

ID	Name2	Position	Other Co-Presenters?	Session Title	Session Description	Session Outcomes	Professional learning focus	Session Length	Days available to give your presentation	Delivery mode
1	Lisa Tostenon	Faculty	Bo Buckley	Learn the basics of first aid, bystander CPR, and Narcan administration.	This will be an in-person interactive session with hands on practice preforming basic first aid skills, from application of slings and bandages, bystander CPR, Narcan administration, and more. You will receive an emergency CPR facemask and Narcan. *please note that you will not receive a certificate for CPR at this session.	Learn to identify and respond to emergency health situations on campus, home, and in the community.	•Fostering self-care, wellness, belonging, and community care;	1 hour	Thursday, 8/15;Wednesday, 8/14;	In-person, at the Student Health Center Kentfield campus, limited to 12 participants.
2	M Clara Gray	Faculty	no	Mindful Breathing and Basic Yoga for Stress Relief	This session will introduce you to the practice of mindfulness using the breath to gain awareness and acknowledge of the day to day tension that the body holds putting ourselves to the edge of mental an physical stress. You will also learn basic chair and standing yoga postures to help and promote stress relieve.	*Define and improve mindfulness and proprioception *Learn basic yoga postures, seated and standing, to help release muscle tension and tightness *Create a simple breath and yoga routine that can be used at home or at the office for self-care	•Fostering self-care, wellness, belonging, and community care;	1 hour	Wednesday, 8/14;Thursday, 8/15;Tuesday, 8/13;	In person only
3	Melanie Palomino	Classified Professional		Get inspired by Award winning documentary film about Rising Scholars	Rising Scholars is one of COMs newest additions. Watch Almost Home — Life After Incarceration,” an award winning documentary depicting the challenges faced by those recently released from confinement as they return to life outside prison walls.	Understand some of the challenges facing formerly incarcerated folks. Learn how to support this student population	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Anti-racism / culturally responsive pedagogy;•Building community;	1.5 hours	Pre-Flex Week, 8/5-8/9;Monday, 8/12;Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	not sure
4	Carol Lefkowitz	Faculty		Learning to See	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 will be created. Don't wear clothes that shouldn't get dirty)	Participants experience a process oriented lesson helping to remind them to trust what they are seeing as a mode of learning something new. This session confirms essential modes of building trust between students and teachers	•Creating innovative, equitable learning environments that address the diverse needs of learners.;	2 hours	Monday, 8/12;Tuesday, 8/13;Thursday, 8/15;	In person

5	Patty France	Faculty	Bay Area Writing Project	Training session for the English Department	Implement three equity-minded teaching practices. Apply anti-racist practices in the classroom and the office.	•Anti-racism / culturally responsive pedagogy;•Creating innovative, equitable learning environments that address the diverse needs of learners.;	3 hours	Friday, 8/16;	In Person	
6	Patty France	Faculty	Faculty Diversity Internship Program: Mentoring the next generation of teachers (I am not sure about this title)	This session will explore the FDIP program and the process of becoming a mentor. In addition, it will highlight what means to be a mentor and building community. (Not sure about this. You can use my previous description)	Promote FDIP and provide information about the process/purpose Recruit new mentors Connect with other faculty	•Building community;•Creating innovative, equitable learning environments that address the diverse needs of learners.;	1 hour	Pre-Flex Week, 8/5-8/9;Monday, 8/12;	In person	
7	Duane BigEagle	Faculty	Coastal Miwok Tribal Council members	Conversation with our Miwok Neighbors: Lessons, Stories, and Insights on Sustainable Life	Most COM employees couldn't name a Miwok person and probably think the Miwok have vanished. Let's bring four members of the Coast Miwok Tribal Council to campus for a conversation with our COM community. The Tribal Council has recently acquired land in Nicasio. I'd like them to talk about what this means to them. The Miwok have over 10,000 years of experience of living in Marin County. They should be considered experts on how to live here. I'd like to ask them for lessons, stories, insights on sustainable life here. I see this as a beginning of an engagement with the local Native American community.	TBD	•Anti-racism / culturally responsive pedagogy;•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Building community;•Fostering self-care, wellness, belonging, and community care;	TBD	Monday, 8/12;Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	In Person
8	Marco Cantua-Alva	Classified Professor	Sadika Sulaiman Hara and Stormy Miller	Balancing Boundaries with Restorative Practices In The Classroom	During this presentation, you will have the opportunity to learn about the resources and tools COM Care offers to help you with classroom management, balancing boundaries, and trauma informed practices. Additionally, 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, including trauma.	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Building community;•Anti-racism / culturally responsive pedagogy;	45 minutes - Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;Monday, 8/12;	dual-delivery	

9	Nikki Harris	Administrator	Mia Robertshaw	<p>Screening Committee Training: Elimination of Bias</p> <p>Prior to serving on a recruitment and screening committee, all individuals must receive training on the elimination of bias in hiring and employment from the Human Resources Department on the following requirements and topics:</p> <p>Title 5 regulations on Equal Employment Opportunity (Title 5, section 53000 et. seq.)</p> <p>Federal and state non-discrimination laws.</p> <p>The District Equal Employment Opportunity Plan and related District policies on nondiscrimination, recruitment, and hiring</p> <p>Principles of diversity and cultural proficiency</p> <p>The value of a diverse workforce</p> <p>Recognizing and eliminating bias in hiring decisions</p> <p>Best practices in serving on a screening committee</p>	<p>Understand diversity and equity at MCCD.</p> <p>Describe equal employment opportunity laws & policies and screening committee charge.</p> <p>Identify unconscious bias and microaggressions.</p> <p>Promote diversity and equity in the hiring process.</p>	<p>•Fostering self-care, wellness, belonging, and community care;•Building community;•Anti-racism / culturally responsive pedagogy;•Creating innovative, equitable learning environments that address the diverse needs of learners.;</p>	1 hour	Thursday, 8/15;Tuesday, 8/13;	In-person
10	Hugo Guillen	Classified Professional		<p>UndocuAlly Training: Supporting Undocumented Students</p> <p>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.</p>	<ul style="list-style-type: none"> • Identify state and federal laws that impact undocumented students • Learn mindful ways of connecting with undocumented students • Connect undocumented students to resources on and off campus 	<p>•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Fostering self-care, wellness, belonging, and community care;</p>	1.5 hours	Monday, 8/12;Friday, 8/16;Tuesday, 8/13;	Online

11	Barbara Obata Gloi: Faculty	Craig Coss	Is It Worth It? Making Equity in Curriculum	Each semester Craig Coss and I, as Fine Arts faculty, work to source artworks of real substance for our students. Who is the artist, what drives them? How is this relevant to our students? It's easy AND it's uneasy. Who do we cover? Who isn't covered and why? This session will be a workshop on weaving diversity into curriculum. How will you do it? (Craig Coss Painting and Drawing) and I (Ceramics, Pottery, Painting) have each made our modifications with specific focus on diversity and equity. Some changes are obvious, some subtle, and some have a ripple effect. It's effort. Is it worth it? We will briefly describe our scenarios, and next steps, what gets flipped or reversed. The rest of the time will be spent with other faculty and staff talking through areas of change and next steps.	Identity course content or job area where diversity can be incorporated Come up with an action plan to change at least one area Connect with one other for a regular check-in on progress	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Anti-racism / culturally responsive pedagogy;•Building community;	1 hour	Monday, 8/12;Wednesday, 8/14;Friday, 8/16;	in person. dual delivery also fine
12	Stacey Lince	Classified Professional	Five Ways to Promote Equity in Canvas	Is your course ready for the first day of the semester? In this session we will review course design strategies and tips to help students easily access your course materials from day one. Topics will include: Importing content from prior terms Module Organization Communication New Canvas features and updates We will also discuss new educational technologies that are accessed through Canvas such as Pronto, NameCoach, and more!	Apply new Canvas features to course Quizzes, Assignments, and Gradebook Review and modify existing content pages for improved course accessibility Explore educational technology tools that enhance student communication and engagement	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Anti-racism / culturally responsive pedagogy;•Building community;	1.5 hours	Monday, 8/12;Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	dual delivery
13	Fernando Agudelo- Faculty	George Rothbart	Fostering STEM student learning : opportunities and challenges; case studies	Creating innovative, equitable learning environments that address the diverse needs of learners. Building community	To learn interdisciplinary approaches for STEM teaching To discuss cases studies of practices for STEM teaching To apply critical thinking to approaches to STEM related disciplines	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Building community;	1 hour	Wednesday, 8/14;Thursday, 8/15;	in person

14	Logan Wood	Faculty	SLOAC	Using SLO Reporting to Identify Equity Gaps	This workshop will cover how Student Learning Outcomes are measured and reported in eLumen, why we assess SLOs and how data from outcomes can lead to innovative teaching. We will discuss how the assessment of our learning outcomes and mapping of learning outcomes can provide us with information on disproportionate impact on student groups.	* Describe what makes a good student learning outcome. * Identify how CLOs, PLOs and ILOs are mapped * Describe how assessing outcomes can help faculty identify areas in learning where student subpopulations are not meeting success rates.	•Creating innovative, equitable learning environments that address the diverse needs of learners.;	1 hour	Monday, 8/12;Tuesday, 8/13;Friday, 8/16;	Zoom
15	Dan Zaffran	Faculty		AI? AïE, AïE, AïE!	YOU: Can you explain the title of this FLEX presentation? AI? AïE, AïE, AïE! ChatGPT: The title "AI? AïE, AïE, AïE!" for a FLEX presentation seems to be a playful and creative way to introduce the topic of artificial intelligence (AI). Here's a breakdown of the title: "AI": This is a standard abbreviation for artificial intelligence, which refers to the development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages. "AïE, AïE, AïE": This part of the title is a play on words. "Aïe" in French translates to "ouch" or an expression of pain or concern in English. It might be used here to evoke a sense of caution or to highlight potential worries or ethical considerations	Become familiar with what ChatGPT is and what it can do Appreciate achievements and milestones that AI has reached already Develop awareness of the potential impact of AI for workers, and for society	•Building community;•Creating innovative, equitable learning environments that address the diverse needs of learners.;	1 hour	Monday, 8/12;Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	In-person

16 Lia Lara	Classified Professor	Sadika Sulaiman Hara, Partnerships	Meeting Basic Needs & Supporting Student Wellness	Centering student wellness with safety net resources that are partnered with COM Creating an equitable campus that address basic needs along with bridging students to direct support	Learn about support services on campus and in the community which enable students to meet basic needs and respond to personal/financial challenges. Understand how students can benefit from financial coaching, housing support, food resources, technology resources, and personal/wellness support and advising. Share strategies to connect students to services that can support their personal and academic success.	•Fostering self-care, wellness, belonging, and community care;	1.5 hours	Wednesday, 8/14;Tuesday, 8/13;Thursday, 8/15;	Zoom
17 Sally Wong	Classified Professor	Patrick Garretson	Demystifying the New Student Process - For Faculty and Staff	Have you ever been asked how a student enrolls at College of Marin? In this session, the Welcome Center will demystify the new student process for you! We will provide a step by step overview of the COM application, admission and enrollment processes. You will get a glimpse of the new student's experience including the challenges, and leave with a better understanding of how a person gets started as a student at COM.	After the session, participants will be able to: - Describe the application and enrollment steps for a new COM student. - Identify challenges a student may face in getting started as a new COM student. - Direct a potential student to the COM application web page to get started. - Connect students to the Welcome Center who need assistance.	•Fostering self-care, wellness, belonging, and community care;•Building community;	1 hour	Pre-Flex Week, 8/5-8/9;Friday, 8/16;	Zoom or possibly dual-delivery
18 Win Cottle	Faculty	no	Teaching Inner Resources to Students	Creating innovative, equitable learning environments that address the diverse needs of learners Building community	Implement short teaching practices to activate inner awareness in students to engagement and empowerment	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Building community;	1 hour	Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	In-person

19	Stacey Lince	Classified Professional	Stacey Lince, Inclusive by Design: Creating Accessible Learning Materials	Using accessible design as a foundation, universal design for learning (UDL) can help us create materials and resources that are flexible and adaptable to engage a diverse group of learners. This session will demonstrate how to reduce access barriers, by designing course materials with accessibility in mind including HTML pages, PDF, Word, and PPT files, using alternative media, and existing open educational resources. We will also explore available tools at COM and through the CCC Accessibility Center to assist in identifying and troubleshooting accessibility issues.	Examine alternatives to inaccessible document formats using universal design principles and tools Identify available tools and resources to evaluate and remediate accessibility of websites, course content, and documents Discuss how multi-modal open educational and accessible resources can increase engagement and provide multiple opportunities to demonstrate mastery of the material	•Creating innovative, equitable learning environments that address the diverse needs of learners.; •Anti-racism / culturally responsive pedagogy;	1.25	Monday, 8/12;Pre-Flex Week, 8/5-8/9;Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	dual delivery
20	Emily Fox	Faculty	Shaquam Edwards, Patricia France, Beth Patel, Culturally Responsive Pedagogy and Practices In Action: Their Work	Are you curious about how to implement culturally responsive pedagogy and practices (CRPP) in your classroom? Join a panel of COM faculty who completed a pilot of the CRPP Faculty Professional Development Certification Program (FPDCP) as they share the work they have done and are implementing in their courses. This work provides tangible examples of how to take the academic theory of CRPP and turn it into real action. It is also an opportunity to learn more about the CRPP-FPDCP at College of Marin, and how you can join a future community in practice cohort.	Session participants will be able to: •Identify culturally responsive pedagogy and practices •Apply culturally responsive pedagogy and practices to courses at College of Marin	•Anti-racism / culturally responsive pedagogy;	1.5 hours	Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;Monday, 8/12;	online

21	Tea Reiko Perales	Classified Professional	Sadika Sulaiman Hara, Hugo Guillen, Yashica Crawford, Patricia France, Coleen Mihal, Craig Coss	COM's Inclusion, Diversity, Equity, Action (IDEA) Committee Presents: Community in Practice: Reflecting on Race and Engaging in Anti-Racism	Following the model of College of Marin's monthly Community in Practice, we will convene in our diverse community as we reflect, engage, and strategize on how to deepen our equity practices and solidarity in the classroom, our departments, on campus, and in our greater community. This FLEX session brings COM faculty and staff together to support and engage in collective learning that centers anti-racist practices rooted in Black healing and solidarity. Learn more about Affinity Spaces for anti-racist learning. We encourage you to attend the group you feel most connected to: Black & African American Affinity Space White Antiracist Affinity Space Non-Black People of Color Affinity Space	Cultivate community affinity spaces Discuss the purpose of Communities in Practice and how they support equity and anti-racism	•Creating innovative, equitable learning environments that address the diverse needs of learners.;•Anti-racism / culturally responsive pedagogy;•Building community;•Fostering self-care, wellness, belonging, and community care;	1.5 hours	Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;	in-person
22	Tea Reiko Perales	Classified Professional		Brave Spaces: A Proactive Approach to Supporting LGBTQ+ Students - Gender 101	This presentation covers foundational information about sex, gender identity, gender expression, and sexual orientation. Participants have the opportunity to examine their knowledge and beliefs and 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.	Cultivate community affinity spaces Discuss the purpose of Communities in Practice and how they support equity and anti-racism	•Anti-racism / culturally responsive pedagogy;•Fostering self-care, wellness, belonging, and community care;•Building community;•Creating innovative, equitable learning environments that address the diverse needs of learners.;	1.5 hours	Tuesday, 8/13;Wednesday, 8/14;Thursday, 8/15;	either

23 Sarah Frye	Faculty	Dave Patterson	COMmon Read Call to Poetry: You Are Here With Ada Limón	<p>Ada Limón is the 24th Poet Laureate of The United States, and she's coming to COM on March 13, 2025! As the poet laureate, her signature project, You Are Here, focuses on how poetry can help connect us to the natural world: "Never has it been more urgent to feel a sense of reciprocity with our environment, and poetry's alchemical mix of attention, silence, and rhythm gives us a reciprocal way of experiencing nature—of communing with the natural world through breath and presence."</p> <p>Join us to discuss events we are planning (and events you might want to lead!), brainstorm ways you and your students can participate, and connect through poetry—in our curriculum and hearts. Join us whether you're a poetry lover— or whether you're just diving in!</p>	<p>Identify how you and your students can access the book and attend events.</p> <p>Consider ways to easily include poetry and nature into your curriculum or work at COM!</p> <p>Express major themes in Ada Limón's poetry to engage with students and colleagues throughout the year!</p>	<ul style="list-style-type: none"> •Anti-racism / culturally responsive pedagogy; •Creating innovative, equitable learning environments that address the diverse needs of learners.; •Building community; •Fostering self-care, wellness, belonging, and community care; 	1.5 hours	Wednesday, 8/14;Thursday, 8/15;Friday, 8/16;	dual
24 Cara Kreit	Faculty	David King and Ingrid Kelly	Emphasizing Students' Voices in the Age of AI	<p>Join the English Department for a discussion on writing in college courses in this new world of AI. We'll be discussing the role of A.I. in the writing process and the central importance of authentic student voice in writing. In the first part of this session, we will share examples of syllabus language, classroom activities, rubrics, and strategies for talking with students about voice, AI, and writing, including connections to linguistic justice. In the second half, we'll open up the session for participants to share their own experiences with centering student voice and the role of A.I. in writing assignments.</p>	<p>Describe strategies for encouraging and centering student voice in writing assignments.</p> <p>Connect the importance of student voice to discussions of A.I.</p> <p>Identify opportunities (and challenges) of incorporating A.I. into the writing process.</p>	<ul style="list-style-type: none"> •Creating innovative, equitable learning environments that address the diverse needs of learners.; 	1 hour	Tuesday, 8/13;Friday, 8/16;	Zoom

25	Anna Mills	Faculty	I don't have anyone at the moment but	AI for Writing Feedback: Supporting Diverse Learners and Building AI Literacy within in a Human-Centered Writing Process	In this interactive session aimed at any instructors who assign writing, we'll test various forms of AI writing feedback using free custom chatbots, including feedback focused on encouragement and development and clarification of student ideas. How can AI feedback be incorporated to support students' development of their own voice and also to give students practice questioning plausible AI advice? Can we put AI in a limited place where it supplements the responses of peers, tutors, and teachers and stimulates student thinking without telling students what to write? We'll explore student comments on how it felt to use AI feedback from recent pilots of the teacher-created app MyEssayFeedback.ai.	Describe the quality and specificity of current AI writing feedback List benefits and risks of introducing students to AI feedback on their writing, including benefits and risks related to linguistic justice	•Creating innovative, equitable learning environments that address the diverse needs of learners.;	1.5 hours	Thursday, 8/15;Friday, 8/16;Tuesday, 8/13;	Online
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