

An illustration of many hands of various skin tones and ages, wearing different watches and jewelry, stacked together in a circle. The hands are reaching towards the center, symbolizing unity and community. The background is a textured blue with white polka dots.

COLLEGE OF
MARIN

Welcome

CONVOCATION

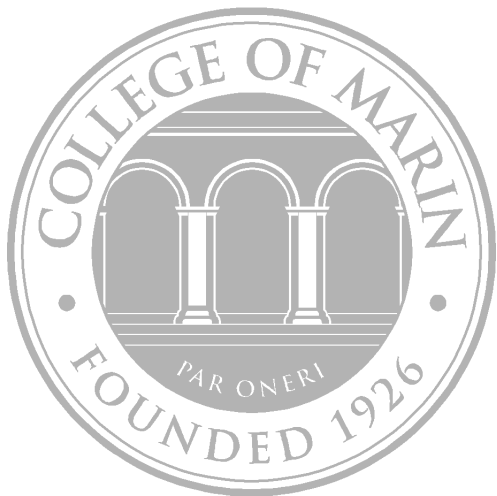
Creating Connections and
Cultivating Excellence

FALL 2022

8/17

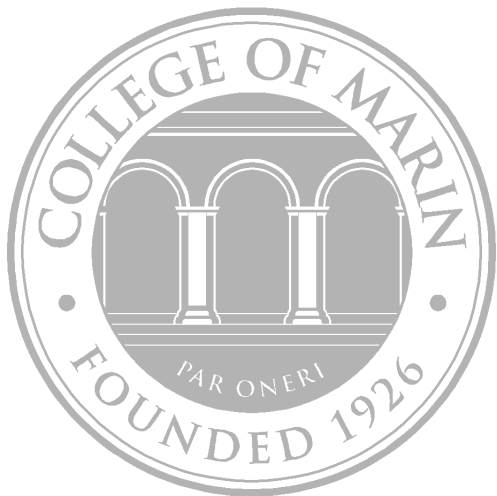


We're Back!



Welcome and Introductions

David Wain Coon, Ed.D.
Superintendent/President



Marin Community College District Board of Trustees



Stephanie O'Brien
President



Diana Conti
Vice President



Suzanne Brown Crow, JD
Clerk



Eva Long, PhD
Trustee



Philip J. Kranenburg
Trustee



Paul da Silva, PhD
Trustee



Wanden P. Treanor, JD
Trustee

Agenda

- ▶ Enrollment Update
- ▶ Budget Update
- ▶ 2022-2025 Strategic Plan Update
- ▶ Accreditation Update
- ▶ Professional Learning Committee Icebreaker
- ▶ COMmon Read Kick Off: The 1619 Project
- ▶ Wrap Up

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Enrollment Update

Jonathan Eldridge

*Assistant Superintendent/Vice President of Student
Learning and Success*



National Trends

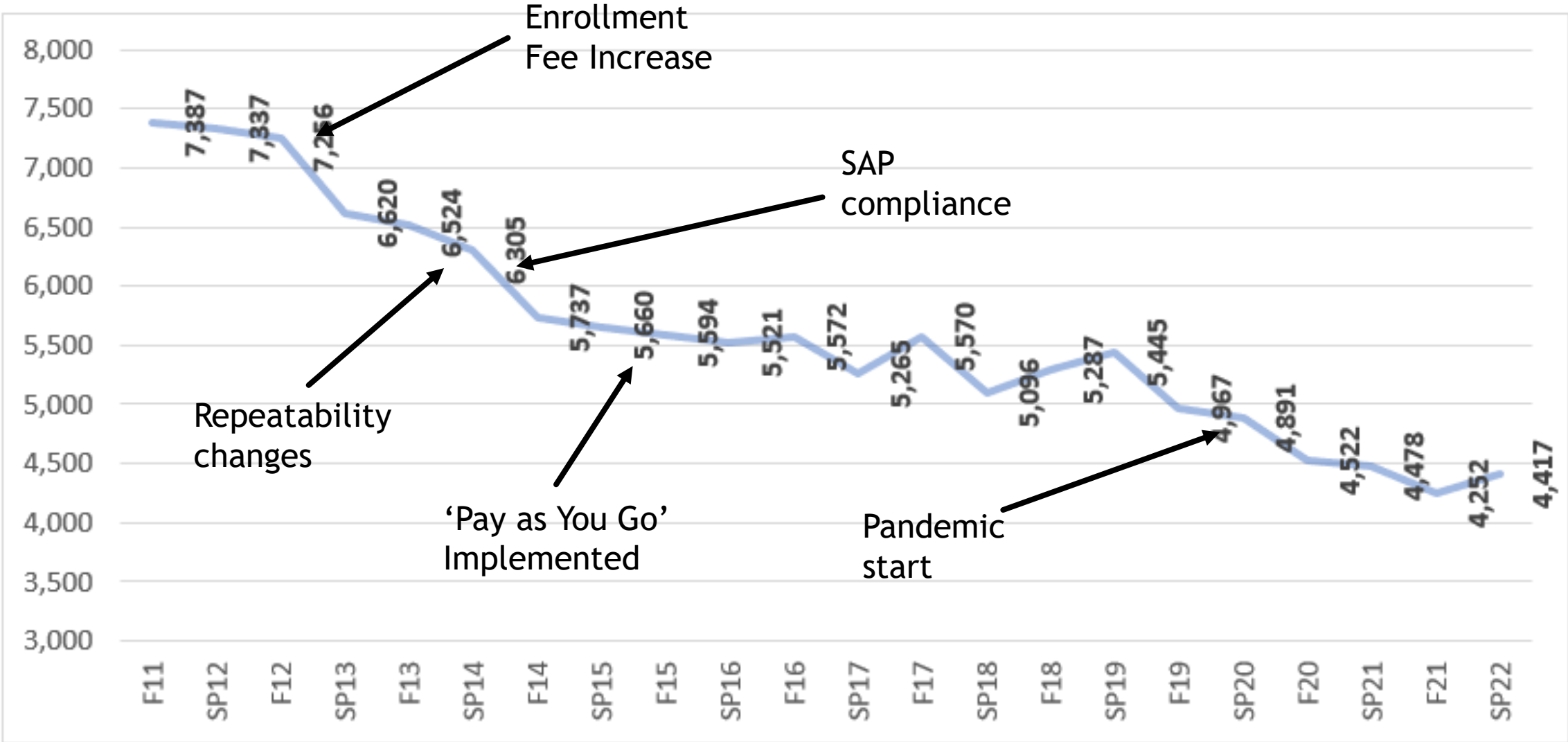
Undergraduate enrollment declines began in 2011.

1.5 million fewer students were enrolled in higher education in 2019 than in 2010—and declines have continued during the pandemic.

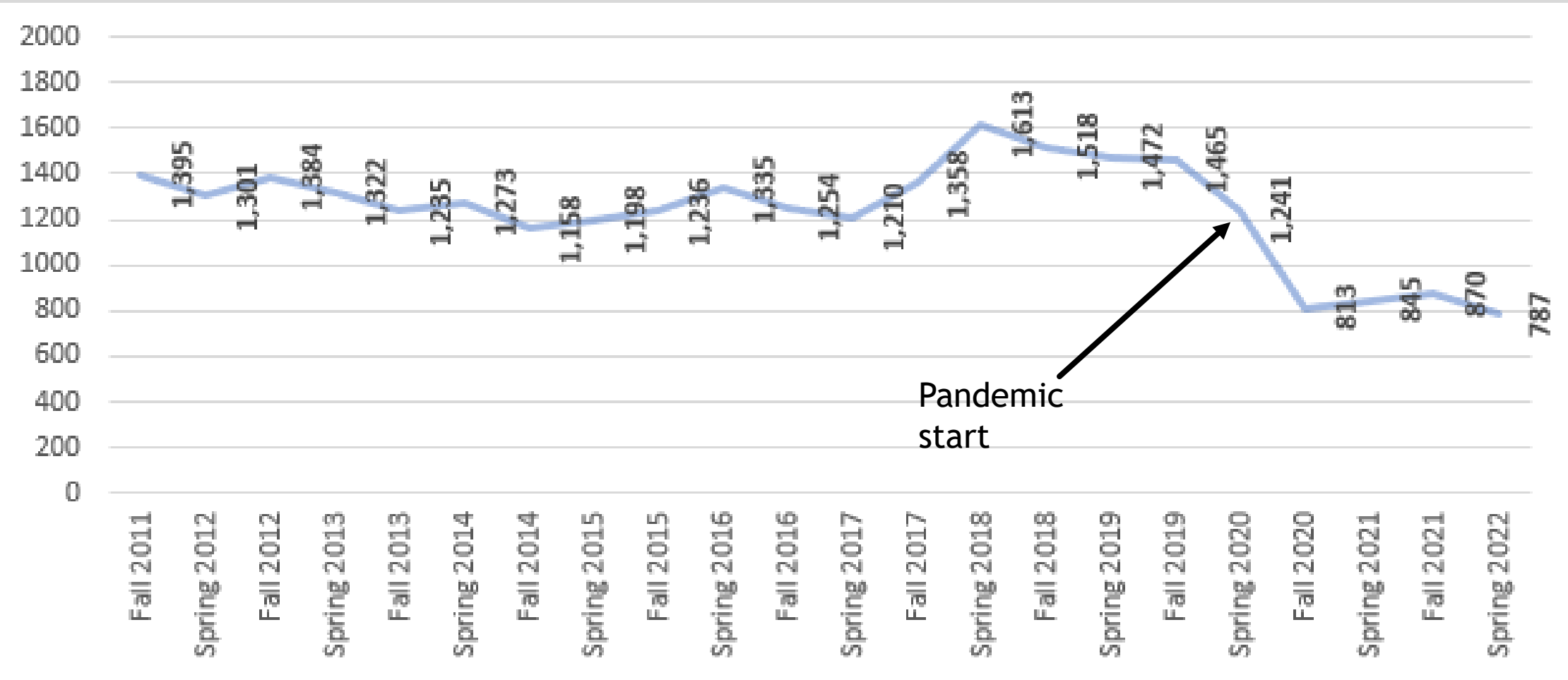
From 2011 to 2019, community college enrollment fell by 26% nationally.

Source: *The Chronicle of Higher Education*

Ten-Year Enrollment Trend (Credit Head-Count)

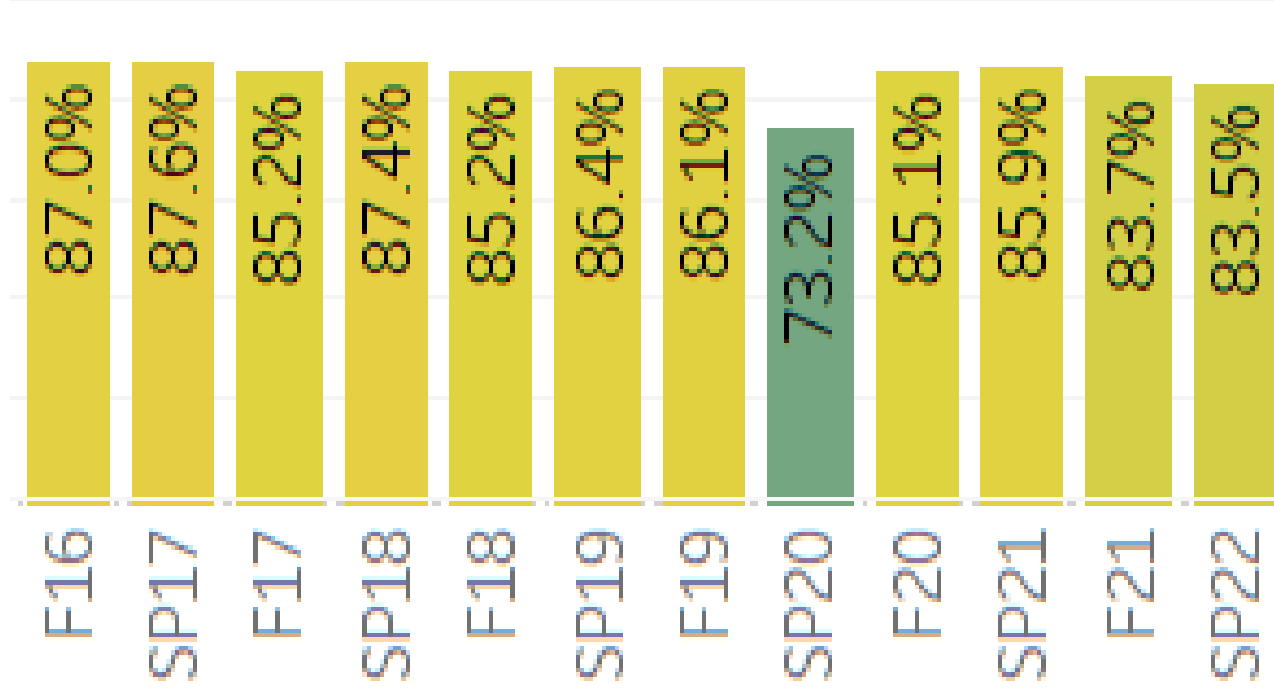


Non-Credit Enrollment Trends



Student Success Fall 2016-Spring 2022

All Credit Courses



Student Success Fall 2016-Spring 2022

by Race/Ethnicity

	Asian	Black or African American	Hispanic	Multi-Racial	White
F16	90.2%	79.6%	84.9%	86.4%	88.7%
SP17	91.0%	84.4%	85.8%	85.3%	88.6%
F17	87.6%	78.3%	82.2%	84.6%	87.8%
SP18	89.5%	80.5%	86.1%	84.6%	88.9%
F18	87.1%	78.4%	84.4%	84.8%	86.5%
SP19	88.9%	79.4%	84.9%	86.7%	88.0%
F19	90.3%	84.2%	82.4%	84.4%	88.6%
SP20	77.6%	59.6%	70.6%	74.1%	74.9%
F20	89.6%	78.9%	81.9%	87.5%	86.8%
SP21	89.1%	82.8%	84.7%	86.7%	86.4%
F21	83.4%	78.5%	82.6%	84.6%	85.1%
SP22	81.1%	79.2%	82.7%	82.8%	85.0%



POST-PANDEMIC VISIONING 2021

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KEYS FOR SUCCESS

These keys for success cut across all three stories of success and all focus areas of the *Educational Master Plan (EMP) 2019–2025*.



1 FREQUENT ASSESSMENT OF STUDENT NEEDS

Student voices should continually inform post-pandemic offerings once students return to campus; assessment should be accessible and meaningful.

2 EQUITABLE ACCESS TO TECHNOLOGY

Students and employees need equitable access to the necessary technology and ongoing tech support. Virtual instruction and services may increase equitable access but at the same time can create new barriers to access. Students need Wi-Fi hot-spots and laptops, pre-semester training in how to use technology, and ongoing tech support. Consider students who use mobile devices as only access point.

3 MAINTAIN INSTRUCTIONAL EFFECTIVENESS

Online and face to face need to be similar in value and rigor; focus on clarity and consistency with new technology.

4 ROBUST IT SUPPORT

Offering student support services and instruction in new formats will require robust IT support.

5 VALUE HUMAN CONNECTION

Interpersonal connection can be augmented by technology, but technology cannot replace the value of human interaction. Engagement and human connection are key to education; technology can augment but not replace skills gained by hands-on practice and project-based learning; in-person instruction fosters interpersonal and workforce skills development.

Student Voices

Students nationally and locally report struggles with:

- The depersonalizing effects of online learning
- Anxiety and other mental-health issues
- Uncertainty about whether college is worth it
- Issues with teachers and the curriculum
- Difficulty of balancing school with increasing demands of work

Our Students, Spring 2022

Quality of course offerings:

Excellent/Good

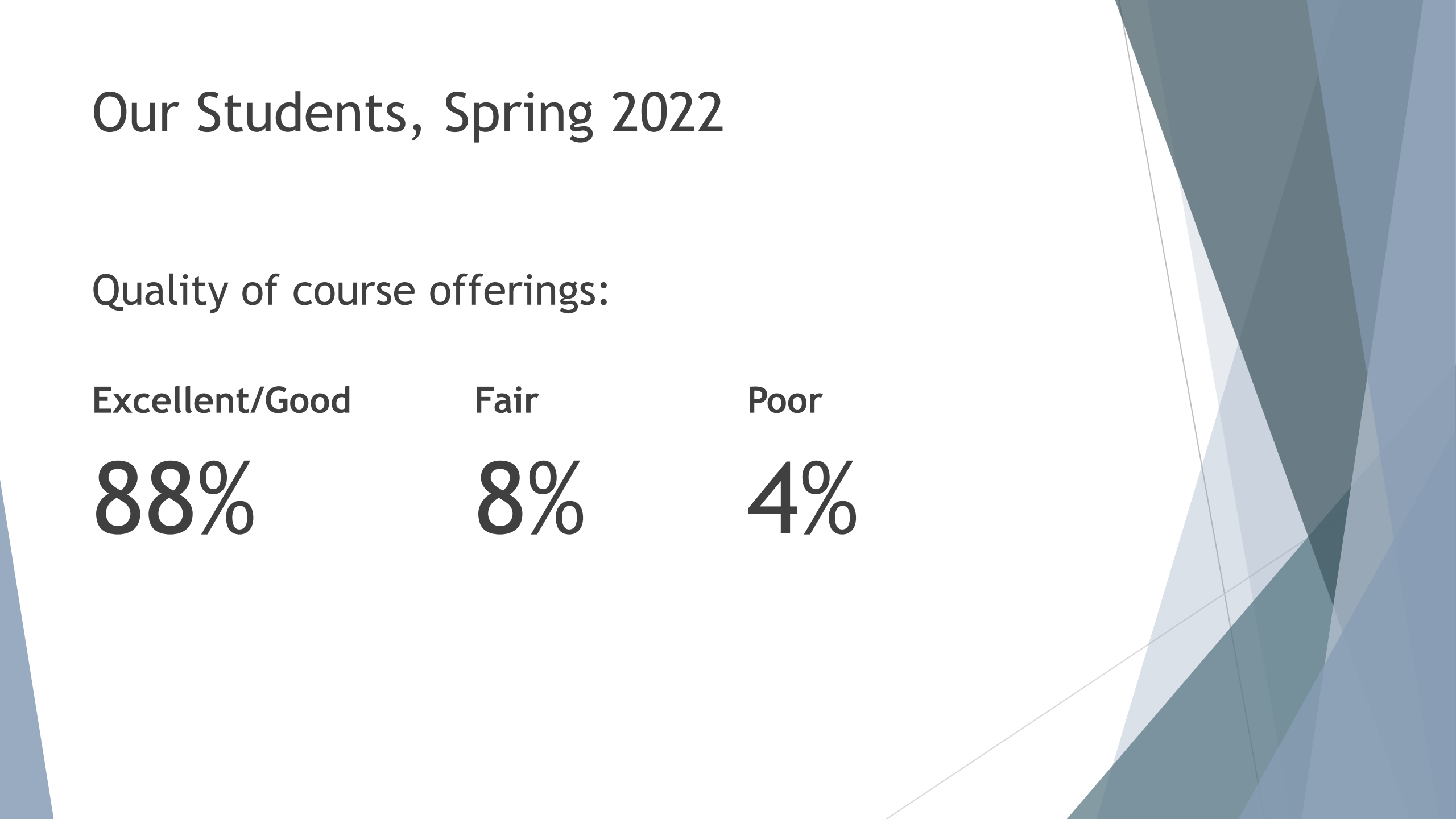
88%

Fair

8%

Poor

4%



Our Students, Spring 2022

Enough Online Offerings:

Strongly Agreed

44%

Agreed

39%

Did Not Agree

17%

Spring 2022 Student Survey

Re-Enrollment Plans for Fall 2022:

Plan to Enroll	In-Person Only	Combination	Online Only
84%	50%	35%	15%

Our Students, Spring 2022

Those Who Had Difficulty Enrolling in Courses:

Modality

46%

Time of Day

23%

Day of Week

26%

Section Full

33%

Master Schedule

Why Develop a Master Schedule?

1. Enable student to more easily complete their goals
2. Increase flexibility for students (multiple modalities)
3. Ensure equity-minded approach to course offerings
4. Ensure alignment with four-year institutions
5. Increase cross-department communication/collaboration



Master Schedule Development Process

Faculty Co-Chairs Leading the
Process

1. Gather information
2. Confirm values and priorities
3. Develop master schedule
4. Institutionalize outcomes

Our Students, Spring 2022

Service Access Preferences:

	Enrollment Services	Counseling
Online	34%	33%
In-Person	26%	28%
No Preference	39%	39%

Our Students, Spring 2022

Preferred Hours for Academic Support Use:

Monday-Thursday Afternoons (Noon-5p.m.)

Monday-Thursday Evenings (5p.m.-10p.m.)

Our Stopped-Out Students, Spring 2022

Reasons for Stopping Out:

Work Obligations

33%

Online Instruction

16%

Our Stopped-Out Students, Spring 2022

Age 18-19 Group:

Burnout

31%

Faculty Concerns

Faculty
nationally
and
locally
report
the
following:

- Students seem 'defeated,' 'exhausted,' 'overwhelmed'
- Student disengagement has worsened significantly during the pandemic
- Faculty are not immune to these effects of the pandemic

Fall 2022 Enrollment—As of 8/16/2022

~100 students ineligible due to vaccination requirement

Enrollment Comparison - Fall 2021 - Fall 2022							
27 days to first census	Fall 2022 (08/16/22)	Fall 2021 (08/17/21)	% Difference Current Day	Fall 2021 Opening Day (08/23/21)	% Difference Opening Day	Fall 2021 First Census (09/13/21)	% Difference First Census
Credit Headcount	3,770	3,864	-2.4%	4,127	-8.7%	4,251	-11.3%
Credit Hours	31,643	32,081	-1.4%	33,528	-5.6%	32,354	-2.2%
Credit FTES	2,110	2,139		2,235		2,157	
Credit Sections	737	742	-0.7%	750	-1.7%	766	-3.8%
Noncredit Headcount	882	814	8.4%	862	2.3%	870	1.4%
Unduplicated Headcount	4,594	4,626	-0.7%	4,937	-6.9%	5,062	-9.2%

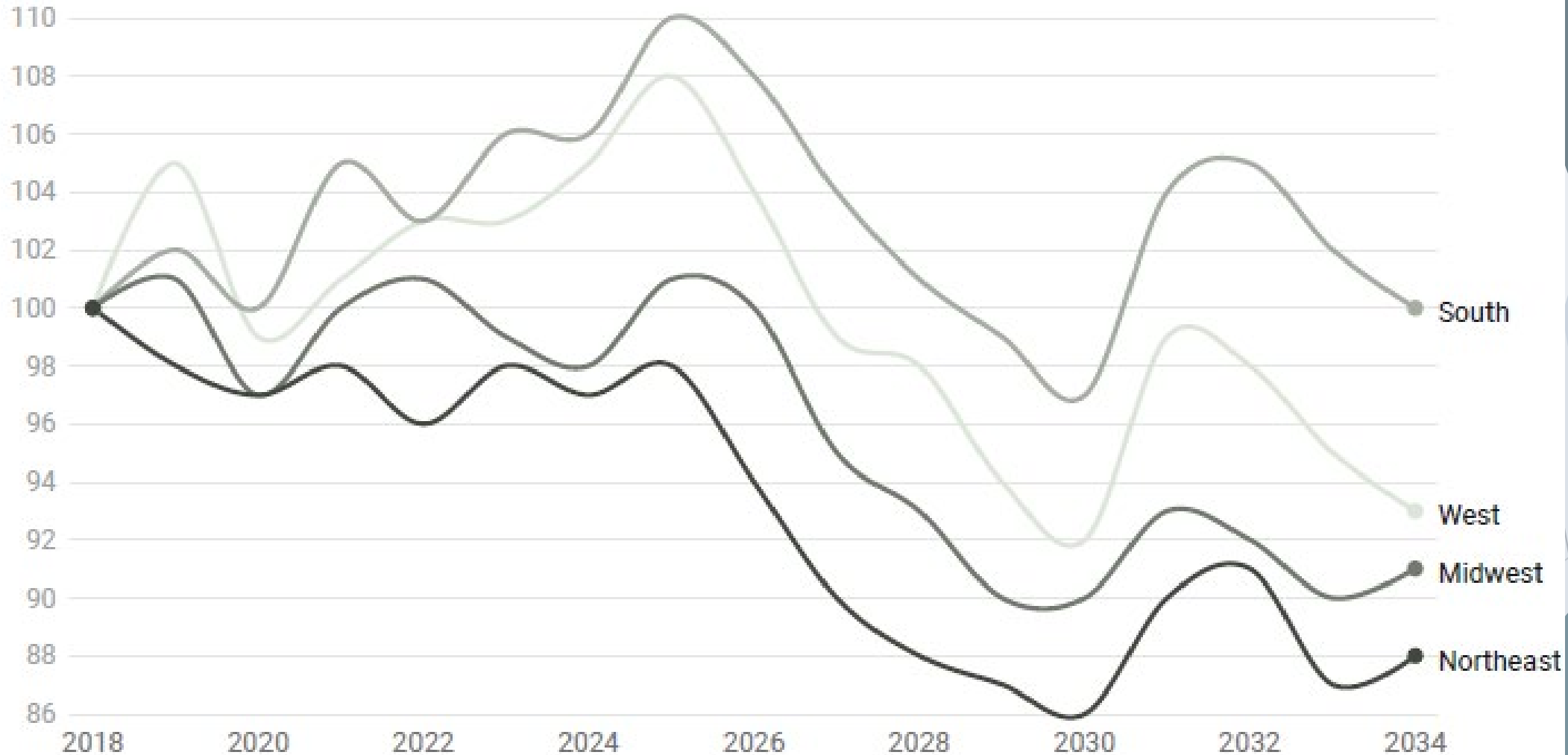
Chancellor’s Office Enrollment Predictions

The Chancellor’s office predicts an increase in credit/noncredit headcount enrollment and FTES of just under 4% by 2026-27.

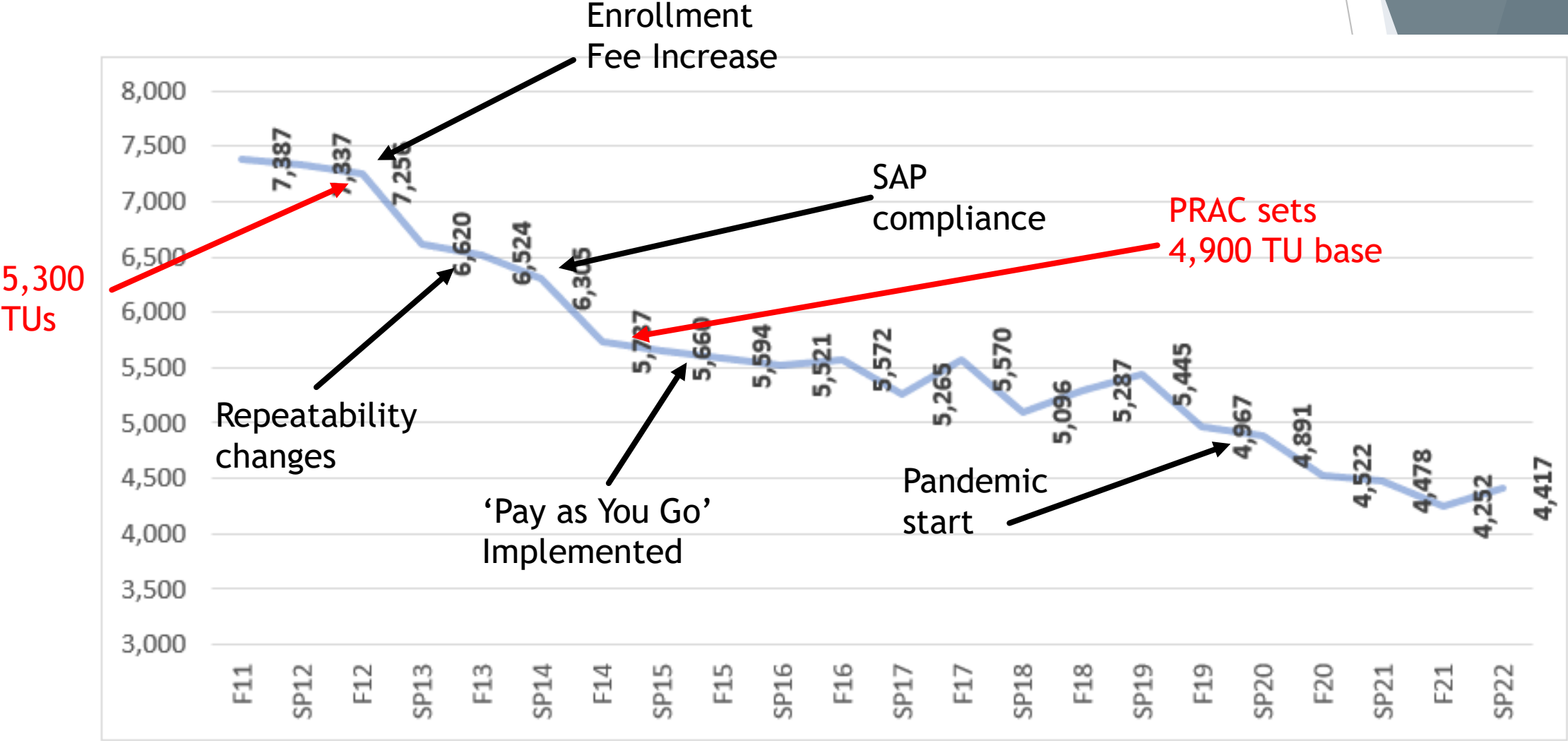
2022-23		2026-27		Difference		Percent change	
Enrollment	FTES	Enrollment	FTES	Enrollment	FTES	Enrollment	FTES
6,739	3,897	6,994	4,166	255	142	3.78%	3.65%

Source:
<https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Facilities-Planning/Reports-and-Guidelines/cccco-report-five-cap-outlay-final-a11y.pdf?la=en&hash=B5486689BCBED4705D98EEAEFE1BDDA45BC70FE>

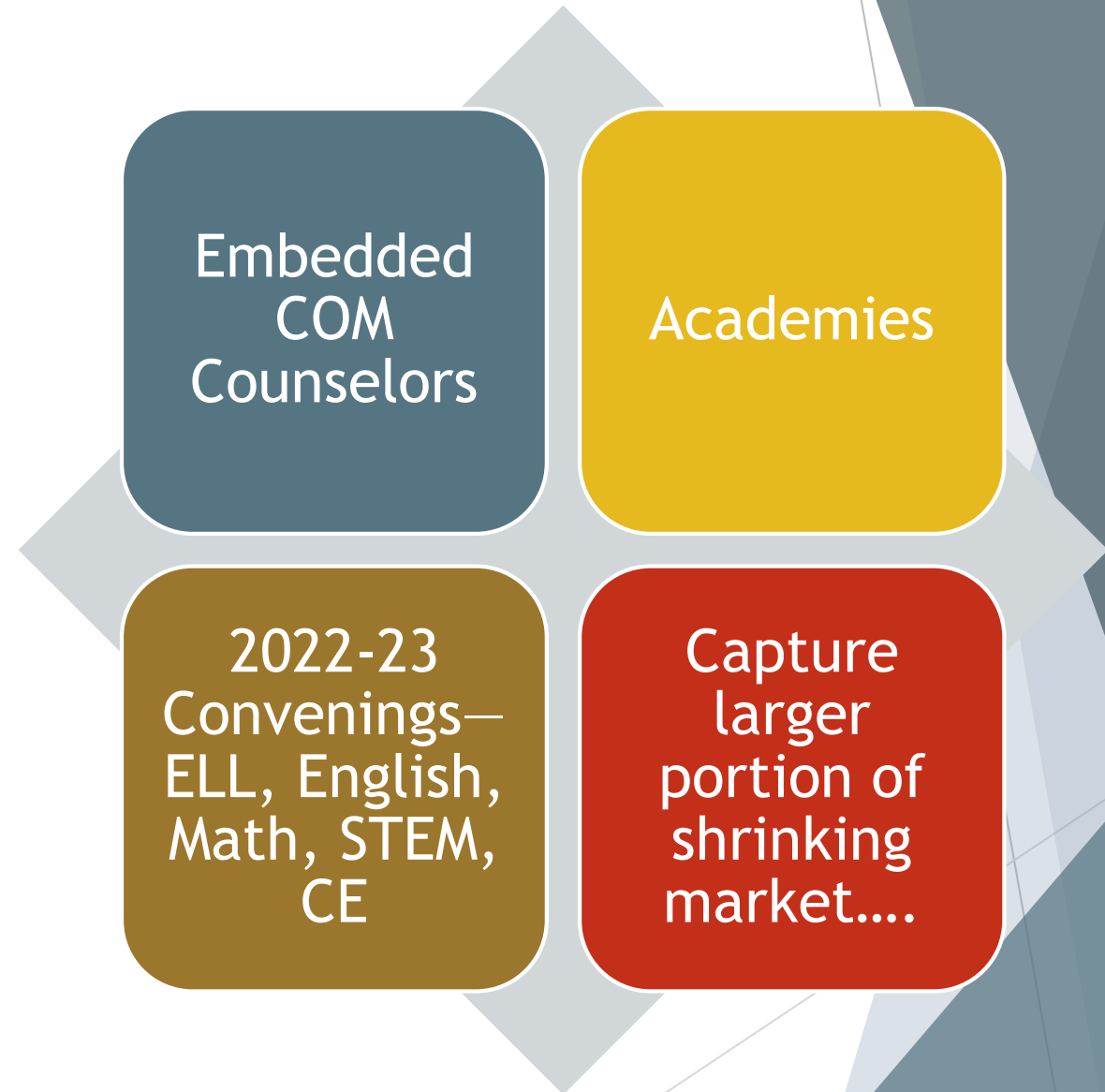
National Community College Enrollment Projections, 2018-2034



Ten-Year Enrollment Trend (Credit Head-Count)



K-12 & Other Partnerships



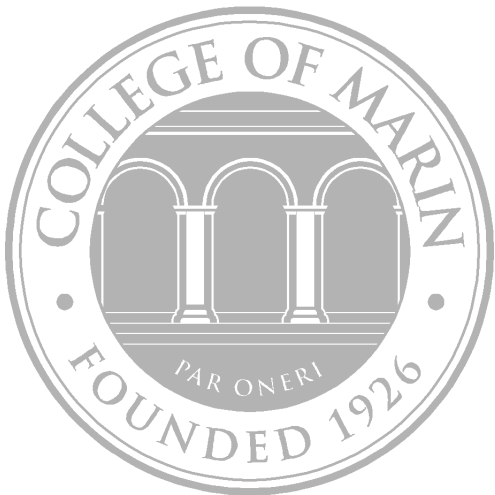
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Budget Update

Greg Nelson

*Assistant Superintendent / Vice President of
Administrative Services*



WHAT'S HAPPENING



Fed Likely to Want Further Evidence of Inflation Slowdown,

Wall Street Journal, August 10, 2022

How Inflation Hit Households in July: Higher Prices for Food, Electricity and Alcohol Consumed at Home

Wall Street Journal, August 2022

U.S. Productivity Falls for Second Straight Quarter,

Wall Street Journal, July 2022

Fed's Barkin: Rates need to rise further to get inflation to 2%,

Reuters, August 2022

Consumer prices rose by 8.5% year over year in July as the summer of inflation wears on,

NBCNEWS, August 10, 2022



Inflation at 38-Year High in the Bay Area,
NBC Bay Area, July 2022

Bay Area health startups Truepill, Calm lay off hundreds,
Biz Journal, August 2022

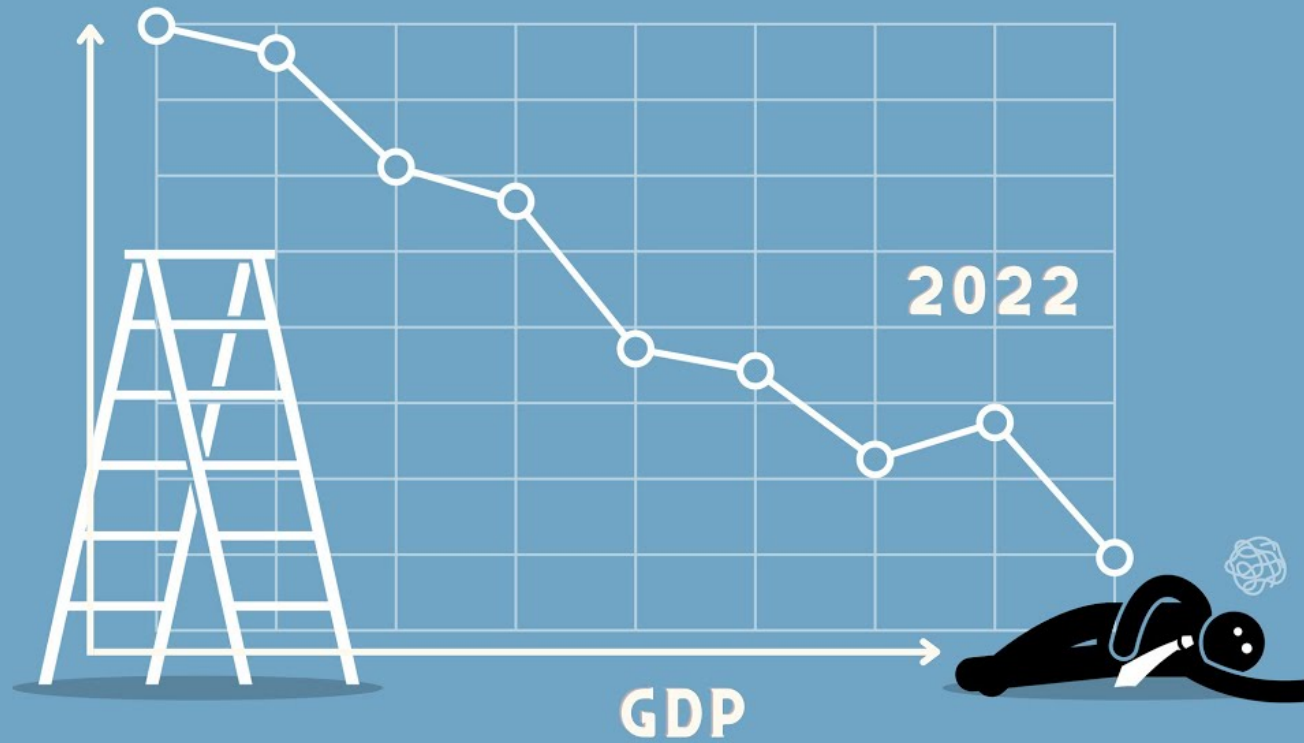
**The Bay Area lost tech jobs, as other cities added
thousands. Will it recover its dominance?**
SF Chronicle, July 2022

GEICO closes California offices,
SF Chronicle, August 2022

Marin County median home price retreats from \$2 million,
Marin IJ, July 2022

Marin residents cope with soaring inflation,
Marin IJ, May 2022

A RECESSION IS COMING







Cost per Student



Utility Costs



© CanStockPhoto.com - csp30373608





Not Really! But What Are Our Challenges?

Cafeteria
and
Bookstore
Revenue



**TUITION
FEES**



Space Utilization



What Trust Funds Does COM Have?

- ▶ Other Post Employment Benefits (OPEB)
- ▶ Public Agency Retirement Services (PARS)
- ▶ COM Foundation



Total Loss
\$4,200,000 +

What is The Impact?

- ▶ Rising costs
- ▶ No stimulus to bail us out
- ▶ Reduction in revenues
- ▶ Reduction in enrollment
- ▶ Losses from market funds



**Extremely conservative
outlook moving forward due
to economic uncertainty**

Positive Things Happening

- ▶ Elimination of Material Fees
- ▶ Free Spring 2022
- ▶ Department operating cost increases to meet inflation demands
- ▶ Maintaining AAA credit ratings, only 1 of 5 community colleges statewide
- ▶ Created the Department of Community Programs
- ▶ Created new strategic plan
- ▶ Had over 20+ swim/dive meets in last 7 months at new Aquatic Center
- ▶ Had over 60+ event in the new Jonas Center

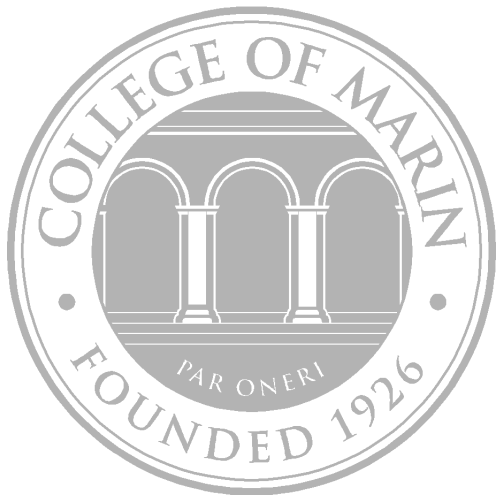
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2022-2025 Strategic Plan

Holley Shafer

Director of Institutional Effectiveness



Overview

6-Year Educational Master Plan

- ▶ Collective vision of how the College will progress toward fulfilling our Mission
- ▶ Principal document guiding all other institutional planning and decision making
- ▶ Sets 6-year goals for College performance

3-Year Strategic Plans

- ▶ Describe the objectives and actions steps the College will take toward achieving the six-year educational master plan goals
- ▶ Focus on short-term progress and milestones

Overview

2019-2025 Educational Master Plan

6 focus areas, 29 goals:

1. Instructional Programs
2. Student Access & Success
3. Equity
4. Community Engagement & Responsiveness
5. College Systems
6. Indian Valley Campus

2019-2022 Strategic Plan

- 52 Objectives
 - 12 completed, retired
 - 40 carried forward with recommendations

2022-2025 Strategic Plan

- 51 Objectives
 - 11 new

Process

● Review and Recommendations

- EPC engages focus area champions in review, assess, envision process
- Post-Pandemic Visioning

● Task Force

- Dr. Coon appoints inclusive Task Force
- Focus area facilitators guide group through objectives review and revision

● Outreach/Feedback

- Online and in-person campus forums
- Student participation
- Online feedback survey

● Revision

- EPC review of draft objectives
- Task force revises objectives per EPC and campus feedback

● Approval

1. Academic, Classified Senates
2. ASCOM
3. BOT

2022-2025 Strategic Plan Task Force Members

Management

Alicia Bright
Ryan Byrne*
Klaus Christiansen
Nicole Cruz
Patrick Ekoue-totou
Jonathan Eldridge*
Isidro Farias
Nekoda Harris
Carol Hernandez
Tonya Hersch*
Jon Horinek*

Jeffrey Marozick
Stormy Miller Sabia
Greg Nelson*
Ron Owen
Anna Pilloton
Keith Rosenthal
Lauren Servais
Holley Shafer
Sadika Sulaiman Hara
Cari Torres-Benavides*
Alina Varona*

Faculty

Shaila Arbona
Wende Bohlke
Maria Coulson
Gina Cullen
Tami Davis
Caitlin Escobar
Sarah Frye
Alexander Jones
Grant Kerr
Cara Kreit
Sara McKinnon

Colleen Mihal
Alicia Pasquel
Beth Patel
Scott Serafin
Beth Sheofsky
Kathleen Smyth
James Tipton
Timothy Wat
Logan Wood

Staff

Lilyana Barajas
Nequeshe Dyer
Elle Dimopoulos
Stacey Lince
Monica Rudolph
Julian Solis
Linda Terry
Sally Wong

**Focus Area Team Leaders*

Co-Chairs:

Logan Wood, Instructor of Fine and Visual Arts
Holley Shafer, Director of Institutional Effectiveness

GOALS: INSTRUCTIONAL PROGRAMS

- 1 Clarify/strengthen/connect various educational pathways and educate faculty to become more knowledgeable about pathway opportunities.
- 2 Develop innovative offerings, scheduling, and delivery methods for student success and equity.
- 3 Implement a student-centric master schedule that meets student needs for timing, location and course offerings rotation.
- 4 Create opportunities for faculty to collaborate and share effective teaching methodologies.
- 5 Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching/learning practices.



2022-2025 STRATEGIC PLAN: INSTRUCTIONAL PROGRAMS



1-Pathways

- Continue mapping student journeys, including undecided
- Course blueprints
- Counseling liaisons with departments-NEW

2-Master Schedule

- Establish data informed, equity minded approach to scheduling that removes completion barriers

3-Innovative Offerings

- Equity-minded expansion of course offerings
- Regular student needs assessment

4-Teaching Methods

- Focus on anti-racism and universal design
- Training in expanded modalities, program evaluation
- Open Teaching & Learning Center in 2025

5-Transfer English/Math Completion

- Communication to high schools about AB705 Impact
- Expand counseling support/outreach at high schools
- Improve universal design pedagogy and curriculum

GOALS: STUDENT ACCESS AND SUCCESS

- 1 Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.
- 2 Increase enrollment of adult students — both credit and noncredit — who have not gone to college and need support; improve outreach strategies to all of Marin's adult populations.
- 3 Provide effective orientation and early support to students so that they can determine and achieve their educational goals.
- 4 Build awareness in students of educational goal options and paths to achieve these goals.
- 5 Ensure that all students reach milestones and complete educational goals in a timely manner.



2022-25 STRATEGIC PLAN: STUDENT ACCESS AND SUCCESS



Goal 1-Student Support

- Expand student services modalities
- Refine placement processes and information
- Improve transcript evaluation process
- NEW-Cultivate support for student well-being

Goal 2-Adult/Reentry Students

- Outreach to underserved communities
- Establish new relationships with CBOs
- Consider leveraging funds to provide additional financial assistance

Goal 3-First Year

- NEW-Pilot mandatory first year strategies
- Opt-out req. of first year courses. counseling, SEP

Goal 4-Pathways

- Implement MyPath
- Leverage interest clusters to engage students
- Provide info. in multiple modalities

Goal 5-Completion


- Provide faculty and staff training in universal design
- Encourage mid-term grades, roster management
- Explore early alert options

GOALS: EQUITY

1 Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

2 Hire, support, and retain equity-minded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness.

3 Given that Marin County's stark racial inequities are intertwined with the College's ability to achieve its mission, be a leader in promoting equity throughout the county.



**do you
want
a future
of
decency
equality
and real
social justice**

2022-25 STRATEGIC PLAN: EQUITY

WE WELCOME

ALL RACES AND ETHNICITIES
ALL RELIGIONS
ALL COUNTRIES OF ORIGIN
ALL GENDER IDENTITIES
ALL SEXUAL ORIENTATIONS
ALL ABILITIES AND DISABILITIES
ALL SPOKEN LANGUAGES
ALL AGES
EVERYONE.

**WE STAND HERE WITH YOU
YOU ARE SAFE HERE**

* Content adapted from the original "We Welcome" sign created by IPRC members Lisa Mangum and Jason Levidh.

Goal 1-Eliminate Racial Equity Gaps

- Review additional, intersectional data points at all levels to inform action
- Align scorecard metrics with equity goals
- Staff and faculty professional development: training for implementation
- Close the loop between Program Review and PRAC

Goal 2- Equity Minded Employees

- Implement EEO Committee recommendations for equitable hiring practices
- Expand relationships with graduate programs and community partners to attract more diverse candidates
- Foster and recognize equity-minded leadership among classified staff

Goal 3-Promote Equity in Marin

- Strengthen external partnerships to ensure equitable education outcomes and support access to basic needs
- Regional "educator of color pipeline"
- Police Services advisory recommendations to ensure practices adhere to DEI principles

GOALS: COMMUNITY ENGAGEMENT AND RESPONSIVENESS

- 1 Enhance partnerships with business/industry to meet student and local workforce needs.
- 2 Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.
- 3 Periodically assess community needs, with specific focus on segments of the service area that have been historically underrepresented.
- 4 Respond to community needs in all mission-relevant areas in a more flexible and timely manner.
- 5 Make the College a center for community engagement and cultural enrichment.





2022-25 STRATEGIC PLAN: COMMUNITY ENGAGEMENT AND RESPONSIVENESS

1-Industry/Community Partnerships

- Streamline internal communication
- Content/delivery meet industry/community needs

2- K-12 Partnerships

- Convene county leadership
- Increase satellite dual enrollment offerings
- Market to traditionally underserved families

3-Needs Assessment

- Utilize and review existing data to inform priorities
- Targeted discussions with high-priority, underserved groups and CBOs

4-Community Responsiveness

- Convene annually to review assessment data and respond to emerging needs
- Identify new funding streams to support initiative

5-Cultural Leadership

- Improve tracking of attendance at COM events
- Collaborate internally to increase breadth and diversity of offerings and attendees
- NEW-Plan and host COM 2026 Centennial Celebration

GOALS: INDIAN VALLEY CAMPUS

- 1 Develop and implement a plan for educational use of IVC that brings more students to campus, allows programs to be completed, and serves multiple student pathways (credit, noncredit, not-for-credit).
- 2 Ensure that the new facilities at IVC are integrated into all other campus planning so that they serve educational, student support, and community needs.
- 3 Improve student access to IVC, including transportation.
- 4 Periodically assess Novato community needs and incorporate into IVC development.
- 5 Ensure ongoing District and community support for making IVC a fully functioning campus.



2022-25 STRATEGIC PLAN: INDIAN VALLEY CAMPUS



Goal 1-Educational Use of IVC

- Master schedule development with IP Goal 3
- Increase cohort-based CTE programs at IVC
- Increase dual enrollment opportunities at and out of IVC

Goal 2-Facilities Integration

- Data-driven assessment of instructional/noninstructional use to optimize utilization across both campuses
- Increase revenue-generating contract education opportunities that serve local needs

Goal 3-Student Access

- Explore mobile learning lab to provide course delivery to underserved communities
- Increase connection to virtual student services aligned with IVC students' needs
- Provide integrated services at IVC (EDD, etc.)

Goal 4-Needs Assessment

- Conduct scan to glean information from existing relationships with local organizations/programs
- Convene periodic meetings with North Marin community and industry leaders to discuss
- Review existing LMI and county-specific data

GOALS: COLLEGE SYSTEMS

- 1 The fiscal integrity and wellbeing of the District is maintained in a manner that is prudent, responsive, sustainable, and transparent.
- 2 All facilities are conducive to 21st century teaching and learning and are maintained in a high functioning, safe, clean, and environmentally sustainable manner, aligned with the Measure B schedule.
- 3 Plan, design, facilitate and provide logistics for the creation of workforce housing for the purpose of recruiting and retaining district employees including staff, faculty, and administrators in a sustainable manner.
- 4 Increase campus safety, awareness, and training at all locations to prepare employees and students in case of emergencies.
- 5 Execute and support existing and evolving technology initiatives.



2022-25 STRATEGIC PLAN: COLLEGE SYSTEMS

Goal 1-Reserve is maintained

- Raise reserve by %0.5 a year while balancing the budget
- Adequately maintain the District's credit bond ratings

Goal 2-Teaching and Learning Facilities

- Ensure efficient use of bond funds to complete capital projects on schedule
- Maintain all College properties and facilities in environmentally sustainable manner

Goal 3-Workforce Housing

- Complete plans for housing facility project
- Secure external funding for unfunded portion

Goal 5-Safety

- Increase/improve campus emergency preparedness training
- Improve/expand emergency alert systems

Goal 6-Technology

- Adapt instructional technology post-pandemic
- Expand IT support
- Improve institutional data
- Modernize infrastructure

How does your work support progress toward reaching COM's institutional goals?

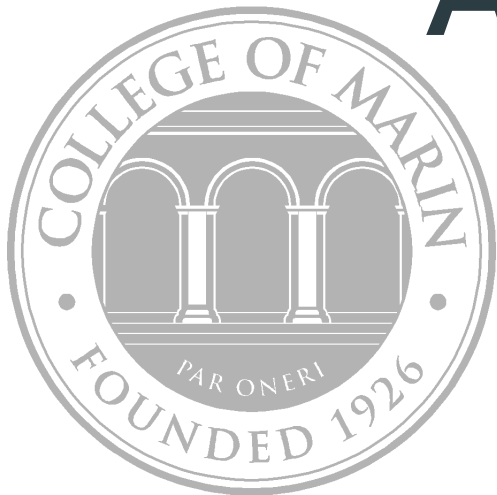
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Accreditation Update

Cari Torres-Benavides

Assistant Vice President of Instruction



Accreditation Update - Who?

The Accrediting Commission for Community and Junior Colleges (ACCJC) evaluates and accredits public and private postsecondary institutions that offer two-year education programs and award associate degrees.

Accreditation Update - Why?

- ▶ Accreditation allows us to receive and distribute Federal financial aid and confer degrees and certificates.
- ▶ It is necessary for our coursework to transfer to four-year institutions.
- ▶ ACCJC requires that institutions meet its standards and requirements and engage in continuous improvement in order to receive full accreditation.

Accreditation Update - How often?

ACCJC member institutions undergo a comprehensive self-evaluation peer review **every seven years** to determine whether they continue to meet ACCJC's expectations and are engaged in sustainable efforts to improve educational quality and institutional effectiveness.

Standards



Institutional Roles and Responsibilities in the Self-Evaluation Process

- ▶ Administrative leadership, including CEO and ALO
- ▶ Full and part-time faculty
- ▶ Students, typically student leaders
- ▶ Support staff, including researchers and technology staff
- ▶ Board of Trustees

COM's Status

- ▶ Our last Institutional Self Evaluation Report (ISER) and site visit: 2017
 - ▶ Areas we have focused on and improved since 2017: program review, student learning outcomes, implementation of consistent practices and centralized systems (eLumen), Quality Focus Essay areas (Distance Education and Humanities 101), alignment and integration of plans
- ▶ Midterm report was submitted in February of 2021
- ▶ Next ISER due December, 2023
- ▶ Participated in preparatory training in Fall 2021
- ▶ Establishing the task force working groups that will begin meeting this fall
 - ▶ Each group is facilitated by faculty and administrator co-chairs
 - ▶ Calls for faculty co-chairs (posted on UDWC site and due August 26th)
 - ▶ Four faculty co-chairs (one for each Standard)
 - ▶ One faculty accreditation steering committee task force co-chair
 - ▶ Timeline: September, 2022 through December, 2023

Accreditation and the Comprehensive Peer Review Process

- Step One: Institutional Self-Evaluation and ISER Development
- Step Two: Peer Review
- Step Three: Commission Review and Action
- Step Four: Institutional Response to Recommendations and Ongoing Improvement

Formative/summative Comprehensive Review



How the process has changed

- ▶ ACCJC has made significant strides to be more supportive, responsive, and collaborative with institutions
- ▶ Entire process straddles two semesters (colleges have piloted this change and feedback has been mostly positive)
- ▶ Report is due earlier than in the past (due in December, 2023)
- ▶ During Spring 2024, the team reviews our report and addresses any areas of concern. We will have time to provide additional evidence/information.
- ▶ The visit may consist of a couple of team members who come to COM to do more inquiry into specific parts of the report or, hopefully, congratulate us on a job well done!

Next Steps for the Fall 2022 Semester

- ▶ Fill faculty co-chair positions by end of August and finalize composition of groups (based on the four Standards)
- ▶ Organize the Standards' working groups
- ▶ Meet with COM's ACCJC liaison, Kevin Bontenbal, on September 19
- ▶ Gather needed information and begin outlining draft report for assigned standard.
- ▶ More information: <https://accreditation.marin.edu/>

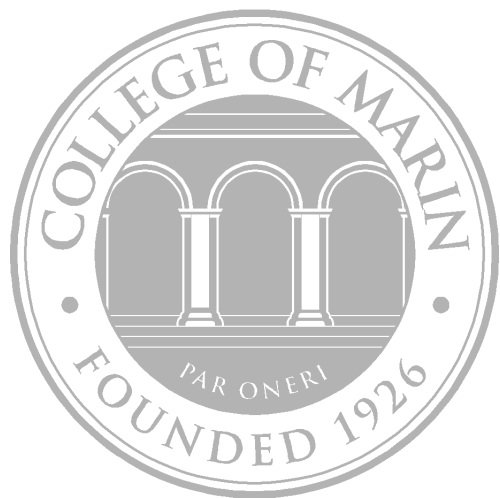
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Professional Learning Committee
Welcome and Icebreaker

Cara Kreit and Sally Wong

Professional Learning Committee



***Welcome Back from the Professional
Learning Committee!***

Flex Week Theme:

**Creating Connections and Cultivating
Excellence**

Flex Week Theme: Creating Connections Activity

- ▶ Introduce yourself to people next to you at your table.
- ▶ **Discuss:** What inspires you most about College of Marin?
- ▶ **Write:** Grab a notecard and jot down words or phrases that capture your ideas. Include your name if you feel comfortable.

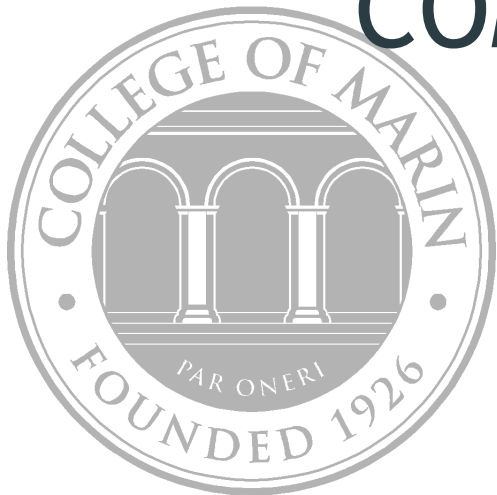
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COMmon Reads: The 1619 Project

Sarah Frye and David Patterson

Professional Learning Committee, Umoja, & Library



Join us for COMmmon Read 2022-23!

► Why this book? Why now?

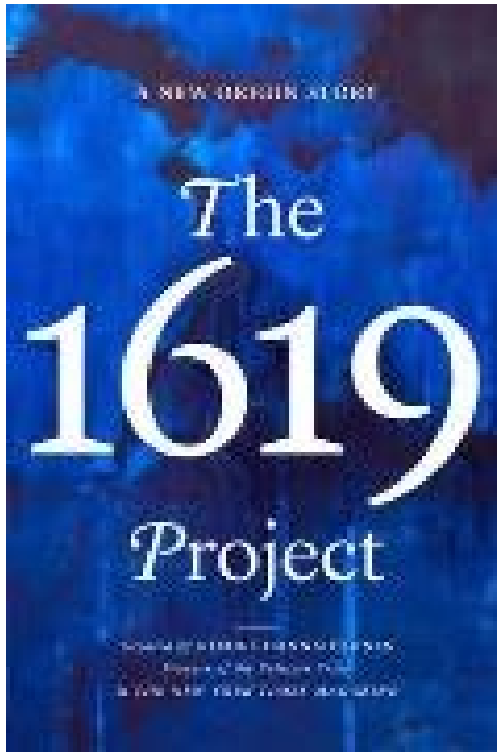




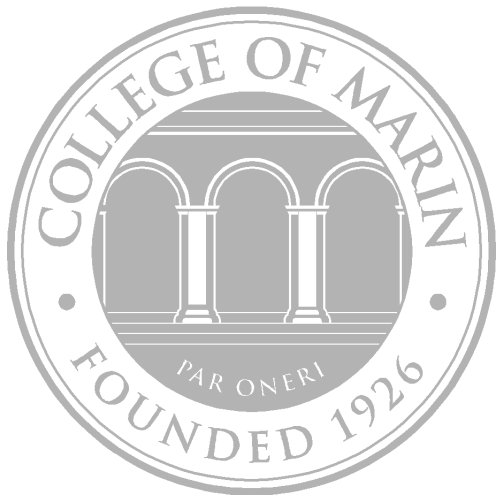
Table Discussions: Preparation for Reading the Book

- ▶ Warm-up: Were you familiar with *The 1619 Project* before—or is this new?
- ▶ How did you first learn about the history of slavery in the U.S.? What did you learn, and how was that information presented?
- ▶ What do you know about the contributions of Black Americans to U.S. society, and where does that information come from?
- ▶ Considering the recent spate of book banning, what are your thoughts on the impulse to control or to stifle the conversation and how do we keep the conversation about race going?
- ▶ **What do you think it will mean to read this book together as a College—what impact do you think or hope this will have?**

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Wrap Up



We're back!!!

Have a great semester!

