



Spring 2025 Faculty Commons Program

Dear colleagues,

This spring program reflects the collective wisdom, strengths, and skills of our passionate and dedicated faculty and staff. I want to extend my heartfelt gratitude to all who have contributed—be sure to check out their names on the last page. We couldn't have done this without you!

We are excited to offer a diverse range of programs designed to meet your needs and interests. If you don't see something that resonates with you, I encourage you to be the change you wish to see—[submit a proposal](#) or drop me a message. I would love to hear your ideas.

In the spring quarter, our Developing Instructor Academy includes a roundtable on **Antiracist Teaching and Assessment** (Zhenzhen He-Weatherford, English & Sandi Xhumari, Math) and **Inclusive Pedagogy Teaching Squares** (Archana Alwar, A&H)—both are excellent opportunities to learn and apply inclusive, equitable teaching frameworks alongside colleagues.

In response to our times, we invite you to explore some of our **new** offerings: **Dictators and Civil Resistance: A Book Club with Problems and Solutions!** (Christina Sciabarra, Political Science), **Going Remote: Graphic Memoir Book Club** (Chloe Horning, Library), and **Creating Grief Informed Classrooms** (Amanda Jankus, Communications). These timely discussions address pressing issues, from rising authoritarianism to the lasting impact of the pandemic on teaching and learning.

For those looking for more wellness-focused offerings, consider **Mental Health Advocacy** (Steven Martel, Counseling), **Mighty Morning Fitness** (Michelle McRae, Health and Physical Education), and **Tea and Tinctures for Stress, Rest & Restoration**—new! (Bradetta Vines: Drama).

The impact of technology on education remains an urgent topic. Explore these offerings to discover new ways to engage with technology in your teaching: **How to Survive and Thrive with ChatGPT in Your Classroom** (Karrin Peterson, English) and **Enhancing Teaching and Engagement with Podcasting—101** (Weina Sun, ELA, & Caitlin Morris, English)

We also welcome back some of our previous offerings: **Images and Words: Graphic Novels and Zines in the Classroom** (Elena Maans-Lorincz, Library) and **Critical Thinking for Today's Educators** (Russ Payne, Philosophy).

Spring is a great season to relax on a park bench or under a tree with a good book. With that in mind, we invite you to join the following book clubs: **Inclusive Teaching: Strategies for Promoting Equity in the College Classroom** (Deepti Karkhanis & Celeste Lonson, Psychology) and the **Climate Justice Book Club on We Will Be Jaguars** (Facilitator TBA).

Also check out the diverse offerings from our Career Development Suite and Mentoring and Advocacy Suite, including **Preparing Your Full-Time Promotion Application** (Brian Casserly, FTPRC Chair), **Adjunct Rights and Responsibilities** (Taylor Dalrymple, BCAHE), **How to Read Your Paycheck** (Sue Nightingale, BCAHE), **Benefits and Eligibility for Adjuncts** (Gretchen Bird, HR) and **Introduction to Grants** (Brandon Lueken, Grant Development).

Lastly, consider signing up for our **Faculty Mentor Training** (Zhenzhen He-Weatherford, Tenure Mentoring Lead, & Chloe Horning, Adjunct Support Lead). Many of us have benefited from having a mentor when we first joined the college—now is your chance to give back by becoming one yourself.

I hope you will join us this spring to learn, to create, and to build community. See you at the Faculty Commons!

In community,

A handwritten signature in black ink, appearing to read 'Nan'.

Nan Ma (she/her)

Interim Chair, Faculty Commons

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***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 antiracist teaching and assessment practices with Sandi Xhumari, Math faculty, and Zhenzhen He-Weatherford, English faculty and Tenure Mentoring Lead, and take advantage of Inclusive Pedagogy Teaching Squares for hands-on practice with the support of your peers and guided by Archana Alwar, World Languages.

Fall	Winter	Spring
Nuts and Bolts of Equitable College Instruction	Student Engagement	Antiracist Teaching and Assessment
Teaching Squares	Teaching Squares: Inclusive Pedagogy (postponed to spring)	Teaching Squares: Inclusive Pedagogy

Antiracist Teaching and Assessment Roundtable

4 Fridays, 1:00-3:00 p.m., April 25, May 2, 23 & 30 on Teams and Canvas

Are you seeking innovative grading methods to improve student engagement and learning outcomes? Have you been curious about alternative grading practices like ungrading or labor-based grading but aren't sure how to implement them effectively? Do you wish to join a community of educators to share experiences, challenges, and successes in adopting these practices? Have you been burdened by the established assessment norms in our educational system and want to disrupt the White supremacy embodied in our grading standards? Whether you're new to alternative grading or have been practicing it for years, this four-session roundtable series offers an opportunity to deepen your understanding and contribute to a community committed to transforming education for the better.

Co-facilitated by Sandi Xhumari (Math) and Zhenzhen He-Weatherford (English), both of whom have been pioneering alternative grading practices in their fields for over four years, this series aims to create a supportive space where instructors can explore and discuss equity-minded grading approaches. Alternative grading practices are not only transformative tools for enhancing teaching and learning but also powerful means to address systemic inequities in education. The traditional grading system often reinforces barriers that hinder the success of all students, particularly those from marginalized communities. By rethinking how we assess learning, we can promote a more inclusive and motivating educational environment.

In this roundtable, we will delve into practical strategies for implementing alternative grading methods and examine how these practices intersect with antiracist teaching. The American educational system has historically centered Whiteness and marginalized BIPOC students. As agents of this system, all of us—including instructors of color—have been, and continue to be, complicit in this educational legacy. Recognizing our impact as institutional actors is necessary for interrupting the culture of White supremacy in our minds, classrooms, and institutions. Join us in fostering equitable learning spaces and transforming education through innovative assessment practices.

10 PD Hours and \$300 [stipend](#) available for attending at least 3 of 4 sessions, completing 80% of the activities, and a final reflection

8 Seats: [Register to receive Teams link](#)

For more information, contact Zhenzhen He-Weatherford, English, and Sandi Xhumari, Math

Teaching Squares: Inclusive Pedagogy

Meeting dates and times will be determined by the facilitator and teaching square participants.

Positive! Supportive! Guided! Non-evaluative!

Three remote full-group meetings determined by a poll (one in Week 2, Week 4 o and one in Week 10)

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

Deadline to register is April 8.

How can inclusive pedagogy promote greater participation and engagement from students with different abilities or backgrounds? How do you ensure that every student feels included in your lessons? What strategies do you use to accommodate students with diverse learning needs? During this teaching square, you will implement principles of inclusive pedagogy in the classroom. This teaching square will introduce ways to support all of your students by creating an inclusive classroom. Through this non- evaluative opportunity, you will learn theory and activities and have the opportunity to apply what you learn by observing others and having others provide you with feedback.

What's the commitment?

Participate in a kick-off meeting to meet your Teaching Squares peers and learn about inclusive pedagogy.-Week 2

Participate in a second meeting to discuss a strategy that you are using or will apply to create an inclusive classroom. - Week 4

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.

Participate in a Teaching Squares group sharing session at the end of the quarter. - Week 10

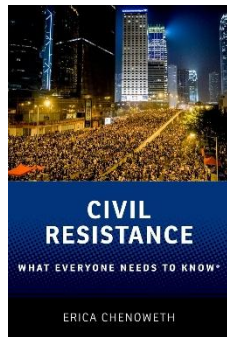
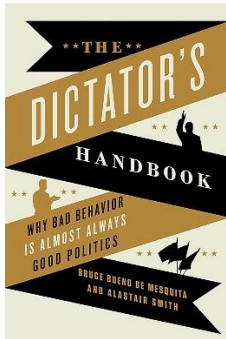
Please note in order to provide enough flexibility for others to observe your teaching, you must hold regular synchronous sessions in your online or on ground class.

12 PD hours and **\$350 [stipend](#)** for eligible faculty who attend the meetings, complete the rounds, and write a final reflection

10 Seats: [Register Here!](#)

Open to faculty. Reach out to Archana Alwar (A&H), with questions.

Responding to Our Times



Dictators and Civil Resistance: A Book Club with Problems and Solutions! –NEW!

6 Fridays, 11:30a.m.-12:30p.m., April 25, May 2, 9, 16, 23, and 30 online

There is a lot of discussion around democracy and authoritarianism today, but do we have a shared definition for what we mean? Do we know the causes of differences in regime types and moreover do we understand how they work? The classic "The Dictator's Handbook" explains how authoritarian and democratic leaders are both different and alike. You will come away with a clear understanding of how leaders wield state power and the mechanisms that both empower and limit them.

Reading about authoritarianism can leave one feeling powerless and paralyzed so we will pair this book with Erica Chenoweth's "Civil Resistance: Everything You Need to Know." Did you know that Chenoweth's research shows that if just 3% of a population participates in civil resistance, they can remove an authoritarian leader? Did you know that non-violent resistance movements are more successful than violent ones? Chenoweth's book provides relevant examples of societies who have used civil resistance to bring change.

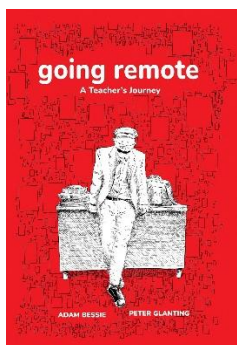
If you want to know more about how democratic leaders become authoritarian AND how they can be addressed, check out this book group!

Both of these books are great for students and very accessible - let's talk about how to use them in class!

10 PD Hours and \$300 [stipend](#) available for attending 5 of 6 sessions, completing 80% of the activities and a final reflection

8 Seats: [Register to receive Zoom link](#)

Open to Faculty and Staff. For more information, contact Christina Sciabarra, Political Science



Going Remote: Graphic Memoir Book Group—NEW!

3 Tuesdays, 12:00-1:30 p.m., May 20, 27 & Jun 3

Hyflex in D104 & Online

Comics and graphic novels are no longer solely the domain of magical men in capes! In fact, many graphic memoirs use the medium of sequential words and pictures to tell stories which are deeply personal, yet very familiar.

When the pandemic forced community college English professor Adam Bessie's classes online, he struggled to support his most vulnerable students while coping with the limitations of virtual education. At the same time, he faced a health crisis of his own. In "Going Remote: A Teacher's Journey," Bessie eloquently chronicles this time in his life, alongside witty and evocative drawings by Perter Glanting.

By discussing the text and engaging with the format to excavate our own pandemic experiences, we will co-create a space to process this strange time in our professional lives and its ongoing impact. In our final session, the author Adam Bessie will join our group for a Q&A.

6 PD hrs & \$200 [stipend](#) for eligible faculty attending all three sessions, participating in a comics making assignment, and submit a short reflection

8 seats: [Register to receive meeting link](#)

For more information, please contact Chloe Horning, Connected Learning

Creating Grief Informed Classrooms—NEW!

Thursday 2:30-4:00 p.m. April 17 Online

Grief will show up in your classroom and in the faculty lounge, how will you show up for your students and your colleagues when it does? Discover new ways to build trust with students and faculty in this interactive grief education workshop. Participants will explore how to identify and discuss the complexities of grief, working on identifying the various ways it presents in our lives and classrooms. Learn how to incorporate conversations and education about the different types of grief people may experience into your curriculum. Leave with tools and techniques to support students and faculty while fostering connection.

Optional 3 PD Hours and [\\$100 Stipend](#) for eligible faculty attending the session and submitting a reflection

10 seats: [Register to receive Zoom link](#)

Open to faculty and staff. Contact Amanda Jankus, Communications, for more information.

Pedagogical Frameworks, Teaching Tools & Campus Resources

Critical Thinking for Today's Educator

5 Mondays, 2:30-3:30 p.m., April 28 & May 5, 12, 19, & June 2

Hyflex in D104H and via Zoom, plus Canvas

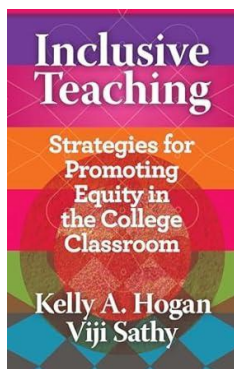
Critical Thinking has been the most widely claimed and assessed General Education outcome at our college, and it is consistently high on lists of what employers look for in college graduates. So how can we teach and assess these skills? In this workshop series, we will examine the history of critical 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.

8 PD Hours

\$250 Stipend for attending a minimum of 4 of the 5 sessions and completing a final deliverable

8 seats: [Register to receive Zoom link](#)

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



Book Club on Inclusive Teaching: Strategies for Promoting Equity in the College Classroom

6 Thursdays, Apr. 24, May 1, 8, 15, 22 & 29, 12:30 – 2:00 p.m. via Zoom

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 6 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.

12 PD Hours and \$350 stipend for eligible faculty who attend at least 5 of the 6 sessions and who choose to complete a final deliverable assignment.

10 seats: [Register to receive Zoom link](#)

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



"Modified Podcast Logo with My Headphones Photoshopped On" by [Colleen AF Venable](#) is licensed under [CC BY-SA 2.0](#).

Enhancing Teaching and Engagement with Podcasting – 101 –NEW!

Synchronous Online & on Canvas from April 17th (Canvas opens) to May 8th

2 Thursdays, 2:00-4:00 p.m., April 24 & May 8 meeting via [Zoom](#)

This two-session introductory workshop is designed for faculty and staff interested in exploring podcasting as a tool to enrich teaching, enhance student engagement, and share institutional stories. Participants will gain a foundational understanding of podcasting's role in education and its benefits for teaching and learning. Participants will have a space to exchange ideas on integrating podcasts into various disciplines to enhance pedagogy and student interaction. Through hands-on activities, participants will also brainstorm, plan, and pitch their own podcast ideas tailored to their teaching and personal goals.

8 PD Hours

\$250 Stipend for attending both sessions and completing the final deliverable

8 seats: [Register to receive Zoom link](#)

Contact Weina Sun & Caitlin Morris, A&H, for questions.

Images and Words: Graphic Novels and Zines in the Classroom

Thursday, May 1, 12:30-1:30 p.m. in-person in D104H

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.

Intro to Teaching First-Year Seminar (FYS)

Monday, April 14th, 1:30 – 3:00 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](#)

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.

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.

How to Survive and Thrive with ChatGPT in Your Classroom – NEW!

Asynchronous workshop offered April 14 – June 3 on Canvas

In this self-paced, asynchronous seminar, you'll explore the rapid growth and transformative impact of artificial intelligence (AI) on education, focusing on its opportunities and challenges in your classroom. Over eight modules, you'll explore generative AI tools like ChatGPT, which produce text, images, data, and code in response to human prompts. The course will guide you through: (1) assessing your "AI mindset" and teaching methods to gain an accurate view of your classes' susceptibility to AI-enhanced cheating behaviors (2) deciding when and how to use AI ethically and safely in your field, as well as providing you with strategies to help your students learn when and how to use AI appropriately (3) how to reduce AI errors and biases using well-crafted prompts, iteration, and auditing for AI hallucinations (4) exploring practical uses for AI, like data analysis (5) discovering how AI can enhance educational accessibility, support individualized learning for your students, and promote (or further erode) educational equity.

10 PD Hours and \$300 stipend for completing at least 80% of online activities and submitting the final deliverable

10 seats: [Register Here](#)

Please contact Karrin Peterson, English, with questions.

Online Excellence Teaching Academy (OETA)

The Faculty Commons is providing pedagogical courses and support for the Online Excellence Teaching Academy. Since the Commons' inception in 2012, we have been engaging faculty with development opportunities in online instruction! In 2017, courses like Canvas 101 and Accessibility were moved to the newly started eLearning department. However, the Commons continued to be the campus provider of workshops on effective, engaging, and equity-creating online instruction. Options for fulfilling the 12 hours of online pedagogy are described on the OETA website.



High 5 for Online Instruction

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

[Monday, April 28 – Friday, May 23](#)

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

Create Your Own Climate Justice Lesson

Want to teach climate justice in your course and creatively design your own lesson in collaboration with other faculty? This learning community is perfect for faculty who have never taught climate justice or civic engagement in a course and who struggle to see how to do so! This small year-long learning community* will meet for two hours each quarter synchronously on Zoom, plus one five-hour workshop spread over two days in September 2025 during which you will create your climate justice lesson. Prior to the workshop and each quarterly meeting, you will have one to two hours of readings or videos to watch that will emphasize social injustices exacerbated by climate change, help you generate ideas for meaningful yet manageable civic engagement for students in your course, and highlight the importance of sharing positive stories of change with your students. During the quarterly meetings, you will have discussions with colleagues and work time to continue brainstorming and refining the draft lesson created during the workshop.

20 PD Hours, \$1000 stipend

4 seats maximum (one two-hour meeting per quarter, year-long commitment from Spring 2025 through Spring 2026)

[Register Here](#)

Meeting days and times will be determined by group consensus once instructors have registered. Meetings will be facilitated by Sonya Doucette.

If you are interested and have questions, don't hesitate to contact Sonya Doucette (sonya.doucette@bellevuecollege.edu).

*This synchronous remote (Zoom) learning community curriculum was created, refined, and revised over three years by community college faculty and for community college faculty with the support of a National Science Foundation Improving Undergraduate STEM Education grant.

Teach a Climate Justice Lesson Created by a Faculty Colleague

Want to teach climate justice in your course, but not sure how and don't have time to create the teaching materials? We've got you covered! Thirty climate justice lessons that include civic engagement and positive stories of change already exist in [an online database](#). These lessons were created by your colleagues in Geology, Biology, Botany, Meteorology, Physics, Math, Environmental Science, Chemistry, English, Communication Studies, and Psychology. Each lesson includes learning outcomes, assessment information, all teaching materials and resources, and a lesson plan along with teaching notes and tips.

How to sign up:

Browse the database to find a lesson that you want to use in a course that you are teaching in Spring quarter.

Recruit one to two other colleagues from your discipline who want to teach that lesson or a different lesson from the database in the same or a similar course in Spring quarter.

Sign up to convene a faculty mentoring network with these one to two other colleagues.

Your faculty mentoring network will meet bi-monthly to provide a discipline-specific and supportive space in which you can work together on implementing a climate justice lesson in each of your courses and help each other out during challenging parts of lesson implementation. You will also hold each other accountable to ensure that lessons actually get taught in Spring quarter! After you teach your lesson, you can reflect together on the successes and challenges you experienced. Bimonthly meetings will occur synchronously on Zoom during Weeks 1, 3, 5, 7, 9 and 11 of Spring quarter and will be arranged to meet participants' Spring quarter schedules at the beginning of the quarter.

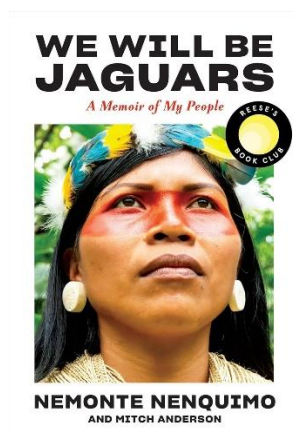
10 PD Hours, \$500 stipend

6 seats maximum

[Register Here](#)

Meeting days and times will be determined by group consensus once instructors have registered. Meetings will be facilitated by Sonya Doucette.

If you are interested and have questions, don't hesitate to contact Sonya Doucette (sonya.doucette@bellevuecollege.edu).



Climate Justice Book Group: "We Will Be Jaguars" by Nemonte Nenquimo

4 Fridays, 12:30-1:30 PM, April 25, May 9, 16 & 23 online

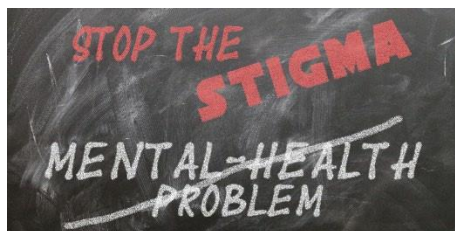
Indigenous people globally are leading the fight against climate change and Indigenous women are at the core of the movement. Nemonte Nenquimo's book is a story of rejecting colonialism, collective action, and winning the fight to protect the environment. Nemonte Nenquimo received the Goldman Environmental Prize she won because "Nemonte Nenquimo led an indigenous campaign and legal action that resulted in a court ruling protecting 500,000 acres of Amazonian rainforest and Waorani territory from oil extraction. Nenquimo's leadership and the lawsuit set a legal precedent for indigenous rights in Ecuador, and other tribes are following in her footsteps to protect additional tracts of rainforest from oil extraction." This book is her story in her own words and it offers inspiration and guidance for others seeking to fight for the environment through collective action.

8 PD Hours and \$200 [stipend](#) available for attending 4 sessions, completing 80% of the activities and a final reflection

8 Seats: [Register to receive Zoom link](#)

Open to Faculty and Staff. For more information, contact Christina Sciabarra, Political Science

Community & Wellness



Mental Health Advocacy

1 Friday, June 6 from 8:00 a.m. - 5:00 p.m. (including a 1-hour lunch break) via Zoom

Our students are experiencing increased rates of anxiety, depression, and other mental health related concerns. 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.

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 session.

12 seats: [Register to receive Zoom link](#)

10 PD Hours and \$300 stipend available to eligible faculty who attend the workshop and 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.

Teas and Tinctures for Stress, Rest, and Restoration – NEW!

3 Wednesdays, 12:30-2:00pm, April 23, May 14 & June 18

Hyflex in D104 & via Zoom

In this “cups in hand” class (from home or on campus) we will explore the soothing world of herbal teas and tinctures designed to support relaxation, sleep, and overall well-being. There are a variety of nervine herbs—plants that nourish the nervous system— the ever popular “Adaptogens” that are being used now for “Herbal Mocktails”. I will introduce a plethora of herbs, their properties, how they work in the body. We will discuss multiple ways to prepare herbs for maximum benefit. This includes the basics and differences of infusions, decoction, and tincture-making. We will explore what method works for you personally and how you can determine that for yourself. If you are on campus you will have the opportunity to sip some teas and tinctures and make a couple of blends for yourself including a discussion of why and when contraindications for certain occur, energetics and phytochemistry of an herb. Resources for the history of herbs and their allyship from a variety of cultures, not just western, will also be incorporated as we sip our way to restorative practices.

Session 1 (April 23): Rest and Resistance: Harnessing Adaptogens for Restoration

Come explore the power of adaptogens—herbs that help the body adapt to stress, build resilience, and restore equilibrium. Adaptogens have recently become a bit of trend, but they are not a fad. These powerful properties have been Herbal allies for centuries. This class delves into (some) the science and tradition behind these botanical allies, from ashwagandha to rhodiola, supporting both deep rest and sustained energy. You will learn about adaptogenic wisdom for renewal, balance, and lasting resistance, how to find the herbs that are best for your body, and learn about contraindications and proper use. In class we will taste teas, and tonics that nourish the nervous system, combat fatigue, and enhance endurance.

Some of the herbs we will explore are Ashwagandha, Schisandra, Licorice, Holy Basil, and Rhodiola (responsibly sourced), mushrooms and more!

Session 2 (May 14): Resilient Brews: Crafting Teas and Herbal Remedies for Strength and Community

Discover the art of blending herbs for resilience, both personal and collective. This hands-on class explores nervines, and restorative botanicals to support endurance, emotional well-being, and deep rest. Learn how to choose the herbs craft teas and tinctures that fortify the body and spirit while fostering connection. Whether creating for yourself or sharing with others, this class empowers you to weave herbal wisdom into daily rituals, strengthening both inner resilience, community bonds, and supporting you as you support students. In class we will taste teas that help support your personal intentions.

As always, we will discuss contraindication's and proper uses of our herbal allies. Some of the herbs we will explore: Skullcap, lemon balm, St. John's wort, Milky oats, Goldenseal and more!

Session 3 (June 18): Herbal Allies for Renewal and Strength

Discover the power of plants in balancing rest and resilience. This class explores herbs that support deep restoration, stress relief, and nervous system repair, alongside botanicals that fortify the spirit, enhance endurance, and sustain resistance against burnout. Through hands-on learning, participants will learn how to blend or pick their own craft teas. We will discuss tinctures, and remedies to nourish both body and mind. By the end of the class I will encourage you to embrace herbal wisdom for restful healing and empowered resistance in today's demanding world. Taking time to renew your body and spirit is an act of rebellion – come be a rebel with me and the Herbs!

As always, we will discuss contraindication's and proper uses of our herbal allies. Some of the herbs we will explore: Passionflower, Solomon's Seal, Licorice, Angelica, Cardamon, Ginger, Spices you find in your kitchen, and more!

Bradetta is a registered herbalist with a deep love for plants. Introducing people to their gifts and creating community is a favorite pastime. Reach her at bradetta.vines@bellevuecollege.edu

[Register to let us know you are coming and to receive Zoom link](#)

Mighty Morning Fitness

Wednesdays 7:30 – 8:30 a.m. Apr. 16-Jun. 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](#).



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 14, 3-4 p.m., via [Zoom](#)

Full-Time faculty promotion materials are due April 21, 2025! Drop in to have your questions about the promotion process answered.

No registration necessary!

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



Mentoring and Advocacy Suite

Mentor Training Workshop: A Call for Faculty Mentors

Are you interested in serving as a mentor next year (2025-26) in the Tenure Mentoring or Adjunct Mentoring Programs? If so, this is a required training for all those who would like to mentor in one or both of these programs. Or are you just interested in what effective mentoring is? We welcome you to complete this training even if you don't join one of our formal mentoring programs. If you are currently a mentor but would like a refresher (for example, you did the training pre-pandemic), you are also welcome to join us.

The primary purpose of this online workshop is to orient you to formally mentor in the tenure and/or adjunct mentoring programs at BC. We are particularly interested in increasing the diversity of our mentor pool in terms of abilities, experiences, linguistic and cultural background, gender, etc.

By the end of the workshop, we hope that faculty mentors will be able to:

- build and maintain an effective relationship with their mentee.
- understand cultural differences and use that understanding to communicate and interact effectively.
- provide guidance in identifying objectives/goals and feedback to enable their mentee to be successful.
- seek opportunities for conversations that support the growth of the mentee by creating an atmosphere of trust and support.
- refer their mentee to the variety of resources on campus available to support faculty.
- have a clear understanding of their role and responsibilities as mentors in the Tenure Mentoring Program and/or the Adjunct Mentoring Program
- understand the value of confidentiality in mentoring relationships and be able to create their own mentoring confidentiality agreement.
- use guidelines in developing a partnership agreement and develop a strategy to achieve the mentee's goals.
- recognize the need for closure when partnerships don't go as expected and reflect on the learning from that experience

Participants will be compensated \$200 for successful completion of this training, which will include 3.5 hours of online work and a 1.5-hour meeting in late spring.

15 seats maximum. Priority may be given to faculty who are able to mentor tenure-track faculty, as there is a bigger need for more mentors for tenure-track faculty.

****Asynchronous course opens April 28 and all work must be completed by June 8th. A required 1.5 hour in-person meeting will take place during week 7 or 8 of spring quarter, and the specific time and date will be determined by a poll. Chloe and Zhenzhen will provide that information during the online training.**

[Register here to train to be a mentor!](#)

Contact Zhenzhen He-Weatherford, Tenure Track Mentoring Lead, & Chloe Horning, Adjunct Support Lead, for more information

Advocacy for faculty comes in many forms through the Faculty Commons

We continue to build our support for faculty by collaborating with BCAHE, the Positive Policies for Adjunct 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 2024-2025		
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

Adjunct Rights and Responsibilities

Tuesday, April 15, 3:00 - 4:30 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 (Taylor.Dalrymple@bellevuecollege.edu)

Completing Your Adjunct Performance Review/Evaluations

Thursday, May 1, 1:30 – 3:00 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 (Taylor.Dalrymple@bellevuecollege.edu)



How to Read Your Paycheck

Thursday, May 15, 11:30am - 12:30pm 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

Benefits & Eligibility for Adjuncts

Wednesday, June 11th, 1:00 – 2:30 p.m. via [Zoom](#)

Learn about the eligibility rules that govern Adjunct Faculty benefits! How do I become eligible and *stay* eligible? What is 2-year averaging? How does Summer work? What is the Multiple Employment Form? Additionally, learn about the various benefits (besides health insurance!) that are available to Adjunct Faculty. And what about benefits after retiring? Come learn about all of your options, and the laws that relate to your eligibility – no more mystery!

No registration necessary! Zoom link above.

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

Applying for Unemployment Benefits During Summer

Tuesday, June 24th, 3:00 – 4:30 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. Open to BCAHE members.

No registration necessary! Zoom link above.

Questions? Contact Taylor Dalrymple (Taylor.Dalrymple@bellevuecollege.edu)



Introduction to Grants

Wednesday, May 7 from 2:30 – 3:30 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 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: 290 876 474 255 | Passcode: Ym6qC3oh

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

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.

Title - Name	Office Hours
Provost Dr. Jess Clark	Thursday, April 21, 2:00-2:45 pm in the Faculty Commons D104 Wednesday, May 7, 1:00-1:45 pm in the Faculty Commons D104 Thursday, June 5, 1:00-1:45 pm in the Faculty Commons D104
Interim Associate Vice President of Academic Affairs Dr. Liz Hollerman	Tuesday, April 10, 1:00-1:45 pm in the Faculty Commons D104 Wednesday, May 21, 2:30-3:15 pm in the Faculty Commons Thursday, June 12, 1:00-1:45 pm in the Faculty Commons D104
VP of Human Resources Frances Dujon-Reynolds	Online via Teams Join the meeting now Meeting ID: 253 634 772 931 Passcode: uN68nY7g
VP of Student Affairs Dr. Judith Hernández Chapar	TBD

Faculty Commons Leads Mentoring and Support

Title, Name, Description of Support	Support Hours and Contact Info
Faculty Commons Chair, Nan Ma Discuss ideas for the Commons, the latest in teaching and learning, or mentoring & advocacy needs.	Email or message me on Teams to schedule a time to meet. nan.ma@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: Tuesdays 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: Thursdays 1:00-3:00pm in D104B and by appointment zhenzhen.hw@bellevuecollege.edu
Climate Justice Lead, Sonya Doucette 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.	Email for an appointment: sonya.doucette@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: Wednesdays 3:00-4:00pm via Teams Join the meeting now Meeting ID: 285 834 411 729 Passcode: F8bS7Dr9 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

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.

Jeremiah Allen, FYS	Elena Maans-Lorincz, LMC
Archana Alwar, A&H	Steven Martel, Counseling
Gretchen Bird, HR	Michelle McRae, HSEWI
Brian Casserly, FTPRC Chair	Caitlin Morris, A&H
Taylor Dalrymple, BCAHE	Sue Nightingale, BCAHE
Sonya Doucette, Climate Justice	Russ Payne, A&H
Zhenzhen He-Weatherford, A&H, Tenure Mentoring Lead	Karrin Peterson, A&H, Writing Lab Chair
Chloe Horning, LMC, Adjunct Support Lead	Christina Sciabarra, Social Science & Climate Justice
Amanda Jankus, A&H	Madhura Sohani, Social Science
Deepti Karkhanis, Social Science	Steve Staats, Custodial Staff
Melinda Lin, FC Office Assistant	Weina Sun, A&H
Brandon Lueken, Grants	Bradetta Vines, A&H
Celeste Lonson, Social Science	Wendy Wilson, Program Manager
	Sandi Xhumari, Science

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

Trevor Gamble, Chair, Science
 Zhenzhen He-Weatherford, A&H
 Weina Sun, A&H
 Frank Hatstat, SB&T
 Sandi Xhumari, Science
 Stephanie Campbell, HSEWI
 Rachel Lowe, HSEWI

Chloe Horning, Connected Learning
 Richard Tebbets, Social Science
 Pete Ophoven, SB&T
 Anne Mary Nash-Haruna, Dean, A&H
 Amy Kinsel, Dean, Connected Learning
 Sue Cox, BCAHE

****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 Nan 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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