



PROFESSIONAL LEARNING PLAN

2021 - 2024

COLLEGE OF
MARIN

CONTENTS

Mission	3
Key Goals and Performance Indicators	4
Development of the Professional Learning Plan	5
Professional Learning Committee (PLC)	5
Professional Learning Activity Planning Process	6
Professional Learning Survey and Evaluations	7
Professional Learning Resources	7
Additional Committees with Professional Learning Oversight	7
Professional Learning Themes	8
Faculty Professional Learning	10
Classified Staff Professional Learning	10
Professional Learning for Administrators	11
Summary of Professional Learning Needs in College Plans	11
Staffing/Human Resources	12
Distance Education Plan	14
Equity Plan	14
Facilities Planning, Maintenance and Operations	14
Fiscal and Budget	15
Office of Institutional Effectiveness	15
Participatory Governance System	15
Program Review	16
Technology Plan	16

MISSION

The College of Marin's professional learning program is designed to:

Cultivate a culture of learning across the College by providing resources and training opportunities for all employees.

Foster a sense of community and belonging among faculty, staff, and administrators through mentorship and shared purpose and values.

Support institutional practices that close equity gaps and promote student achievement.

In fall 2020, College of Marin was awarded the Dr. John Rice Award for Diversity, Equity and Student Success. In the announcement of this award, the College was commended for its "equity focus on professional learning to help staff understand students and each other better to cultivate a safe, equitable and inclusive campus environment." This equity focus is a cornerstone of our professional learning program, and the Professional Learning Committee (PLC) has worked diligently to increase student success, decrease equity gaps, and promote a positive work environment. We believe that each employee has a voice, role, and responsibility in creating a just and inclusive work and learning environment. We also believe that providing on-going, engaging, and relevant professional learning opportunities is essential to cultivating a culture of learning and innovation, fostering a sense of community, and supporting the College's strategic goals.

The COVID-19 pandemic and the move to remote learning and services in March 2020 put the College's commitment to professional learning to the test. This move impacted all aspects of the College and how employees work and interact with students and one another. Employees responded by creatively addressing challenges and setting up new processes to provide services and meet needs. It forced faculty to re-evaluate courses, materials, objectives, and methodology. The Distance Education Committee, including Cari Torres, Stacey Lince, and Kathleen Smyth, along with the support of many others, led the way by creating and administering an intensive online teaching course which included best practices in technology and pedagogy for 236 faculty. The PLC responded by curating online professional learning opportunities which focused on health and wellness, technology training, and student support. This shared challenge resulted in new levels of cooperation and resourcefulness as colleagues worked together to solve problems, share solutions, and support one another. As we come out of crisis mode and move forward together, the PLC wants to build on what we have learned and achieved during this time and make our professional learning program ever more engaging and meaningful.

This Professional Learning Plan includes an overview of the mission and goals of the Professional Learning Committee, information about the Flex program and professional learning opportunities, and a summary of professional learning needs identified in College plans.

Additional information about the professional learning program is available on the Professional Learning web page at www1.marin.edu/professional-learning.

KEY GOALS AND PERFORMANCE INDICATORS

These goals were developed after review of key plans and materials from the College, the California Community College Chancellor's Office (CCCCO), and external considerations.

Cultivate a culture of learning across the College by providing resources and training opportunities for all employees.

Goals and Performance Indicators

- Provide engaging, effective, and equity-minded professional learning for all employees.
- Establish a Teaching and Learning Center where employees can gather for formal and informal learning and networking opportunities.
- Achieve a goal of 100% of faculty who meet or exceed their Flex obligation.
- Increase percentage of classified employees who participate in professional learning activities by 10% per year to reach a goal of 90%.
- Track the number and type of professional learning activities and the number of attendees, reviewing for employee classification and department/role.
- Survey employees after training to track behavioral changes.
- Collaborate with UPM Professional Development Leave Committee (previously known as Professional Affairs Committee - PAC), Sabbatical Committee, and UDWC to create a list of employee training activities and develop a dissemination and reporting policy.

Foster a sense of community and belonging among faculty, staff, and administrators through mentorship and shared purpose and values.

Goals and Performance Indicators

- Support formal and informal mentoring opportunities.
- Promote activities to foster belonging and job satisfaction.
- Partner with COMmunity Hour planners to promote continuity and development of professional learning themes and activities.
- Include a survey question about community and belonging in the annual PL survey.
- Track and increase collaborations with the STEM Learning Center, IDEA, Umoja Equity Institute, EOPS, librarians, and others.
- Work with Human Resources, Academic and Classified Senates, and others as applicable to create a survey for new employees to measure satisfaction and belonging.

Support institutional practices that close equity gaps and promote student achievement.

Goals and Performance Indicators

- Increase collaboration with other College groups to meet strategic goals.
- Serve as a clearinghouse for activities and initiatives which further the College's efforts to increase student success and decrease equity gaps.
- Offer training in best practices for teaching and learning including use of equity-minded syllabi, technology training, classroom management, and andragogy.
- Promote best practices for classified staff and student support.

DEVELOPMENT OF THE PROFESSIONAL LEARNING PLAN

In developing this *Professional Learning Plan*, the Professional Learning Committee (PLC) reviewed and incorporated elements from a range of sources including:

College Plans and Materials

- *Educational Master Plan 2019-2025 and Strategic Plan 2019-2022*
- COM vision, mission, and values
- *Professional Learning Plan 2017-2020*
- Annual Professional Learning Survey
- Spring and Fall 2020 Faculty Remote Instruction Surveys
- UEI Call to Action
- Additional College plans

CCCCO Plans and Initiatives

- Vision for Success goals
- Chancellor's Office's requirements
- Guided Pathways

Additional External Considerations

- California Education Code and Title 5 Accreditation Standards
- AB 705

PROFESSIONAL LEARNING COMMITTEE (PLC)

Charge

The Professional Learning Committee (PLC) operates as a subcommittee of the Planning and Resource Allocation Committee. The PLC is responsible for overseeing professional learning planning, programs, and evaluation in support of the College Mission, institutional plans and initiatives, accreditation, and legal requirements. This includes the Flex program, technology training, institutional initiatives, teaching and learning activities, workplace safety and disaster preparedness training, and activities designed to improve communication and increase collegiality. The committee will utilize the resources and expertise of the Office of Institutional Effectiveness, Human Resources, Campus Police and other offices and departments as appropriate.

Responsibilities

- Develop a professional learning plan consistent with the College Mission, Educational Master Plan, other institutional plans, accreditation standards and legal requirements.
- Set directions and make recommendations for professional learning activities to meet the needs of College employees.
- Establish guidelines and procedures for professional learning activity proposals.
- Evaluate the effectiveness of professional learning and make recommendations for improvement.
- Establish appropriate timelines to complete tasks and make recommendations.

Information about the PLC including the committee's charge, responsibilities, current members, agendas, and minutes are posted on the Professional Learning Committee web page.

PROFESSIONAL LEARNING ACTIVITY PLANNING PROCESS

An Opportunity for Collaboration

In preparation for Flex Week, Flex activities, and Classified Staff Professional Learning activities, the Flex Facilitator and PLC will:

Identify Key Initiatives

- College plans
- Surveys and evaluations
- CCCCO Vision for Success
- Guided Pathways
- State Initiatives - AB 705
- Accreditation/ACCJC

Gather Information

- Cabinet
- Committees
- Senates
- CSEA, UPM, SEIU

Curate Offerings

- Determine Flex and professional learning themes
- Craft request for proposals
- Review/revise submissions
- Schedule sessions

Promote and Execute Programs

- ProLearning
- College Services
- Marketing and communications
- Oversee logistics
- Review outcomes

PROFESSIONAL LEARNING SURVEY AND EVALUATIONS

The PLC conducts an annual Professional Learning Needs Assessment in compliance with Title 5 requirements for the Flexible Calendar Program. In addition, employees are asked to complete online evaluations for each activity. The results of these assessments help guide future planning.

PROFESSIONAL LEARNING RESOURCES

The Professional Learning web page provides information about ProLearning, the Flex program, upcoming activities, conference and training requests, teaching and learning resources, and PLC agenda and minutes. A link to the Professional Learning web page can be found under the Faculty and Staff tab on the College website. In addition, all employees have access to ProLearning via the MyCOM portal. ProLearning, launched in fall 2018 in conjunction with the Vision Resource Center of the CCCCCO, is a personalized professional learning website where employees can:

- View a calendar of professional learning events offered by COM and the Chancellor's Office and affiliated groups.
- Register for Flex activities.
- Access thousands of online training offerings from LinkedIn Learning, Skillsoft, and Keenan.
- View a transcript of professional learning activities.
- Check faculty Flex obligation.
- Connect with colleagues.

ADDITIONAL COMMITTEES WITH PROFESSIONAL LEARNING OVERSIGHT

In addition to the PLC, there are also three union/district committees that have a role in professional learning opportunities for faculty.

Professional Development Leave Committee (Formerly known as PAC)

The Professional Learning Leave Committee is a UPM/district committee that recommends and approves funding for faculty to attend conferences, workshops, and other training. The committee is composed of two administrators and two faculty union representatives. Information about how to apply for funds is posted on the Professional Learning web page and in the Faculty Handbook.

Sabbatical Leave Committee

The Sabbatical Leave Committee is a UPM/district committee that recommends and approves sabbatical requests from faculty using the process outlined in the MCCC/UPM Collective Bargaining Agreement. The committee is composed of one administrator and three faculty union representatives.

Union-District Workload Committee (UDWC)

The UDWC oversees funding for Institutional Research and Learning project grants and other college-funded grants and initiatives designed to support institutional needs. The committee is composed of two administrators and two faculty union representatives.

Professional learning activities are also offered through other units including Human Resources, Campus Police, College Operations, Student Services, library, Students Accessibility Services, and others.

PROFESSIONAL LEARNING THEMES

The PLC uses six professional learning themes to organize activities and support the goals of College plans and initiatives. These themes may be revised as new needs and priorities emerge.



Equity, Diversity, and Inclusion

Promote best practices and innovative methods to cultivate a safe, equitable, and inclusive environment for students and employees and build awareness and knowledge about issues of power, privilege, and oppression.

Actions and Considerations

Equity is a core tenet of the professional learning program and will be considered in all activities. For faculty, this could include a review of classroom practices, syllabus, grading, and course content. For staff, this could be developing creative plans to better support struggling students..



Teaching and Learning

Provide faculty with opportunities to learn about and apply new practices to enhance learning and support student success. By participating in on- and off-campus workshops, courses, discussion groups, online training, conferences, or other professional learning activities, faculty gain a deeper understanding of curriculum, assessment, student learning outcomes, learning theories, and effective practices as they apply to the community college setting.

Actions and Considerations

Develop and implement plans for a teaching and learning Center to:

- Provide ongoing, in-depth training.
 - Foster excellence and innovation in teaching.
 - Advance equity-centered principles to increase student engagement and success.
 - Promote a culture of continuous learning and collaboration.
 - Provide mentorship and job support.
 - Train faculty and staff in the effective use of technology.
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Student Success

Offer professional learning opportunities which support student success initiatives and meet student needs.

Actions and Considerations

These initiatives include activities related to AB 705, Vision for Success, Guided Pathways, and others.



Technology Training

Provide employees with in-person and/or online training to use College software and technology resources effectively.

Actions and Considerations

Training may include Banner, O365, eLumen, Canvas, Zoom, tools to support remote teaching and learning, and other resources.



Institutional Effectiveness

Present activities which support institutional effectiveness and meet goals and objectives identified in College plans.

Actions and Considerations

These may include:

- Activities that contribute to a positive working environment.
 - Information and training about college-wide issues and initiatives.
 - Safety and disaster preparedness training.
 - Mandatory professional learning training by Chancellor’s Office, Accreditation, or other agencies.
 - Employee position-specific skill learning.
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Employee Excellence

Provide activities which help individuals to continually improve to perform at a higher level.

Actions and Considerations

- These activities may support the physical, mental, and financial health and wellbeing of employees.
 - The PLC will work with constituent groups to create list of core competencies for faculty, staff, and administrators and use that to guide programming decisions.
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FACULTY PROFESSIONAL LEARNING

Flex/Professional Learning Program Guidelines

The College participates in the Flexible Calendar program administered by the Chancellor's Office to meet Title 5 regulations. In this program, colleges can set aside a certain number of days for professional learning activities in lieu of classroom instruction within the 175 academic calendar year. The College, in consultation with UPM, typically designates four or five days prior to the first day of instruction each semester as Professional Learning/Flex Days.

Full-time Faculty

Full-time faculty have a 40-hour Flex obligation for the academic year, due by the last day of exams in the spring semester.

Part-time Faculty

Part-time faculty have a Flex obligation each semester based on 20 hours/semester and prorated according to instructional load. In the case of librarians, counselors, school nurse, and Child Development Program faculty, the obligation is based on workload. The Flex obligation is due by the final exam day. Complete details about the Flex program, including information about applicable activities and procedures, are available on the Professional Learning web page and in the Flex information brochure.

Professional Learning Faculty Facilitator

The Professional Learning Faculty Facilitator oversees the Flex program and serves as chair of the PLC.

Conference Attendance and Off-site Training

Funding for faculty to attend conferences and other professional learning activities is available through the UPM/District Professional Development Leave Committee (formerly known as PAC). Information about how to request these funds is posted in the online faculty handbook. A link is also posted on the Professional Learning web page.

CLASSIFIED PROFESSIONAL LEARNING

Classified Professional Learning Day

In fall 2016, the College instituted a Classified Professional Learning Day to give classified staff an opportunity to network with staff from other areas, gain training in specific skills, and enhance collegiality. This half-day program included an opening session, lunch, and breakout sessions related to technology training, employee effectiveness, and institutional effectiveness. Offices and service areas were closed during this event. Because of its success, this event continued as a full-day event each semester until spring 2020 when the original plans were cancelled due to Covid-19 and the campus closure. It was then turned in a series of standalone events in summer. The PLC will work in conjunction with the Classified Senate, administration, and other groups to plan ongoing events to meet the needs of classified staff.

Conference Attendance and Off-site Training

Classified staff can request funding of up to \$500 per person per fiscal year to support job-related training and professional learning activities. Funding is on a first-come, first-served basis. Staff also may be eligible for additional departmental or institutional funds to cover training, conferences, or other professional learning activities with manager approval. The PLC reviews and approves these classified staff development funds. More details and the application form are posted on the Professional Learning web page at <http://www1.marin.edu/professional-learning/conference>.

PROFESSIONAL LEARNING FOR ADMINISTRATORS

Leadership Learning Program

The College is a member of the USC Race and Equity Center - California Community Colleges Equity Leadership Alliance. As part of this initiative, College administrators and faculty leaders will participate in professional learning activities to address issues related to race and racism.

Conference Attendance and Off-site Training

Administrators may have department travel accounts or access to other funds. Requests should be directed to the appropriate manager.

SUMMARY OF PROFESSIONAL LEARNING NEEDS IN COLLEGE PLANS

The PLC reviewed various College plans and identified key areas for professional learning and collaboration with other committees, groups, and departments to help achieve these institutional objectives.

Educational Master Plan 2019-2025 and Strategic Plan 2019-2022

Focus Area: Equity (EQ)

Strategic Plan Objective EQ1.2

Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Equity Goal 1.

Action steps include addressing equity gaps through Flex activities, development of a teaching and learning center, and providing equity-minded classified professional learning content.

Equity EMP Goal 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.

Objectives and action steps focus on using an equity lens to change outreach and hiring processes to increase employee diversity and retention.

Focus Area: Instructional Programs (IP)

Instructional Programs EMP Goal 5

Create opportunities for faculty to collaborate and share effective teaching methodologies.

Strategic Plan Objective IP5.1

The College will have a comprehensive, integrated professional learning program.

Action steps include reviewing plans to identify professional learning needs through an equity-minded lens, providing opportunities for learning and incorporating best practices, and increasing mentoring opportunities for full-time and part-time faculty.

Strategic Plan Objective IP5.2

The College will have a clear vision and plan for a teaching and learning center.

Action steps include determining values and priorities and submitting a formal plan for a teaching and learning center.

STAFFING/HUMAN RESOURCES

Professional learning in this section includes Education Code requirements; accreditation standards; human resources information; key policy, procedures, and collective bargaining points; contract obligations; human resources; and mandatory safety trainings.

New Faculty Orientation

This orientation is offered each semester during the Flex Week prior to the first day of instruction. Topics include:

- Human resources overview regarding new hire forms, conference and travel leave, mandatory (sexual harassment prevention, FERPA, safety) and optional training.
- Online faculty handbook.
- MyCOM portal including “add” codes, dropping, and waitlists.
- Classroom management and student conduct.
- Professional learning opportunities, Flex obligations, and participatory governance.
- Workplace safety, parking, and campus police services.
- Creating a culture of excellence.
- Overview of Canvas, online learning applications, and policies

Champions: Assistant Vice President of Instruction, Academic Senate, Human Resources, Professional Learning Faculty Facilitator

Timing: Each semester

New Faculty Academy

This semester-long program for new, tenure-track faculty includes five, three-hour workshops covering the items included in the New Faculty Orientation plus:

- logistics
- teaching and learning
- campus culture
- student services
- student success and campus culture
- tenure information
- teaching strategies

Champions: Assistant Vice President for Instructional Support, Academic Senate, Human Resources, Professional Learning Faculty Facilitator

Timing: Annually, fall semester as needed. Depending on the number of new faculty, this may be replaced with the faculty mentor program.

New Employee Orientation

This program for classified staff and management introduces the new employee to the organization and their job.

Champions: Human Resources

Timing: Monthly as needed

Faculty Performance Evaluation Training

This workshop provides information about contractual requirements for the review and documentation of faculty performance.

Champions: Human Resources, Vice President of Student Learning and Student Services

Timing: Annually

Safety and Emergency Preparedness

This workshop provides information about what to do in an emergency and how best to prepare and respond should there ever be an active shooter on campus.

Champions: District Police Chief, Human Resources

Timing: Annually

Illness and Injury Prevention

This workshop provides information about every employee's responsibility for a safe and healthy workplace.

Champions: Human Resources, District Police

Timing: Annually

Management/Supervisory Training

These workshops and webinars provide managers and supervisors with skills in interviewing and selection, establishing new employee on-boarding plans, performance management, teamwork, conflict resolution, meeting facilitation, best practices, business process improvement, project management, leadership, and the application of policies, procedures, and collective bargaining agreements.

Champion: Human Resources

Timing: Ongoing

Retiree Training

Pre-retirement seminars and webinars prepare employees for retirement, and post-retirement seminars and workshops about programs and services that contribute to the well-being of retired faculty and staff.

Champions: Human Resources and Fiscal Services

Timing: Ongoing

Benefit Training

Benefit fairs, webinars and on-line information about employee health and welfare benefit plan options.

Champions: Human Resources and Fiscal Services with Benefit Vendors

Timing: Annually during open enrollment

Sexual Harassment Prevention Training

Employees have access to on-line and workshop information to meet regulatory discrimination training requirements and achieve COM goals of creating an environment free of harassment.

Champions: Human Resources

Timing: Annually for all new hires; every two years for supervisors; and within six months of employment for new supervisors

Other HR Training and Professional Learning

Additional training will include professional and career learning workshops and webinars to promote high performance and prepare the workforce for the future.

Champions: Human Resources and Professional Learning Faculty Facilitator

Timing: Ongoing

DISTANCE EDUCATION PLAN

As part of the ongoing effort to meet the objectives outlined in the Strategic Plan, the Distance Education Committee will continue to:

- Provide ongoing faculty professional learning in best practices for instructional technology, online learning, and course design including regular and substantive interaction and accessibility compliance.
- Offer faculty support for online teaching and design to align with the California Virtual Campus-Online Education Initiative (CVC-OEI) statewide Course Design Rubric
- Seek input from faculty as to their professional learning needs for distance education and provide on and off campus opportunities such as CVC-OEI sponsored workshops and Flex workshops on accessibility, universal design best practices, and student engagement.
- Develop and maintain online learning faculty resources that are specific to COM DE policies and best practices.
- Provide regularly scheduled meetings for DE faculty.
- Provide training for Canvas and other online learning platforms and applications.

Champions: Distance Education Committee, Instructional Technologist, DE Faculty Coordinator, Assistant Vice President of Instruction

Timing: Ongoing

EQUITY PLAN

A goal of the Equity Plan is to provide professional learning opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in the plan.

Professional learning/training is needed to:

- Implement promising practices in pedagogy, curriculum learning, and student services and AB 705.
- Increase awareness/understanding of issues impacting target student populations including the effects of inequities, methods for detecting and researching them, and effective practices for improving outcomes.
- Provide professional development and training to peer tutors and instructional aides on Universal Design for Learning and effective strategies for tutoring students with disabilities.

FACILITIES PLANNING, MAINTENANCE AND OPERATIONS

The Director of Facilities Planning, Maintenance, and Operations will ensure that all maintenance and operations staff have required OSHA and other training.

Champion: Director of Facilities Planning, Maintenance, and Operations

Timing: Ongoing

FISCAL AND BUDGET

Fiscal and Budget Training for Managers

Provide the following training to new and existing staff so they can effectively complete personnel action forms, requisitions, budget transfers, annual budgets, quarterly budget reports:

- Banner training for requisitions, budget transfers, account analysis, and budget review FOAP (Fund-Organization-Account-Program coding for spending)
- Budget Builder Tool (for entering budgets annually)
- Quarterly Budget Reporting (for preparing quarterly budget analysis)

Champions: Director, Fiscal Services; Accounting Supervisors

Timing: Annually or as needed

Other Fiscal and Budget Related Training and Professional Learning

Fiscal Services staff attend training sessions or participate in webinars to increase their knowledge in areas that may impact their work, e.g., payroll, regulations, budget meetings, purchasing meetings, IRS, etc.

Purchasing and Requisitions

The District Buyer is also available to provide training for requisitions, budget transfers and general Banner inquiries.

Champions: Director, Fiscal Services; Fiscal Services Staff

Timing: As needed

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Data Visualization Training

Office staff will investigate new data visualization options and then offer training to anyone who is doing program review or who wants to research enrollment trends, student access and success, or do cohort analysis, etc.

Survey Instrument Training

Survey design and survey instrument training offered by OIE staff.

Timing: As needed

PARTICIPATORY GOVERNANCE SYSTEM

Professional learning for all managers on participatory governance system (PGS) is conducted at the beginning of each fall semester and as needed when new managers are hired. PGS training is conducted for PGS chairs after they are elected in the fall. Chairs will train their committee members.

Champions: Governance Review Council

Timing: Annually and as needed

PROGRAM REVIEW

The instructional program review faculty facilitators work with departments that are in currently going through the program review process (their year in the cycle to submit to PRAC). The vice president of student learning and success provides assistance to student services personnel completing student services program reviews. The Office of Institutional Effectiveness provides current data sets by discipline on an annual basis.

Champions: Vice President of Student Learning and Success, Academic Senate Program Review and SLO Facilitators, Student Services SLO Facilitator

Timing: Annually

TECHNOLOGY PLAN

Training will be provided as necessary for each element of the Technology Plan. For each project, IT leadership will work with all affected constituents to discern training needs, develop a training program, build training costs into implementation budget, and assess training program effectiveness.

Technology training, support and professional learning will include:

- Federal, state, and county employee required training.
- Non-instructional college systems required training.
- Non-instructional systems required training - department specific.
- Instructional systems required training such as Canvas, CurricuNet, and Program Review.
- Instructional software training such as Adobe, Apple OS, Autodesk, Citrix Apps, Google, Microsoft Office, Microsoft OS (7-10), and Zoom.
- Instructional hardware training for technology including FOBs, classroom computer or laptop connection, projector, thermostats, and clickers.

Champions: Director of Information Technology, Technology Planning Committee, Vice President of Student Services and Student Learning, Instructional Technologist, DE Faculty Coordinator, and appropriate stakeholders

Timing: As needed

Prepared by the Professional Learning Committee (PLC)

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