

AGENDA

DATE & TIME: December 16, 2021 at 3 - 4 pm

FACILITATOR(S): CEL Members

LOCATION: Zoom

MEMBERS: Janue Johnson, Blythe Barton, Erika Higginbotham, Katie Palacios, Kelly Spoon, Mark Manasse, Michael Cox (Humanities Institute), Sahar King, Virginia Enriquez, Liza Rabinovich, Alex Berry, Todd Williamson, Ida Cross

ATTENDEES:

BEFORE THE MEETING		DURING THE MEETING
AGENDA ITEMS	TIME & LEAD	Record decisions, next step, action items, and future agenda items.
1. Welcome & Check-in	5 mins.	Minutes from last meeting
2. Welcome	5 mins.	<ul style="list-style-type: none">• We made it!
3. Upcoming Activities	20 mins.	<ul style="list-style-type: none">• Catalyst• Classi-con• LOFT & PL Committees Infographic• New Faculty Institute• Academic Senate & FPLC connection• Equity Institute
4. Active Projects 1/24-1/26	25 mins.	<ul style="list-style-type: none">• Goals & Mesa 2030<ul style="list-style-type: none">◦ Accountability Measures for PL? (see below)◦ & Reporting Structure• LOFT Annual Survey<ul style="list-style-type: none">◦ Please review/share the findings that stand out to you in this Jamboard: https://jamboard.google.com/d/1toHDoreFrS6s5He0QOyv6h5aO9M53aKVk69nJj4uAeo/edit?usp=sharing

5. Spring Session Planning	2 mins.	<ul style="list-style-type: none"> • Supervisors • CEER • Cornerstone/VRC
6. Next Meeting	2 mins.	<ul style="list-style-type: none"> • Thursday, February --, 3-4pm via zoom

<p>Scholarship</p> <p>Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p>	<ol style="list-style-type: none"> 1. Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups. 2. Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units. 3. Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed. 4. Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success. 	<ol style="list-style-type: none"> 1. Successful course completion 2. Transfer-level Mathematics and English Year 1 3. # of Faculty, Classified Professionals, and Administrators engaged in professional development around culturally relevant teaching/learning 4. Pre/post assessment of Professional Development impacts on successful course completion
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