



# Summer 2024 Faculty Commons Program

Dear Colleagues,

This summer, indulge yourself in the professional development of your choosing. We’re hosting our first ever writing retreat, a few book groups, several one-session workshops, and some of our best returning offerings, designed to fit into your plans. Scroll through to see what we have in store!

Summer is also a time for annual planning, and the Commons relies on you the faculty to guide the steps we take. Don’t miss the interest surveys at the end of the program, as well as our call for proposals!

- [Alternatives to Traditional Assessment – Interest Survey](#)
- [Equity Reads Interest Survey](#)
- [Call for Proposals](#)

Peace and blessings,

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

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## [BC Faculty Writing Retreat—NEW!](#)

**All Day (10:00 a.m. – 4:00 p.m.) or Half Day (12:30 p.m. – 4:00 p.m.)**

**5 Thursdays, July 11, 18, 25, August 1, 8**

**Hyflex via Zoom and D104, with lunch provided in person**

Are you in the middle of a writing project, or ready to get started with one? The BC Faculty Writing Retreat is designed to be just the boost you need.

### Retreat Format

10:00-10:30 – Opening session

10:30-12:30 – Sustained writing in community

12:30-1:30 – Lunch and learn (various topics)

1:30-3:30 – Individualized consultations and sustained writing

3:30-4:00 – Closing session

### Topics

Our lunchtime topics have been informed by your input from the interest survey in spring 2024.

- Open Educational Resources: Everything you need to know
- Non-OER Publication Options for your book, articles, blog posts, or textbooks
- Technology and Format Options: Pressbooks and beyond
- Lessons learned from published faculty authors
- Envisioning a year-long community of practice

### Consultants

In addition to sustained writing, retreat-goers will have the opportunity to book one-on-one and small group consultations as needed with: Fellow faculty authors, Research Librarians and OER Librarians, Creative and technical writing faculty, Grant writers, and Interactive eLearning

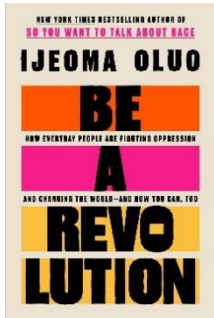
**30 PD Hours and \$750 [stipend](#)** for eligible faculty who participate in 80% of All-Day sessions and activities, including a final portfolio deliverable.

Or **18 PD Hours and \$450 [stipend](#)** for eligible faculty who participate in 80% of Half-Day sessions and activities, including a final portfolio deliverable.

**15 Seats:** [Register for this retreat](#), and advance your writing!

*Open to faculty. Contact Sajonna Sletten, Faculty Commons Chair, with questions. If you cannot make the attendance commitment but would still like to participate in part of the retreat, please inquire with Sajonna ([s.lewis@bellevuecollege.edu](mailto:s.lewis@bellevuecollege.edu)).*

## Practices, Plans, and Perspectives



### [“Be A Revolution” Book Group—NEW!](#)

**4 Tuesdays, July 9, 16, 23, 30, 1:00 – 2:20 p.m., via Zoom**

Looking for ways to actively engage with social justice and make real changes to our systems to bring about equity? Come read about success stories and strategies for making change! Ijeoma Oluo's new book "Be A Revolution: How Everyday People are Fighting Oppression and Changing the World - And How You Can, Too" offers insights and actions that everyone can take to address racial inequity. From the publisher's site: "This book aims to not only be educational, but to inspire action and change. Oluo wishes to take our conversations on race and racism out of a place of pure pain and trauma, and into a place of loving action. “Be A Revolution” is both an urgent chronicle of this important moment in history, as well as an inspiring and restorative call for action.

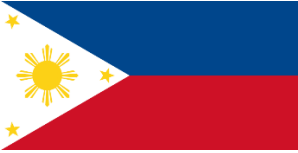
Join us for a discussion of the book and how we can use it in our classes!

**Don't delay. [Register today!](#)**

**10 seats | 8 PD Hours**

**Optional \$250 [stipend](#)** for eligible faculty who choose to complete a written reflection. Please attend at least 3 of the 4 sessions.

*Open to faculty and staff. Reach out to Christina Sciabarra, Political Science, and Hasaan Kirkland, ODEI, with questions.*



## Filipino/a/x American Culture—NEW!

**Tuesday, August 6, 12:00 – 4:00 p.m.**

**In person in D104H, with a Canvas shell for sharing content**

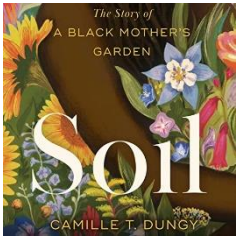
Take a deep dive into Filipino/a/x American culture, starting with cuisine and geography of the Philippines. Learn about colonialism and global influences on Philippine identity, indigeneity, and nationalism. Gain understanding of Filipino migration to the United States and globally as we flip through *Filipinos: Forgotten Asian Americans* (Cordova 1983). And hear about local places, people, platforms, and events (Andresen 2024) significant to the Filipino American community right here in Washington State.

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 Aug. 6<sup>th</sup> session.

**Optional 6 PD Hours and \$200 [stipend](#)** available to eligible faculty who attend the session and choose to complete a Canvas module and a final reflection

**12 seats:** [Register](#) by July 29<sup>th</sup>

*Open to faculty and staff. Contact Sajonna Sletten, Faculty Commons Chair, or Donna Miguel, A&H, with questions.*



## [“Soil: The Story of a Black Mother’s Garden” Climate Justice Book Group--NEW!](#)

**4 Mondays July 15, 22, 29, and August 5, 1:00 – 2:15 p.m. via Zoom, plus Canvas**

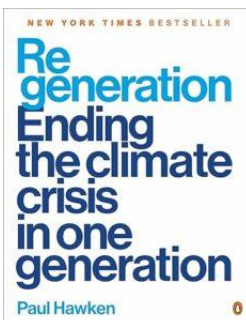
Join us to learn more about gardening, climate justice, and how to challenge racism codified in community policy.

From the publisher's site: "In *Soil: The Story of a Black Mother's Garden*, poet and scholar Camille T. Dungy recounts the seven-year odyssey to diversify her garden in the predominately white community of Fort Collins, Colorado. When she moved there in 2013, with her husband and daughter, the community held strict restrictions about what residents could and could not plant in their gardens.

In resistance to the homogenous policies that limited the possibility and wonder that grows from the earth, Dungy employs the various plants, herbs, vegetables, and flowers she grows in her garden as metaphor and treatise for how homogeneity threatens the future of our planet, and why cultivating diverse and intersectional language in our national discourse about the environment is the best means of protecting it."

**6 PD Hours and \$200 [stipend](#)** for eligible faculty who attend 3 sessions and complete a written reflection  
**10 seats: [Sign up](#)** to dig in!

*Open to faculty and staff. Contact Christina Sciabarra or Kelli Callahan for more information. Developed by the Sustainability Curriculum Committee and co-sponsored by Faculty Commons.*



## Climate Justice & Biodiversity: Indigenous and Urban Perspectives Workshop

### Asynchronous July 1 – August 15 (Register by July 18)

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 \$250 stipend** for completing course and designing a lesson appropriate for your course. [Register here](#) to participate in this asynchronous workshop.

*Open to faculty and staff. (Staff not required to design a lesson.) Please contact facilitators Nancy Lane (Biology) and Annalisa Lembo (Biology) for more information. Developed and sponsored by the Sustainability Curriculum Committee.*



## Incorporate Climate Justice Into Your Teaching

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

**July 1 – August 8 (Register by July 18)**

Visit our webpage for more information

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

Your lesson would become a part of BC’s Climate Justice Curriculum Repository.

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

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

*Open to faculty. Led by facilitators Christina Sciabarra (Political Science) and Kelli Callahan (Criminal Justice). Developed and sponsored by the Sustainability Curriculum Committee.*



## Student Engagement

Hybrid via Zoom and Canvas

3 Mondays 12:00-1:30 p.m., July 15, 22, and 29

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, complete 80% of online work, and complete reflection or application essay.

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

*Open to faculty. For more information, contact Dellyssa Edinboro, Culturally Affirming 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



## 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, July 15 – Friday, August 9](#)

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!**

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

## Community & Wellness

### Practicing Mindful Communication: Small Science-based Approaches to Enhance Interaction in the Workplace

**4 Wednesdays, 3:00-4:30 p.m., July 10, 17, 24, 31 via Zoom, plus Canvas**

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 Aug. 1st 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!

*Open to faculty and staff. For questions, contact Stephanie Hurst, Communication Studies.*



## Mental Health Advocacy

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

**Friday, July 26, 9:00 a.m. – 3:30 p.m., via Zoom**



Our students and our community are experiencing increased rates of anxiety, depression, and other mental health related concerns, and the ongoing pandemic has only exacerbated these issues. This 1-day, 6-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.

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 July 26th session.

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

**8 PD Hours and \$250 [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. (July 3 – Aug. 7) 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](mailto: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](#).*

## Mentoring and Advocacy

Mentoring and advocacy come in many forms at Faculty Commons!

### Adjunct Mentoring Program

The Adjunct Mentoring Program will be offered in Fall, Winter, and Spring this year. In the meantime, you can reach out to Chloe Horning, Interim Adjunct Support Lead, for guidance.



### Introduction to Grants

**Wednesday, July 31, 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: 280 243 431 674 | Passcode: Vt8iwV

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

## 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 Affirming 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> TBD  <a href="mailto:dellyssa.edinboro@bellevuecollege.edu">dellyssa.edinboro@bellevuecollege.edu</a></p>
<p><b>Adjunct Support Lead, Chloe Horning</b> Meet with Chloe to get to know her and let her know about your support and mentoring needs!</p>	<p><b>Office Hours:</b> Wednesdays 11:00-1:00 in D104B  <a href="mailto:chloe.horning@bellevuecollege.edu">chloe.horning@bellevuecollege.edu</a></p>
<p><b>Tenure Mentoring Lead, Zhenzhen He-Weatherford</b> Meet with Zhenzhen for support in your tenure, whether you're in year 1, 2, 3 or 4.</p>	<p><b>Office Hours:</b> By appointment (August 12-16)  <a href="mailto:zhenzhen.hw@bellevuecollege.edu">zhenzhen.hw@bellevuecollege.edu</a></p>
<p><b>Interim Climate Justice Lead, Christina Sciabarra</b> Sonya Doucette is on sabbatical! 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><b>Office Hours:</b> TBD  <b>Email:</b> <a href="mailto:christina.sciabarra@bellevuecollege.edu">christina.sciabarra@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>Email for an appointment:</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 11:00-12:00 via Teams (July 8-29) <b>Join the meeting now</b> Meeting ID: 261 566 894 511   Passcode: kEFVom <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>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 Feedback—The 2024-25 Academic Year



### Alternatives to Traditional Assessment—NEW!

Are you ready to move on from traditional grading and assessment methods? Or perhaps you've already started experimenting with more current practices. The Faculty Commons would like to host as many workshops as possible on the topic of alternatives to traditional assessment in 2024-25, and we're asking you to help shape our programming!

Let us know which grading and assessment methods you're interested in, and whether you would like to attend, facilitate, or otherwise lend to a workshop, panel, or presentation on:

- Ungrading
- Specifications grading
- Alternative grading (formerly "mastery" grading)
- Labor-based contract grading
- Antiracist assessment
- Authentic assessment
- Another non-traditional technique for grading, assessment, evaluation, or feedback

Our assessments shape our curriculum, and they deserve time and reflection. Thank you for weighing in via our [Alternatives to Traditional Assessment – Interest Survey](#) by July 23rd.

*Questions? Contact Sajonna Sletten, Faculty Commons Chair.*

## Equity Reads: Building Community through Literature and Discussion

### Tell us if you'd like to join or facilitate a book club in 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 July 23rd 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.*



## 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 Fall, Winter, or Spring. To be considered for fall, [please send in a proposal](#) by **July 23rd at the latest**.

## F.A.Q.

### Stipends

Visit our [FC Stipend Policy](#) webpage for stipend eligibility information.

### 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 and the facilitator 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.

### Commons Availability

Faculty can request after-hours access to the Commons (D104) via their door codes by contacting Wendy Wilson, FC Program Manager. We also have office space available 9:00am-12:30pm M-Th. Please inquire with Sajonna.

### The Faculty Commons Gift Fund

To contribute to the Faculty Commons, visit the [Faculty Commons Giving Page](#).

### Faculty Commons Council

If you're interested in getting involved with Faculty Commons leadership, and fulfilling your governance responsibilities that way, there are several positions open for 2024-25 on Faculty Commons Council:

- Two (2) faculty from Student Affairs (Counseling or High School Programs)

- One (1) faculty from Social Science

- Two (2) faculty from HSEWI

The Council consists of two elected faculty from each division, three deans, and a union rep, and it meets once every two weeks on a Friday afternoon to guide and support the Faculty Commons. Please let your dean and the Faculty Commons Council Chair, Trevor Gamble ([trevor.gamble@bellevuecollege.edu](mailto:trevor.gamble@bellevuecollege.edu)), know you're interested!



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.