

ID	Name2	Position	Other participants?	Session Title	Session Description	Session Outcomes	professional learning focus	Length of time
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	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
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
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	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

4	Nikki Harris	Administrator	Mia Robertshaw	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.	Understand Diversity and Equity at MCCD, 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
5	Mia Robertshaw	Administrator		Sexual Harassment Prevention for Non-Managers	Senate Bill (SB) 1343 requires employers with five or more employees to be trained in sexual harassment and abusive conduct prevention every two years.	Understand the definition of Sexual Harassment, Anti-harassment in the workplace, actions for victims of sexual harassment, bystander intervention and complaints and Investigations.	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
6	Carol Lefkowitz	Faculty		Learning to See, Drawing exercise	This workshop is a hands on activity encouraging participants to trust the relationship between looking and drawing. This process reveals the universal relationship between visual skills and the application to other subjects. No prior experience with drawing or charcoal is necessary. (Some mess)	Improve their learning experiences. Translate this experience into their own classroom practice	Celebrating community and belonging;	2 hours
7	Yolanda Bellisimo	Faculty	Jonathan Eldridge, Vice President for Student Learning and Success	Serving on an ACCJC Visiting Team: a fantastic professional experience waiting for you	The ACCJC visiting teams that come to COM during our accreditation process are composed of faculty members and administrators from other colleges. Did you ever wonder how they are recruited? Or who trains them to do these visits? Perhaps you want to be on a team that looks at another college. How do you get to do that? Join COM faculty and administrators who have been on visiting accreditation teams and a special guest speaker, Kevin Bontenbal, ACCJC Vice President, to learn the inner workings of visiting teams and how you, as faculty, can participate in this great professional development experience and provide service to other institutions at the same time. Serving on	Participants will be able to: Understand what visiting teams do, their workload and outcomes; Determine if they would like to serve on a visiting team.	Celebrating community and belonging;	1 hour

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
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
10	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

11	Diamond Alexander	Classified Professional	Kyle Beattie - Academic Counselor; Ryan Byrne - Director of Athletics; Steve Berringer - Head Baseball Coach; College of Marin Student-Athlete	Beyond the Game: Maximizing Academic Success for Student-Athletes	In this session, we will provide an overview of the California Community College Athletic Association (CCCCAA) 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 CCCCCA'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 CCCCCA 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
12	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 Fitzgerald 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

13	Lia Lara	Classified Professional	Sadika Sulaiman Hara	Fostering Student Success: Supporting Basic Needs	With approximately a third to half of community college students facing challenges with accessing food and/or housing, the classroom and spaces on campus can be a refuge from the everyday challenges of life. Faculty and staff play an integral role in cultivating a safer space for students to ask for help. In this session participants will gain tools to support delicate situations and learn about resources to refer students who are experiencing financial difficulty, access to healthy food, mental health concerns, relationship concerns, and more.	After the session, participants will be able to define basic needs. Participants will be able to identify community resources to offer students facing basic needs concerns. Participants will be able to identify on-campus resources.	Fostering self-care, wellness, and community care; Celebrating community and belonging;	1.5 hours
14	Teresa Reiko Perales	Classified Professional		Brave Spaces: A Proactive Approach to Supporting LGBTQ+ Students - Gender 101	This presentation that has been updated this semester, covers foundational information about sex, gender identity, gender expression, and sexual orientation. Participants will examine their knowledge and beliefs, critique paradigms that are harmful to LGBTQIA people, and gain practices that can help cultivate affirming spaces at College of Marin and our larger communities.	Learn foundational terminologies of the expansive LGBTQ+ community Practice using inclusive and affirming language Take away tips and tools about how to cultivate brave spaces in their classrooms and communities	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; Fostering self-care, wellness, and community care;	1.5 hours
15	Hugo Guillen	Classified Professional		UndocuALLY Training: Supporting Undocumented Students	This presentation will provide participants with knowledge, tools, and resources to support undocumented students at COM. We will cover common terms, state and federal laws affecting undocumented students, resources available on and off-campus, and share best practices.	•Identify state and federal laws that impact undocumented students •Learn mindful ways of connecting with undocumented students •Refer undocumented students to resources on and off campus	Celebrating community and belonging;	1.5 hours
16	Dustin Ruiz	Classified Professional	Paul Stewart	Campus Safety	Campus police officers will cover topics such as general safety, crime prevention, reporting crimes, first aid, and many other topics.	Feel better prepared to respond in case of emergency	Celebrating community and belonging; Fostering self-care, wellness, and community care;	1 hour
17	Teresa Reiko Perales	Classified Professional	Sadika Sulaiman Hara, Patricia Francy	"Not Racist" Is Not Enough: Understanding White Supremacy and Racial Justice	White supremacy is often discussed as a "thing of the past" or a "taboo topic." With the pandemic came the stark understanding of how deeply rooted systemic racism and oppression is for marginalized communities, stemming from practices and policies steeped in White supremacy. Join us in a conversation about how institutions of higher education are rooted in White supremacy and how we can embody Angela Davis' quote of individually and collectively working to dismantle racist systems. We will strategize on how to create equitable access and support for students and	Learn about the historical and current context of White supremacy and racial justice in the U.S. higher education system Reflect on current practices in teaching and/or positions at the college Take away tips and tools to actively dismantle oppressive practices in their teaching and/or professional positions	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; Celebrating community and belonging; Fostering self-care, wellness, and community care;	1.5 hours

18 Sarah Frye	Faculty	David Patterson	COMmon Weed: Print Collection	You've heard of COMmon Read, now learn about COMmon Weed! Come learn how you can participate in collection development of the Kentfield Library's physical collection in preparation for our move the the new LRC in Fall 2025!	Ensure access to anti-racist materials in your subject area within the Kentfield Library's physical collection.	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;Celebrating community and belonging;	1 hour
19 Sarah Frye	Faculty	David Patterson	COMmon Weed: Electronic Resources	You've heard of COMmon Read, now learn about COMmon Weed! Come learn about the library's electronic resources so we can ensure we're meeting your needs!	Ensure access to anti-racist online collections that support teaching and learning in your discipline.	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;Celebrating community and belonging;	1 hour
20 Stacey Lince	Classified Professional	Noelani Obermeyer (NameCoach Rep)	Namecoach: Celebrating Students and their unique identities	Namecoach is a DEI focused software integrated into our Canvas instance that places an emphasis on individual identity through proper name pronunciation. We ensure your diverse student body is welcomed with open arms from the moment they step on your campus. Facilitating proper name pronunciation promotes engagement between your teacher and students, studies have shown that when a teacher knows how to pronounce a students name correctly, they are most likely to address them in class. This in turn promotes student engagement in the classroom and outside in the	Access Namecoach through Canvas Explore ways to incorporate Namecoach into in-person and online course	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;Celebrating community and belonging;	1 hour

21	Beth Sheofsky	Faculty	Ingrid Kelly, Patty France	English/Humanities/Philosophy Department Retreat	Get to know your colleagues and learn about what inspires their teaching; develop a shared vision of our department's mission and goals; collaborate with colleagues in supporting our students.	After the session, participants will feel a greater sense of belonging and community within our department, be prepared to collaborate with each other in supporting our students, and take part in developing our departmental decision-making process.	Equitable practices to support students with the development of math and English skills in all courses; Celebrating community and belonging; Fostering self-care, wellness, and community care; 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;	3 - 3.5 hours
22	Carl Freschl	Faculty	Luna Finlayson	Accommodations: Equity, Diversity and inclusion	Belonging and Community Care	Provide Faculty with information about SAS. Connect faculty with SAS support services. Answer questions about SAS.	Celebrating community and belonging;	1.5 hours