons Spring Program Contributors.

Archana Alwar, A&H	Elena Maans-Lorincz, LMC
Gretchen Bird, HR	Steven Martel, Counseling
Brian Casserly, FTPRC Chair	Claire McKinley, Environmental Science
Tiara Carlson, OLS	Michelle McRae, HSEWI
Taylor Dalrymple, Adjunct Support Lead	Sue Nightingale, BCAHE
Kattie Dang, Counseling	Russ Payne, Philosophy
Gordon Gul, Computer Science	Karrin Peterson, BCAHE
Chloe Horning, LMC	Fatma Cemile Serçe, Computer Science
Stephanie Hurst, Communication Studies	Sajonna Sletten, FC Chair
Humaira Jackson, Data/PD Liaison	Madhura Sohani, Psychology
Leslie Lum, Tenure Mentoring Lead	Valentino Vasquez, A&H
Nan Ma, English	Melinda Lin, FC Office Assistant
Dellyssa Edinboro, Culturally Responsive Practices Lead	Wendy Wilson, FC Program Manager
David Spataro, Climate Justice	Deborah Leblang, Art
Nancy Lane, Climate Justice	Sophie Leung, English
Sonya Doucette, Climate Justice	Brandon Lueken, Grants
Christina Sciabarra, Climate Justice	Annalisa Lembo, Climate Justice

Thank you to this year's Faculty Commons Council for guiding the way and ensuring we are using our resources to their greatest potential.

Pete Ophoven, Chair, SB&T	Jennifer Parada, Social Science (Fall 2023)
Zhenzhen He-Weatherford, A&H	Chloe Horning, Connected Learning
Weina Sun, A&H	Liz Cheney, Connected Learning
Frank Hatstat, SB&T	Anne Mary Nash-Haruna, Dean, A&H
Sandi Xhumari, Science	Amy Kinsel, Dean, Connected Learning
Trevor Gamble, Science	Sue Cox, BCAHE
Richard Tebbets, Social Science	Isaac Hopps, HSEWI (Fall 2023)

****Accommodations** - Please let us know about any accommodation needs you have. Our registration forms have a space for you to communicate with us or send Sajonna an email.

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



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