

CJ



Fall 2024 Faculty Commons Program

Dear Faculty Colleagues,

Whether you're interested in our brand-new offerings (like ***Climate Justice in the Field: Learn about Birding!***), or looking to take advantage of our year-long suites (such as the ***Career Development Suite*** or the ***Adjunct Mentoring Program***), there's something for everyone at the Commons this Fall!

For those with very limited time, there are a few single-session workshops that offer meaningful classroom takeaways: ***Navigating Classroom Dynamics During the 2024 Elections***, ***Improve Student Learning with AI***, and ***Mental Health Advocacy***. Plus, we have a variety of asynchronous workshops that can fit any schedule: ***Artificial Intelligence and Academic Integrity***, ***Incorporate Climate Justice Into Your Teaching***, ***Empower Your Plate: Faculty Nutrition and Wellness Workshop***, and ***High 5 for Online Instruction***.

Also, our ***Developing Instructor Academy*** is now more accessible than ever, including a 10-hr. (previously 25-hr.) strand focused on the ***Nuts and Bolts of Equitable College Instruction*** and the option to add ***Teaching Squares*** for more intensity. Looking forward to the entire year, Teaching Squares will now be available quarterly with differentiated themes so you can reflect on your teaching all year long!

If you're a book group fan, we've got two all-new book groups for you to choose from: ***Book Club on "Inclusive Teaching: Strategies for Promoting Equity in the College Classroom"*** and ***"Cobalt Red: How the Blood of the Congo Powers Our Lives" Climate Justice Book Group***. And if you're prioritizing community and wellness, you have the opportunity to join the ***Mindful Communication in the Classroom*** workshop series (back by popular demand!), continue the ***BC Faculty Writing Community***, or drop in to our physical wellness offerings, ***Mighty Morning Fitness*** and ***NoonFit***.

Thank you, dear colleagues, for proposing, facilitating, and participating in Faculty Commons workshops quarter after quarter. The Faculty Commons belongs to you, the faculty, and *you* make it an excellent place to connect, learn, and grow professionally and in community. Here's to another fabulous year!

Peace and blessings,

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

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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 affirming 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, learn about essential teaching practices and principles with Dellyssa Edinboro, Cultural and Ethnic Studies Faculty, and take advantage of **Teaching Squares** for hands-on practice, with the support of your peers and guided by Chloe Horning, Library Media Center Faculty.

Fall	Winter	Spring
Nuts and Bolts of Equitable College Instruction	Student Engagement	Transparent and Relevant Assessment
Teaching Squares	Teaching Squares: Inclusive Pedagogy	Online Teaching Squares

Nuts and Bolts of Equitable College Instruction (Updated!) - **Canceled**

4 Wednesdays, October 23 & 30, and November 13 & 20, 1:30-2:50 p.m., via Zoom and Canvas

Are you new to teaching? Or do you want to revisit some of the foundations of college instruction related to teaching and learning? The Nuts-and-Bolts workshop engages faculty in learning and discussions about the fundamentals of being a college instructor. Throughout these sessions, we discuss, share, and build on our knowledge and skills regarding our teaching approaches in our classroom and, more specifically, gain new insights into reflecting on our teaching identity, engaging with students, planning our syllabus and assessments, and connecting with student support services. This workshop is designed to provide faculty with an overview of the topics below. Faculty may discover areas they wish to explore further in more specific workshops.

Teaching Frameworks and Student Engagement	Examine areas such as instructor's positionality, students' backgrounds and identities, and teaching lens/frameworks
The Inclusive Syllabus	Examine the importance of a well-designed syllabus, equitable, and accessible syllabus
Assessment Overview	Consider approaches to effectively design and implement assessments
Student Support Services	Learn about key student service providers on campus (e.g. Counseling, Disability Resource Center, Multicultural Services) and gain insight into how to partner with these providers
Reflection	Use what we have learned to reflect on your teaching practices or apply changes to a particular aspect of your course

10 PD Hours and \$250 [stipend](#) for eligible faculty who complete required work and attend a minimum of 3 of the synchronous sessions.

8 seats: [Register today!](#)

Open to faculty. For more information, contact Dellyssa Edinboro, Social Science.



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 October 4.

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! Fall 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.

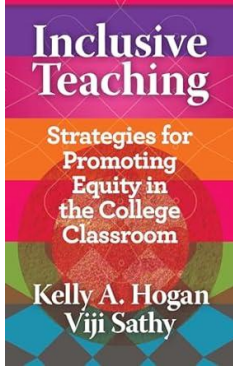
Please note in order to provide enough flexibility for others to observe your teaching, you must hold regular synchronous sessions in your online or on ground class. This quarter's teaching squares are not designed for fully asynchronous classes.

10-14 PD hours and **\$250-350 [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.

Open to faculty. Reach out to Chloe Horning, Adjunct Support Lead, with questions.

Justice, Equity, Diversity, and Inclusion (JEDI)



[Book Club on *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*—NEW!](#)

6 Mondays, Oct. 7, 14, 21, 28 & Nov. 4, and 18, 1:00 – 2:30 p.m.

In person in the Faculty Commons (D104H), plus Canvas

In this book club, we'll read the book titled "Inclusive Teaching: Strategies for Promoting Equity in the College Classroom" by Kelly Hogan and Viji Sathy. The authors offer tips and advice on how to ensure that all students feel welcome and included. They start by explaining why paying explicit attention to structure improves inclusiveness in course design and interactions with and among students. "Inclusive Teaching" then presents practical methods for including more voices in various situations, such as giving instructions for group work and class activities, conducting office hours, communicating with students, and more. The authors conclude by inviting the reader to reflect on what evidence to include in a teaching dossier that showcases inclusive practices.

The members of the book club will meet once a week for 1.5 hours over 7 weeks. During each session, we will discuss and reflect on the insights we've gained from the book and explore how we can implement these ideas in our classrooms. Each week, we will cover one chapter of the book.

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

8 seats

Optional 10 PD Hours and \$250 [stipend](#) for eligible faculty who choose to complete a final deliverable assignment. Please attend at least 5 of the 6 sessions.

Open to faculty and staff. Reach out to Deepti Karkhanis, Social Science, and Celeste Lonson, Social Science, with questions.

[Navigating Classroom Dynamics During the 2024 Elections—NEW!](#)

Wednesday, October 9, 2:00-4:00 PM via Zoom

This workshop will equip faculty with strategies to navigate classroom issues, especially during the lead-up to the 2024 presidential elections. During this period, faculty may encounter heightened student anxiety, tension, and potentially harmful interactions. We will explore how to respond to these situations using a restorative approach and learn about campus resources for reporting incidents of harm.

2 PD hours: [Register today!](#)

Open to faculty. Contact Michelle Strange (ODEI) and Stacy Woodruff (HSEWI) for more information. Offered in partnership with the Office of Diversity, Equity, and Inclusion.



[Fact-Checking 101: Strategies for Identifying Misinformation—NEW!](#)

Thursday, October 10, 1:30 – 3:00 p.m., via Zoom

As the upcoming presidential election approaches, learning to identify and combat misinformation effectively is more important than ever. This 90-min. workshop will equip you with the knowledge, skills, and tools necessary to critically evaluate information and support your students in making informed decisions in their academic pursuits and as engaged citizens in the democratic process.

Through hands-on activities and real-world examples, you will gain proficiency in applying the SIFT (Stop, Investigate the source, Find better coverage, Trace claims to the original source) method to various scenarios, enabling you to critically analyze sources, fact-check claims, and trace information to its roots. We will share ideas for incorporating the SIFT method into assignments, introduce a series of ready-to-use classroom materials designed to demonstrate the SIFT method, and highlight ways the Library can support your efforts to guide students through the complex information landscape. We will also explore strategies for addressing the challenges posed by emerging technologies, such as artificial intelligence and deep fakes.

15 seats: [Sign up](#) to hone your fact-checking prowess!

Open to faculty. Contact Felipe Anaya, Library, for more information.

Harnessing the Power of Canvas Disaggregation Dashboards for Equitable Student Outcomes—NEW!

Monday, October 28, from 2:30 - 3:30 p.m.

Hyflex in the Faculty Commons (D104H) and [Zoom](#)

Faculty know Canvas as a powerful Learning Management System (LMS) with its own analytics tools. However, the new ability to combine both ctcLink and Canvas data now allows us to look at how our specific assignments and other teaching practices impact different sub-populations of students. Over the past two years, a select group of faculty have collaborated with Effectiveness, Research and Analytics (ERA) to combine Canvas data on our course assignments, tests, and attendance, with student demographic information and other important ctcLink data. If you are curious about uniting these two data sets and want to see how fellow faculty have been using the dashboard, please join us for a lively discussion and share-out.

Please note that your disaggregated dashboard will only be available after you have completed the training. This session is one way to satisfy the training requirement.

No registration needed – drop in to the Commons (D104), or join on [Zoom](#)!

Open to faculty and staff. Contact Humaira Jackson (Data-Driven Instruction Lead) or Shayna Begun (Effectiveness, Research, and Analytics) with any 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 October 1–31

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 \$200 stipend for completing at least 80% of online activities and submitting final deliverable, an AI syllabus statement.

8 seats: [Register here](#) to participate October 1–31

Open to faculty. Please contact Gordon Gul, Computer Science, with questions.

Improve Student Learning with AI (Updated!) - Date Change to Nov. 5th!

Tuesday, November 5th, 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 your classrooms to enhance student learning, boost engagement, and foster inclusivity.

In this session, we will:

- Explore the potential uses of AI for students.
- Engage in discussions aimed at improving students' overall learning experience through the integration of AI.
- See examples of how AI-based tools are being integrated into the facilitators' classes.
- Engage with AI by trying out interactive activities.
- Exchange insights and ideas with participants on how to integrate AI into your respective teaching disciplines.

15 seats: [Register now!](#)

Open to faculty. For questions, contact Archana Alwar (A&H) and Weina Sun (A&H).

First-Year Seminar

Intro to Teaching First-Year Seminar (FYS)—NEW!

Tuesday, October 22nd, 2:00 – 4:00 p.m., via Teams

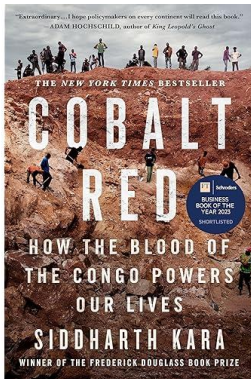
Are you thinking about teaching First-Year Seminar (FYS), or just want to learn more about how it supports our incoming students? First-Year Seminar is taught by full-time and part-time faculty from across the campus and is an excellent way to introduce your discipline and perspective to students while supporting their learning and enhancing their experience at Bellevue College. FYS is proven to improve students' success and retention—data from our 2022-2024 study shows our students are more prepared for their coursework and move more confidently toward their goals after taking FYS 101. This workshop is a great introduction to FYS curriculum and approaches to students success and is also part of the first session of training for those interested in teaching a section of FYS 101.

While there is no stipend for attending this workshop on its own, faculty participants may elect to continue on to complete the full 6-hr. paid FYS instructor training (to be scheduled).

No registration needed – join via Teams (meeting link will be sent out by email and posted to: [FYS webpage](#))
2 PD Hours – and satisfies 2 hrs. of 6-hr. paid FYS instructor training

Open to faculty and staff. Reach out to Jeremiah Allen, FYS, for more information. Offered in partnership with First-Year Seminar and Faculty Commons.

Climate Justice



"Cobalt Red: How the Blood of the Congo Powers Our Lives" Climate Justice Book Group (NEW)

4 Fridays Oct. 18, Nov. 1 and 15, and Dec. 6, from 12:30-1:30 p.m. via Zoom and Canvas

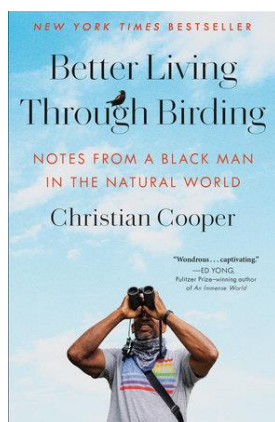
While the world looks to find ways to move away from fossil fuels, the reliance on lithium batteries has resulted in an environmental and human catastrophe in the Democratic Republic of the Congo. Currently, [75% of the world's supply of lithium comes from mines in the DRC](#) and the race to collect and capitalize on this resource has led to dire outcomes for Congolese people and the planet. Join us to learn more and read Siddharth Kara's "[Cobalt Red: How the Blood of the Congo Powers Our Lives](#)". We will also read and watch sources about the following related topics: the history of the DRC, the connection between resource extraction and civil war, and the intersection of human rights and climate change. Participants are compensated for reading the book, attending group discussions, and reading/watching additional sources provided via Canvas.

Join us to learn more about the complexity of addressing climate change and the need for alternative energy sources alongside colonialism, capitalism, and white supremacy in the international system.

8 PD Hours and \$250 stipend for eligible faculty who attend 3 of 4 sessions, read the book, and review additional resources.

13 seats: [Sign up to join the discussion](#)

Open to faculty and staff. Contact Christina Sciabarra for more information. Offered as part of the Climate Justice Project.



[Climate Justice in the Field: Learn About Birding! \(NEW\)](#)

5 Fridays Oct. 11, 18, 25, Nov. 1 and 15, 11:30 a.m. - 12:30 p.m.

Hyflex (D-104 H and Zoom) and Canvas

This workshop is a combination book group and field experience as we learn more about birding and then give it a try! Climate justice discussions often occur at the global level of policies and strategy so this workshop focuses instead on the very local level of understanding the plants and birds around us and the impact of climate change on them. The workshop begins with two discussion sessions of the book "[Better Living Through Birding](#)" by Christian Cooper. The next session will be a panel discussion with our own colleagues who are expert birders! The following session will be a presentation and walking tour of the different plants and birds on campus with groundskeeping staff. The last session is - birding! We will use our newfound knowledge to try out birding and see what we find. The last session can be completed asynchronously and off campus.

This workshop is best experienced on campus, but we recognize that coming to campus is not an option for everyone so full participation can also take place over Zoom including the walking tour. Participants are compensated for reading the book, participating in group meetings, practicing birding, and submitting a final reflection.

10 PD Hours and \$350 stipend are available for eligible faculty who attend all discussions, practice birding (with the group or on your own), and submit a final reflection.

10 seats available: [Register today!](#)

Open to faculty and staff. Contact Christina Sciabarra for more information. Offered as part of the Climate Justice Project.



Incorporate Climate Justice Into Your Teaching

“Bite-Sized” Asynchronous Modules and one synchronous session

September 30 - November 22 (register by October 14)

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 with Christina on Zoom at the end of the Fall quarter. Your lesson would become a part of BC’s Climate Justice Curriculum Repository.

*Civic engagement is not the same as a full service learning experience and, instead, can involve small actions such as: reading about societal issues or talking with others about them; displaying buttons, stickers, or signs; calling a legislature about an issue; organizing or protesting; participating in city council meetings; writing a letter to the editor; and many other possibilities. Of course, it can be a full service learning experience for your students, if that is what you would like to pursue!

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

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

Open to faculty. Facilitated by Christina Sciabarra, Climate Justice Program Lead. Developed and sponsored by the Sustainability Curriculum Committee.



High 5 for Online Instruction

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

Register for Fall 2024: Oct. 14th – Nov. 8th

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

Empower Your Plate: Faculty Nutrition and Wellness Workshop—NEW!

Asynchronous workshop offered October 7–28

Join Hadise Khaniyan, HSEWI, for this engaging and informative workshop designed specifically for faculty members, focusing on nutrition and overall wellness. Each highly interactive module will provide practical tips and strategies to improve your eating habits, boost your energy levels, and enhance your overall well-being. You will learn about the latest nutritional science, how to create balanced meals, and effective ways to incorporate healthy eating into your busy schedule.

Optional 8 PD Hours and \$200 [stipend](#) available to eligible faculty who choose to complete a final assignment.

8 seats: [Register now](#) and empower your plate!

Open to faculty. Please contact Hadise Khaniyan, HSEWI, with questions.



Mindful Communication in the Classroom: Small Science-based Approaches to Enhance Student Learning

4 Wednesdays, 3:00 – 4:30 p.m., Oct. 23, Oct 30, Nov 6 and 13 via Zoom with a Canvas shell for sharing content

This workshop allows faculty to practice contemplative pedagogy in their courses to enhance student learning. In session 1 we'll explore the components of Mindful Communication, look at research findings, and practice being Present. 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.

After completing this workshop, participants will have:

- identified the components of mindful communication
- explored the benefits of using mindful practices in the classroom
- learned ways to practice each component of mindful communication
- considered ways to apply mindfulness practices in your courses to enhance student learning

Participants will not be expected to complete outside work. Optional 8 PD Hours and \$250 stipend available to eligible faculty who attend 3 of 4 sessions and choose to complete a final reflection after the Nov. 13 session.

Optional 8 PD Hours and \$200 [stipend](#) available to eligible faculty who attend 3 of 4 sessions and choose to complete a final reflection.

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

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



[Mental Health Advocacy](#)

Showing compassion and care to those who may be struggling emotionally

Friday, December 6, from 8:00 a.m. – 5:00 p.m. (including a 1-hr. lunch break), 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, 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.

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 December 6th session.

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

10 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. (Sept. 25 – Dec. 11) 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

Tuesdays 12:30 – 1:00 p.m. (Sept. 24 – Dec. 10) 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](#).



BC Faculty Writing Community

In Fall quarter, join Cara Diaconoff, A&H, and Leslie Lum, Social Science, for this community of faculty writers. Meets in the Faculty Commons (D104H) from 3:30-5:00 p.m. every other Tuesday in Fall quarter. **No registration necessary!** Starts Oct. 8th.

Whether or not you participated in the summer BC Faculty Writing Retreat, you are invited to use the Faculty Commons to meet up with fellow authors in Fall 2024, or to reserve space for individual writing in an available office at the Commons (D104). If you'd like to propose an official workshop or series for Winter 2025, visit the [Propose a Workshop](#) page, or contact Sajonna for assistance.

Open to faculty. Reach out to Sajonna Sletten, Faculty Commons Chair, to arrange time and space for your small group or individual writing

Mentoring and Advocacy

Mentoring and advocacy come in many forms at Faculty Commons!

Adjunct Mentoring Program: 2024-2025 Cohort

Sign up to be paired with a trained mentor! All adjunct faculty who are currently teaching at BC are eligible to participate in the Mentoring Program as mentees, even if you've participated before.

Fall Quarter

One-on-One Mentoring – Approximately six (6) virtual or in-person one-on-one meeting(s) with your mentor, scheduled at your available times throughout the quarter.

Mentoring pairs are matched based on a survey of needs. Mentees explore their roles, responsibilities, and individual goals within the scope of the Bellevue College culture of Teaching and Learning Excellence with the guidance of an advocate in their trained mentor without the pressure of formal evaluation.

Focus areas mentees can choose to work on with their mentor may include but are not limited to:

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

6 PD Hours | [Sign up](#) for Fall Quarter before Friday, September 27!

Winter Quarter

Optional mentoring extension project- Approximately six (6) additional virtual or in-person one-on-one meeting(s) with your mentor, scheduled at your available times throughout the quarter.

Mentors and mentees can choose to continue working together in Winter Quarter for an additional six (6) hours of professional development, with a specific project or goal of their choosing in mind. Some ideas for potential projects could include:

- Ongoing mentoring for a mentee project such as a conference or paper proposal.
- Ongoing mentoring for a mentee's pursuit of a leadership position in campus governance.
- Researching, evaluating, and selecting OER or other alternative learning objects

- Developing an alternative grading or assessment strategy
- Reciprocal classroom observation
- “Two-person book/journal club” targeted reading and discussion in a research area.

Mentoring teams may submit a short proposal to the Adjunct Support Lead for their extension project. The proposal form will be published in the Winter Quarter Faculty Commons Program.

Quarterly Mentoring Socials (Fall, Winter, Spring)

Additionally, adjunct mentoring teams will be invited to attend quarterly Mentoring Program Socials in the Faculty Commons, where they can socialize with their peers in the Adjunct Mentoring Program and the Tenure-Track Faculty Mentoring Program.

Open to adjunct faculty. Questions about how it works? Email Chloe Horning for more information.



Introduction to Grants

Tuesday, October 15, from 1:30 – 2:30 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 recently 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: 232 291 163 156 | Passcode: E33kMA

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

The Career Development Suite

Another grouping of offerings is for those of you who are preparing to move forward in your career, whether you are applying for a new position or new promotional level. Over the year, you can participate in one or all the following workshops. No stipends or completion certificates are available for these workshops. See the individual workshop description for the schedule.

Career Development Offerings 2024-2025		
Fall	Winter	Spring
Writing and Updating Your CV	Writing Your Diversity Statement and Teaching Philosophy Statement	Visit the Commons Leads' office hours or contact the Center for Career Connections
	Preparing for the Interview	
Applying for Sabbatical Leave	Submit your sabbatical application for 2025-2026	
Preparing Your Full-Time Promotion Application	Preparing Your Full-Time Promotion Application	Submit your FT promotion application

Writing and Updating Your Faculty CV

2 Mondays, October 17 & 24, 1:30 – 2:30 p.m., via Zoom

Is it time to update your CV? Are you confident you know the difference between a resume or CV? How do other college instructors structure their CV? Join your colleagues in this 2-session workshop designed to support your newest CV updates, whether you're applying for a new position, for promotion, or just wanting to keep up with your CV.

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

Open to faculty and staff. For more information, contact Deepti Karkhanis, Social Science.

Preparing Your Full-Time Promotion Application

Wednesday, November 20th, 3:00 – 4:00 p.m. via Zoom

Full-Time faculty promotion materials are due every spring. 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: Join via [Zoom](#)

Meeting ID: 817 5244 0576 | Passcode: 047682

Open to faculty. Contact Brian Casserly, FTPRC Chair 2023-2024, for more information

[Applying for Sabbatical Leave](#)

Day and Time Coming Soon!

Thinking about a sabbatical? We encourage you to come to one of these sessions to meet with members of the Sabbatical Review Committee. They will review the most up-to-date application process, requirements, and timeline, as well as provide examples of applications from faculty who have recently been awarded sabbatical. Applications will be due winter quarter for the 2025-2026 academic year.

No registration necessary: Drop-in information coming soon.

Open to faculty. For more information, contact Tony Tessandori, Sabbatical Review Committee

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. Jess Clark	Thursday, October 10, 3:15-4:00 pm in the Faculty Commons D104 Wednesday, November 13, 9:00-9:45 am in the Faculty Commons D104
VP of Student Affairs Dr. Judith Hernández Chapar	Thursday, November 21, 3:00-4:00 pm in the Faculty Commons D104
VP of Human Resources Frances Dujon-Reynolds	Tuesday, November 5, 1:30-2:30 – on Teams

Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
Faculty Commons Chair, Sajonna Sletten Discuss ideas for the Commons, the latest in teaching and learning, or mentoring & advocacy needs.	Send me an email or an Outlook invitation – I will respond quickly: s.lewis@bellevuecollege.edu
Data-Driven Instruction Lead, Humaira Jackson Reach out with questions, concerns, or successes in your individual and program-level data work!	Office Hours: Wednesdays 12-1pm and Tuesdays 1-2pm in D104B and on Teams hjackson@bellevuecollege.edu
Adjunct Support Lead, Chloe Horning Meet with Chloe to get to know her and let her know about your support and mentoring needs!	Office Hours: Mondays 11:00am-1:00pm in D104B and by appointment chloe.horning@bellevuecollege.edu
Tenure Mentoring Lead, Zhenzhen He-Weatherford Meet with Zhenzhen for support in your tenure, whether you're in year 1, 2, 3 or 4.	Office Hours: Wednesdays 12:00-2:00pm in D104C and by appointment zhenzhen.hw@bellevuecollege.edu
Interim Climate Justice Lead, Christina Sciabarra 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.	Office Hours: Thursdays from 12:30-2:30pm in D104C and on Zoom Email: christina.sciabarra@bellevuecollege.edu
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.	Email for an appointment: jun.xu@bellevuecollege.edu
Disability Resource Center Director, Marisa Hackett Get answers about working with disabled students and about letter of accommodations.	Email for an appointment: marisa.hackett@bellevuecollege.edu
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?	Remote hours: Mondays 2:00-3:00 via Teams Join the meeting now Meeting ID: 232 123 044 852 Passcode: UsgC9R melissaemartinez@bellevuecollege.edu
Neurodiversity Navigators Director, Sara Sanders Gardner Get answers about communicating with and teaching neurodivergent and autistic students.	Message on Teams or Email for an appointment: sara.gardner@bellevuecollege.edu

Faculty Commons Program Manager, Wendy Wilson

Reach out with any operations questions about the Faculty Commons or just to say hello!

Email:

wendy.wilson@bellevuecollege.edu

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 October 29th.

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 winter or spring!

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

Email facultycommons@bellevuecollege.edu 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 Winter or Spring. To be considered for winter, [please send in a proposal](#) by **October 29th 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](#), or drop off a bag of coffee or chocolate to the Commons (D104)!



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