

Objective 5.1 Embed equity principles and practices in the classroom.

	<p>Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?</p>	<p>Expected progress <u>at the end of Year 2</u> (2023-24):</p>		
		<p>Minimal progress/On hold</p>	<p>Substantial progress</p>	<p>Work completed</p>
<p>Engage faculty in creating working definitions and naming critical practices that address continued focus on equity in the classroom.</p> <p>Provide professional development based on universal design for learning principles and transformative practices, including specific focus on decolonialization of the curriculum and anti-racist practices in the classroom (emphasis on course design, teaching methodologies and materials for courses, grading practices, leveraging learning management system)</p>	<p>The Flex sessions described in the subsequent two action steps support this action step. In addition, this work will be connected to the culturally responsive pedagogy grant and the AB1705 funding (Equitable Placement Support and Completion Funding).</p> <p>Completed and Ongoing. The PLC specifically designed FLEX calls last spring to directly support this action step. The following FLEX sessions from last fall and las spring supported this action step. Fall '22 (10 sessions) UndocuAlly Training: Supporting Undocumented Students Faculty Diversity Internship Program: Information & Training Session Equity in Mental Health Symposium (Pre-Flex) Meeting Basic Needs & Supporting Student Wellness Student Services Open House Brave Spaces: A Proactive Approach to Supporting LGBTQ+ Students Giving Students a Voice & Getting Them Invested Effective Strategies for Addressing Student Disengagement COM Care: Balancing Classroom Management & Student Support COMmon Read Call to Action: The 1619 Project Spring '23 (11 sessions) COMmon Read Call to Action: The 1619 Project Compassion Fatigue: Supporting our Students and Ourselves UndocuAlly Training: Supporting Undocumented Students Understanding White Supremacy and Racial Justice Convocation (Pedro Noguera) and Breakout The Faculty Diversity Internship Program: Inspire Others! Canvas Content Reboot for in-Person Classes Imposter Syndrome: From the Student Perspective The COM Post-Bacc Student: Creating Learning and Engagement Opportunities Work-Based Learning Opportunities for COM Students! Discover Contemporary Latinx, Black, Asian-American and Native American Artists</p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input checked="" type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input checked="" type="radio"/></p>

Provide faculty with new opportunities to increase skills to effectively use technology and diverse instructional delivery modalities following the principles of anti-racism and universal design for learning.

Provide Flex-time for collaborative, discipline-centered/driven investigation and evaluation of programs with regards to equity principles and practices.

Completed and Ongoing. The PLC specifically designed FLEX calls last spring to directly support this action step. The following FLEX sessions from last fall and las spring supported this action step. Fall '22 (3 sessions) Canvas Updates & New Releases OER: A Voyage Beyond Textbook Adoption Promoting Accessibility in Canvas Spring '23 (4 sessions): Canvas Updates and New Releases Canvas Quizzes and Question Banks: Tips and Tricks to Avoiding Headaches Finding and Funding Open Educational Resources (OER) for Your Classroom A Dialogue on Universal Design for STEM at College of Marin

IP5-5.2. Objective 5.2 Open the Teaching and Learning Center for faculty and staff professional learning.

Briefly describe your approach/priorities/plans for Year 2 (2023-24):
What has been/will be accomplished in Year 2?
What are the challenges and opportunities?

Expected progress at the end of Year 2
(2023-24):

Minimal progress/On hold Substantial progress Work completed

Convene professional learning stakeholders to work towards the creation of a Teaching and Learning Center that promotes inquiry, innovation, collaboration, and the embodiment of COM's vision of powerful learning across the district.

We created a task force to convene professional stakeholders, identify current college initiatives, and devise vision and goals for the Teaching and Learning Center. This task force will build on what is going on with current professional learning activities. The Professional Learning Community will make a list and recommend to the President.

Identify current College initiatives, such as the faculty mentor program and UMOJA Equity Institute, that reflects the work in Action Step 5.2.1 and how this space can amplify and support this work.

We met last Spring to answer the following two questions:What professional learning do you engage in at the college? If you could dream big, what would be your dream for the Teaching and Learning Center? We are meeting with the TLC group this semester to continue the work of these two questions.

Devise the vision and goals of the Teaching and Learning Center based on an inventory of work already in progress at the institution and develop infrastructure, including staffing and space design, to connect and scale professional learning activities described in Objective 5.1.

The TLC Task Force has already started to develop a vision and goals. We are in the process of deciding on where TLC should live within the college and will be drafting recommendations for infrastructure and space.