

Name2	Position	Other Co-Presenters?	Session Title Often, people will decide to attend	Session Description This description will be used in program	Session Outcomes Include two to four session	Check the professional learning focus that best matches your
Kathleen Smyth	Faculty	LyRyan Russell	Pickleball is FUN!	Join the Kinesiology faculty for an afternoon of fun learning how to play pickleball, where we'll explore the dynamic intersection of teamwork, fun, and wellness. Participants will delve into the unique aspects of pickleball, a rapidly growing sport, learning how its inclusive nature fosters collaboration and communication. Prerequisite: ability to laugh and have fun.	-Recognize the value of incorporating physical activity to enhance networking and relationship building for faculty and staff. -Demonstrate how the physical activity involved in playing pickleball promotes wellness, offering an enjoyable alternative to traditional fitness routines and encouraging a more active and balanced lifestyle.	Celebrating community and belonging;Fostering self-care, wellness, and community care;
Patrick Ekoue- toutou	Administrat or	Matthew Howard	Microsoft O365 OneDrive for Data Storage	With the increased use of mobile devices and remote working, on-premise server-based file storage has shown limitations. The College is gradually deploying the Microsoft O365 OneDrive for Data Storage. Please, join us to learn more about how this cloud-based storage approach can help office productivity.	Learn about Microsoft O365 OneDrive basics. Understand how files are synch across multiple platforms. Understand how to share documents. Discuss options available for shared folders. Discuss IT proposed data migration plans. Create opportunities for Q&As.	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;
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 will be created. Don't wear clothes that shouldn't get dirty)	This process encourages process orientation and trusting that experience will help achieve understanding	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;
Hugo Guillen	Classified Professiona l		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; Connect undocumented students to resources on and off campus	Celebrating community and belonging;
Susan Rahman	Faculty	Chanel Brock Montalbano, Adam Paoli, Karina Ochoa, Josh Compton,	Education not Incarceration: Rising Scholars on Campus and Juvenile Justice Partnership	COme join the Rising Scholar students, staff, and faculty as they describe the program, what it is like to be formerly incarcerated at COM, and learn how you can support students in juvenile hall. This 5 year pilot program will include visits from faculty inside juvenile hall as a means to expose hall students to various degrees and career pathways. Come see how you can bring your perspective into a space where is is desperately needed.	Identify ways to increase equity for currently and formerly incarcerated students. Implement community based outreach inside juvenile hall. Connect currently and formerly incarcerated students to new ideas and pathways	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;
Erin McBride Africa	Faculty	Molly Noble, Paul Killam, Pamela Johnson	Engage Your Students Through Performing Arts	Involvement in the performing arts has been shown to increase empathy toward others, strengthen literary skills, and create a sense of community, wellness and belonging. Drama faculty members will lead an interactive workshop on the benefits of incorporating performing arts into any curriculum. Join us for improv games, a tour of the Drama theatres and facilities, and group brainstorming on how to incorporate attending performances on campus into your students' coursework.	1.Construct a lesson plan that incorporates viewing a live performance on campus and connects it to your discipline's curriculum. 2.Recognize the Equity in Action benefits of student involvement in the performing arts. 3.Identify opportunities for students and staff to connect with and celebrate community by attending performing arts on campus.	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;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;
Marco Cantua- Alvarez	Classified Professiona l		COM Care: Balancing Classroom Management & Student Support	during this presentation, you will have the opportunity to learn about the resources and tools COM Care 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.	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;

				<p>student learning objectives, Students and Faculty are probably already speaking two different languages in terms of what is considered “good collaboration” vs “in-appropriate sharing of work product”. Four-year college institutions often set near-draconian levels of compliance to prevent “cheating”, while at the same time promoting “constructive collaboration”. Academic Dishonesty Policies (when read by students), are often fraught with ambiguities and contradictions. “Approved” access to collaboration amongst students outside of the classroom is often a source of inequality, anytime it does not occur online. Enter “AI”: a ‘non-participant’ ready and willing to answer any question asked at any time of the day. In the midst of this nexus, are well-meaning tutors hoping to guide struggling students to “the right answer” and hopefully to “the right understanding”. With this maelstrom of forces, it is no wonder students are confused about what may be “ok collaboration” in one class, but “strictly forbidden collaboration” in another (despite what is written in arcane prose on syllabi). Finding a Solution: It may be time to revisit</p>	<p>Attendees will 1) leave with a richer sense of what other faculty consider acceptable collaboration vs collaboration that begins to undermine evaluative assessments. Attendees will also have an opportunity to 2) contribute and share in a discussion about the role of “AI” and its ability to neutralize inequity as it relates to “access to collaboration”; and 3) Contribute to an updated and more unified view of “collaboration levels” that have the potential to form a new rubric that can be shared across all of COM</p>	<p>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;</p>
Jeff Yates	Faculty	TBD - but would like to find 2-3 other presenters (working on it now)	Defining Collaboration in the Age of AI			
Becky Reetz	Administrator	Allyson Martinez, Chanel Brock, Hugo Guillen	Understanding EOPS and the Special Population Programs	<p>Our suite of programs: EOPS, CARE, NextUp, CalWORKS, Undocumented Student Services, Rising Scholars and the Juvenile Justice Program, serve students who are low-income, first generation, single parents, current or former foster youth, undocumented, formerly incarcerated and/or justice involved, and youth in the juvenile justice system in Marin County. Join our interactive presentation to learn about the complex needs of the diverse students we serve, as well as the wrap-around support services we provide to help them succeed.</p>	<p>Understand the diverse needs of the students we serve: Gain knowledge of the services the programs provide</p>	<p>Celebrating community and belonging;</p>
Dianne O'Donnelley	Classified Professional	Dorian Carlisle will help with workshop	Kindness Rocks - Learn about the benefits of rock painting while painting your own	<p>Explore the relaxing, stress-reducing pleasure of rock painting in a hands-on workshop. Participants will learn some of the history and benefits of the Kindness Rocks movement. There is science-based information about how our well-being is boosted through creative endeavors. There will be a brief demo, some rock-painting tips and time to try out paint markers and chalk pencils on rocks in an unhurried and supportive environment. All supplies are provided, and the rocks will be sealed after the workshop so they can be enjoyed at home, gifted, or placed around campus (or your neighborhood) to spark joy in those who find them. After the hectic pace of the holidays and before the start of a new semester, distract your mind with positive messages and colorful designs. Kindness rocks!</p>	<p>* Leave the workshop feeling relaxed and rejuvenated. * Collaborate with others sharing creative phrases and images. * Connect with others who you may not work with and strengthen existing relationships. * Anticipate the pleasure of someone finding a rock you created and benefiting from it.</p>	<p>Fostering self-care, wellness, and community care;</p>
Teresa Perales	Classified Professional	Colleen Mihal, Craig Cross, Sadika Sulaiman Hara, Hugo Guillen, Yashica Crawford	COM's Inclusion, Diversity, Equity, Action (IDEA) Committee Presents: Community in Practice: Reflecting on Race and Engaging in Anti-Racism	<p>Following the model of College of Marin's monthly Community in Practice, we will convene in our affinity groups to strengthen 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.</p> <ul style="list-style-type: none"> •Black & African American Affinity Space •White Antiracist Affinity Space •Non-Black People of Color Affinity Space 	<p>Cultivate community affinity spaces Reflect on key takeaways of Convocation Discuss the purpose of Community in Practice and how it supports equity and anti-racism</p>	<p>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;</p>

Oksana Pensabene	Classified Professional	Yes. Tonya Hersch	Embedded Tutor - your students' best academic friend in the classroom and beyond	Come to talk to us about how the use of embedded tutoring can increase your students engagement in the classroom and outside of class during their study sessions; how embedded tutors can help to meet the diverse needs of students and improve their final grade by at least one letter grade.	<ul style="list-style-type: none"> •Understand how embedded tutoring is able to help your students to be more successful in their courses. •Learn about the best and most effective practices of using embedded tutors in the classroom and outside of class time. •Connect students to tutoring support services. 	Equitable practices to support students with the development of math and English skills in all courses;
Lia Lara	Classified Professional	Sadika Sulaiman Hara and partnership representatives	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 this 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, limited access to healthy food, mental health concerns, relationship concerns, and more.	Define basic needs. Identify community resources to offer students facing basic needs concerns. Identify on-campus resources	Fostering self-care, wellness, and community care;
Sally Wong	Classified Professional	Patrick Garretson (maybe)	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.	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, and community care; Celebrating community and belonging;
Walter Turner	Faculty	Yolanda Bellissimo	Getting ready for that Sabbatical	Now is the time to begin thinking about that sabbatical. Sabbaticals are great opportunities for professional growth and taking on that project that you have been thinking about for a few semesters. Current and former members of the Sabbatical Committee will review the application process and share the Sabbatical Committee rubric. Examples of previous sabbaticals will be shared	prepare a well written sabbatical proposal in line with sabbatical rubrics, construct a sabbatical timeline for completion of goals and objectives, develop a sabbatical that speaks to changing student demographics and equity, design a sabbatical proposal that can be shared with colleagues and staff	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;
Aneissa Rosas-Sanchez, LCSW	Faculty	Danila Musante, PhD	Mental Health & the Impact of Systems on Our Work	Supporting Faculty, Staff and building COMMunity to promote self and collective care	Learn about the impact of systems on mental health and our work with students, broaden mental health across our campus community, discuss compassion fatigue and ways to support ourselves and one another	Fostering self-care, wellness, and community care;
Stacey Lince	Classified Professional	Sydney Duston	Leveraging Pronto (Canvas) for Increased Classroom Communication	Learn how to increase student engagement and communication using Pronto, a chat tool integrated right into Canvas. Pronto makes it easy to communicate with your students, allows students to communicate and collaborate with each another, builds community, and satisfies RSI requirements while creating a safe, inclusive, and equitable community for us all.	Enable Pronto for your courses. Implement steps to begin using Pronto in your classes. Learn tips for presenting this tool to students.	<p>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;</p> <p>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;</p>
Stacey Lince	Classified Professional	Several	Educational Technology to Support Equitable and Inclusive Teaching	This session will take place throughout the day on Tues 1/16 including Pronto, AI, Ally, and Video Tools and Captioning. Details	Coming soon	