

| ID | Name2            | Position | Other participants? | Session Title<br>Often, people will decide to attend or not   | Session Description<br>This description will be used in program planning and publicity. It should pique  | Session Outcomes<br>Include two to four session learning outcomes for your   | Check the professional learning focus that best matches your  | How long do you need for this activity? | Which days are you available to give your presentation during | Delivery mode<br>We will have a combination of in-   | Zoom link<br>If you would | Additional comments? |
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| 1  | Tina Christensen | Faculty  |                     | Equity practices in the STEM classroom (a practical approach) | This workshop is mainly for STEM faculty and mostly focused on equitable practices for labs. Some of these activities can also be incorporated into lecture classes. In this interactive session you will be the "student" for many of the activities. You will learn about inequities student feel in the our STEM labs and perhaps have also experienced in their K-12 school districts. You will learn some practical applications that you can do in the labs/classrooms to increase equity, participation and respect for students preferred names/gender. This session will also teach you about "growth mindset" practices and show you activities that you can do to incorporate growth mindset into your classroom. | After the session, participants will be able to: *implement a growth mindset activity in their classrooms, *identify inequities we may have in our labs and recognize how our students diverse backgrounds has shaped their preparation for our classes, * develop methods to increase equity in their own labs/classrooms, * implement equity-minded practices that provides a safe space for learners to dare to contribute to classroom conversations, *implement techniques that easily incorporate students preferred names | Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives;Equitable practices to support students with the development of math and English skills in all courses; | 3 hours                                 | Thursday, 8/17;   | 3-hour session. In-person in room SMN 207. Maximal enrollment: 24 (due to the interactive workshop and the material needed to be prepared) |                           |                      |
| 2  | katrina wagner   | Faculty  | no                  | Drawing a PORTRAIT  | Creating images of a diverse community of people--of many ethnicities and of many ages   | 1. Create realistic images of people one might encounter on campus 2. Engender a respect for and an appreciation of the beauty of people of all backgrounds and ages.  | Celebrating community and belonging;Fostering self-care, wellness, and community care;  | 2 hours                                 | Thursday, 8/17;Friday, 8/18;                                  | In person because hands on demonstrations of drawing techniques are best presented in person with on going feedback to participants        |                           |                      |

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| 3 | Dayna Quick  | Faculty       | Immediate Feedback Assessment Technique - a tool for learning   | One innovation that has had a significant impact on my students is the implementation of team-based learning and the Immediate Feedback Assessment Technique (IF-AT forms). This approach involves students participating in individual quizzes in class for assessment and accountability. Following this, students work in teams of 3-4 to complete a quiz using an IF-AT form that provides immediate feedback. This approach generates an energetic classroom by having all students engaged in teaching and learning in teams, which greatly enhances learning. Teams discuss, debate, and come to a consensus on an answer, receiving instant feedback and additional attempts until a correct answer is reached. IF-AT forms may also be used for individual summative exams to improve accuracy and provide instructors with more information about student learning, as well as provide a mechanism for partial credit in multiple-choice exams. I will provide an overview of this technique and participants will have the opportunity to be the students using this form. Come learn and have fun! (Lecture, hands-on activity, interactive) | After this session, participants will be able to: *Identify the benefits of team-based learning and immediate feedback. *Implement a formative assessment using the IF-AT form.   | Celebrating community and belonging;Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives; | 1 hour    | Tuesday, 8/15;Thursday, 8/17; | In person would work best, as there will be an interactive demonstration that requires participants. | Is there a fund for costs of materials used in flex sessions?<br>Thanks! |
| 4 | Nikki Harris | Administrator | Mia Robertshaw<br>Training on the Elimination of Bias in Hiring and Employment for Screening Committees | Prior to serving on a recruitment and screening committee, all individuals will receive mandatory on the elimination of bias in hiring and employment from the Human Resources Department on the following requirements and topics: a. Title 5 regulations on Equal Employment Opportunity (Title 5, section 53000 et. seq.); b. Federal and state non-discrimination laws; c. The District Equal Employment Opportunity Plan and related District policies on nondiscrimination, recruitment and hiring; d. Principles of diversity and cultural proficiency; e. The value of a diverse workforce; f. Recognizing and eliminating bias in hiring decisions; g. Best practices in serving on a screening committee.  | Understand Diversity and Equity at MCCCD, Equal Employment Opportunity Laws & Policies, Screening Committee Charge, Unconscious Bias and Microaggressions, Diversity, Equity, and Unconscious Bias in the Hiring Process. | Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives;Celebrating community and belonging; | 1.5 hours | Monday, 8/14;Thursday, 8/17;  | In-person  |  |

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| 5 | Mia Robertshaw    | Adminis-<br>trator | Sexual Harassment<br>Prevention for Non-<br>Managers                                  | Senate Bill (SB) 1343 requires employers with<br>five or more employees to be trained in sexual<br>harassment and abusive conduct prevention<br>every two years.  | Understand the definition of<br>Sexual Harassment, Anti-<br>harassment in the workplace,<br>actions for victims of sexual<br>harassment, bystander<br>intervention and complaints and<br>Investigations.  | Celebrating community<br>and belonging;Creating<br>anti-racist learning<br>environments that<br>address the diverse<br>needs of learners by<br>providing flexible ways<br>to access and engage<br>with course materials<br>and demonstrate<br>learning objectives; | 1 hour                                  | Monday,<br>8/14;Thursday,<br>8/17;Friday, 8/18; | In-person                                     |           |  |
| 6 | Carol Lefkowitz   | Faculty            | Learning to See,<br>Drawing exercise  | This workshop is a hands on activity<br>encouraging participants to trust the<br>relationship between looking and drawing. This<br>process reveals the universal relationship<br>between visual skills and the application to<br>other subjects. No prior experience with<br>drawing or charcoal is necessary. (Some mess<br>will be created. Don't wear clothes that<br>shouldn't get dirty) | Improve their learning<br>experiences. Translate this<br>experience into their own<br>classroom practice  | Celebrating community<br>and belonging;  | 2 hours                                 | Tuesday, 8/15;Monday,<br>8/14;Thursday, 8/17;   | In person. We would<br>use FA214.             |           |  |
| 7 | Yolanda Bellisimo | Faculty            | Jonathan<br>Eldridge,<br>Vice<br>Presiden-<br>t Student<br>Learning<br>and<br>Success | Serving on an ACCJC<br>Visiting Team: a<br>fantastic professional<br>experience waiting for<br>you  | The ACCJC visiting teams that come to COM<br>during our accreditation process are composed<br>of faculty members and administrators from<br>other colleges. Did you ever wonder how they<br>are recruited? Or who trains them to do these<br>visits? Perhaps you want to be on a team that<br>looks at another college. How do you get to do<br>that? Join COM faculty and administrators who<br>have been on visiting accreditation teams and a<br>special guest speaker, Kevin Bontenbal, ACCJC<br>Vice President, to learn the inner workings of<br>visiting teams and how you, as faculty, can<br>participate in this great professional<br>development experience and provide service to<br>other institutions at the same time. Serving<br>on a team is one of the most fascinating and<br>rewarding experiences we can have as<br>educators. Come hear Kevin and others<br>describe what being on a visiting team entails<br>and answer all your accreditation-related<br>questions. | Participants will be able to:<br>Understand what visiting teams<br>do, their workload and outcomes;<br>Determine if they would like to<br>serve on a visiting team.  | Celebrating community<br>and belonging; | 1 hour  | Monday, 8/14;Tuesday,<br>8/15;Thursday, 8/17; | In-person | Our guest<br>speaker<br>would prefer<br>a morning<br>session and<br>cannot make<br>it on Friday. |

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| 8 | Susan Rahman         | Faculty                 | Jon Horinek, Becky Reetz, Julian Solis | Best Practices for Serving Justice Involved Students  | Students enter our classrooms with a variety of backgrounds and life experiences that affect their ability to thrive. Formerly incarcerated students come to campus with specific needs that left unmet can diminish their chance of success. College of Marin is proudly launching it's Rising Scholars program to support formerly incarcerated students and this flex workshop will provide attendees with best practices and ways to support students in the classroom. | Identify potential pitfalls for formerly incarcerated students and how to avoid them. Implement equity-minded teaching practices specific to formerly incarcerated students. Apply effective practices in working with formerly incarcerated students both the classroom and during office hours. Connect students to support services. | Equitable practices to support students with the development of math and English skills in all courses;Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives;Celebrating community and belonging; | 1.5 hours           | Tuesday, 8/15;Thursday, 8/17; | dual delivery   | TBD   |
| 9 | Jamie Terhune        | Faculty                 |  | Hands on with ChatGPT- If equity is about leveling the playing field, should we be teaching our students to use AI? | The future is here, ready or not. Let's try out ChatGPT together and have some discussion of ways we, and our students can use it to our benefit. In the name of equity, we need to give our students ALL of the tools available to them.   | * Identify several ways that they can use AI to enhance their teaching. * Decide for themselves if teaching students to use ChatGPT is an equitable practice. * Learn about how to check student work for AI produced content.  | Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives;  | 1 hour              | Friday, 8/18;Thursday, 8/17;  | I would prefer in-person in a computer lab for the presentation, because I think it might be hard to toggle back and forth between screens. |   |
| # | Marco Cantua-Alvarez | Classified Professional |  | COM Care: Balancing Classroom Management & Student Support  | During this presentation, you will have the opportunity to meet COM's Student Conduct and Community Standards Coordinator learn about the resources and tools COM offers to help you with classroom management. You will learn how to effectively use the COM Care intervention system, explore how to manage challenging classroom situations through case studies, and understand expectations and resources to support students with various experiences.                | Effectively use the COM Care intervention system; Utilize tools to manage challenging classroom situations through case studies; Identify expectations and resources to support students with various experiences.  | Celebrating community and belonging;Equitable practices to support students with the development of math and English skills in all courses;Fostering self-care, wellness, and community care;   | 45 minutes - 1 hour | Tuesday, 8/15;Thursday, 8/17; | Dual-delivery   | <a href="https://marin-edu.zoom.us/j/9876543210">https://marin-edu.zoom.us/j/9876543210</a> |

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| # Diamond Alexander   | Classified Professional Counselor; Ryan Byrne - Director of Athletics; Steve Berringer - Head Baseball Coach; College of Marin Student-Athlete | Kyle Beattie - Maximizing Academic Success for Student-Athletes | Beyond the Game: Maximizing Academic Success for Student-Athletes   | In this session, we will provide an overview of the California Community College Athletic Association (CCCAA) and its mission to address equitable practices, including how it aligns with our institution's strategic plan; IP goal 5 and 6. We will also discuss recent changes to the CCCAA's constitution and bylaws and how they support our goals for student success. Additionally, we will highlight the role of athletics in promoting equity and increasing student success and retention. We will explore how we can leverage athletics as a tool for promoting equity and addressing systemic barriers to success. Join us to learn more about how we support student-athlete success and how we can work together to help these students achieve their goals. | Increased understanding of the role of the CCCAA and member institutions in promoting equity and supporting student-athlete success. Understanding of the approach to preparing student-athletes for academic success from recruitment to transfer. Awareness of opportunities for faculty and staff to support athletics programs and student-athletes. Increased engagement and commitment to supporting the success of all student-athletes through equity-minded practices. | Equitable practices to support students with the development of math and English skills in all courses;Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives; | 1.5 hours | Thursday, 8/17;Tuesday, 8/15;Monday, 8/14; | In-Person |  |
| # Stormy Miller Sabia | Administrator  | Elle Dimopoulos; Carl Freschl; Luna Finlayson; Ruth Jimenez     | Antiracism and Universal Design for Learning: Exploring its Intersections and Endless Opportunities in Practice | "Every Black and Brown student should know that their experiences are a valuable basis for further learning". Join us as members of the Student Accessibility Services team explore the work and text of Andratesha Fritzgerald on Antiracism and Universal Design for Learning: Building Expressways to Success. We'll provide a preliminary overview of the principles of UDL, guidelines and checkpoints for implementation in educational spaces, and more deeply explore our collective learning from this literature.  | 1) Understand the connection between Antiracism, Universal Design for Learning, and honor; 2) Gain a deeper understanding of the principles of Universal Design through exploration of guidelines, checkpoints, and its intersection with antiracism; 3) Leave with practical strategies for constructing an antiracist, universally designed classroom   | Creating anti-racist learning environments that address the diverse needs of learners by providing flexible ways to access and engage with course materials and demonstrate learning objectives;  | 1.5 hours | Monday, 8/14;Tuesday, 8/15;                | in-person | <a href="https://marin-edu.zoom.us/j/83035255290">https://marin-edu.zoom.us/j/83035255290</a> There may be an opportunity for this to be a 2-part session. Part 1 is based on this submittal. Part 2 may include a virtual chat with the author of the |