ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

FACULTY LEADERSHIP DEVELOPMENT COMMITTEE

https://www.asccc.org/directory/faculty-development-committee-1

AGENDA
Parker, LaTonya is inviting you to a scheduled Zoom meeting.

Topic: ASCCC Faculty Leadership Development Committee
Time: Sep 7, 2023 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://rccd-edu.zoom.us/j/87170651586?pwd=Z0xaaWxzSlFIaXVTdUd1aEpRaE1Zdz09

Meeting ID: 871 7065 1586
Passcode: 935299

One tap mobile
+16694449171, 87170651586#, *935299# US
+16699006833,87170651586#, *935299# US (San Jose)

The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development. The committee assesses the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional and leadership development activities at a statewide level. The committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies; faculty professionalism and leadership development; innovations in teaching and learning; and other topics related to academic and professional matters. The committee advocates for funding, resource allocation, and a commitment to faculty development activities focused on equity-minded practices and student success.

I. Call to Order and Adoption of the Agenda
II. Roll Call/Check In

Member	Term		
LaTonya Parker	2023-24	Chair	
Mitra Sapienza	2023-24	2nd Chair	
Alex Mata	2023-24		
Elizabeth Walker	2023-24		
Raeanne L. Napoleon	2023-24		
Anna Nicholas	2023-24		
Ingrid Greenberg	2023-24		
Michael Davis	2023-24		
Lisa Cox Romain	2023-24		
Kristine Oliveira	2023-24		

III. Action: Approval of Minutes **N/A**

IV. Norms/Expectations
   a. Executive Community Agreements
   b. In general, you can expect to:
      i.   Have possibly two all-day Zoom meetings (If in-person the ASCCC will cover travel costs). The meetings will take place as follows: 1 in the fall, 1 in the spring. These meetings will be determined based on committee member availability.
      ii. Meet once or twice a month by telephone or video conference (CCC Confer or Confer Zoom) for about 1.5 hours as needed and based on committee member availability.
      iii. Communicate regularly via email.
      iv. Participate in committee work as described in the Charge, which may consist of writing Rostrum articles and/or ASCCC papers (collaborations with committee members).
      v.   Presenting at Plenary, institutes, or regional meetings to support professional development activities within the scope of the committee goals and priorities.

V. Reminder Item:
   i. ASCCC Live Binder Link: https://www.livebinders.com/b/2403154
   ii. Flight and Travel Request: https://www.asccc.org/content/flight-and-travel-request

   Committee members are responsible for flight arrangements and to follow up with Travel Reimbursement.
   By submitting this request for travel in an official capacity for the Academic Senate for California Community Colleges (ASCCC), I acknowledge that non-refundable travel arrangements may be made. I also acknowledge that I may be financially responsible for any costs. due to updates, time changes or cancellations not initiated by the ASCCC.
   You can always make your own travel and lodging arrangements. However, please note that the Academic Senate will only reimburse you for the amount of the most economical means of transportation

   and lodging.
   Submission of request within two weeks of travel date cannot be guaranteed.
   ASCCC Committee Chairs Role in Planning for Events/Institutes and

Other Information
https://www.ascc.org/sites/default/files/V.%20D.%20%281%29%20ASC
CC%20Committee%20Chairs%20Role%20in%20Planning%20for%20Ev
ents%20gm.pdf

iii. Assigned Task
ASCCC 2023-2026 four strategic directions:
https://asccc.org/sites/default/files/2023-02/23-
26%20Strategic%20Plan%20Directions%20ASCCC.pdf

- Embracing Organizational Change
- Engaging Proactively in Partnerships and Advocacy to Advance Faculty Voice and Student Success
- Developing Innovative Activities to Empower Faculty and Uplift Underrepresented Voices
- Advancing Faculty Engagement in Data Literacy

1. FELA
Faculty Empowerment and Leadership Academy
Faculty Empowerment and Leadership Academy | ASCCC
FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.
PROGRAM MISSION

- **TO CONNECT**: Providing one-on-one mentoring to diverse faculty for personal and professional development with mentors who are campus leaders and/or administrators.
- **TO EMPOWER**: Creating safe and brave spaces for courageous conversations to investigate equity, diversity, and inclusion; to share personal and collective experiences on race, privilege, and oppression; and to embolden new faculty leaders to advocate for transformative change on their campuses.
- **TO GUIDE:** Providing networking opportunities and sharing guidance for navigating the systems of higher education. The focus of the mentoring will be to address the specific goals of the mentee.
OUTCOMES
- Demonstrate a clear understanding of the faculty purview as outlined in the 10 + 1
- Articulate the framework of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in their professional development and leadership
- Identify various ASCCC resources for local leaders
- Consider their own personal leadership style(s)
- Discuss various structural or systemic challenges for faculty leadership emergence
- Relate their experience to impact their local academic senate work and future leadership
PROGRAM REQUIREMENTS

- At least one ASCCC Plenary (virtual or in person) through voting on resolutions
- **FELA Cohort Convening – 2-3** will be scheduled for the 2023-24 year by the Faculty Leadership Development Committee
- Meet monthly with the mentor (in person, phone, or virtual) - duration determined by the mentor

in coordination with mentee approximately one half-hour or more per meeting check-in
Pick a minimum of 3 other observation experiences
- Attend an Area meeting for networking
- Attend a local board of trustee meeting or other local governance meeting
- Attend virtually one ASCCC Executive Meeting
- Attend at least one other ASCCC-sponsored event (webinar/ regional/ standing committee meetings, etc.)

2. Resolutions:

- Spring 2021 Student Participation in Hiring Processes

Whereas, Student voice is critical to the hiring process, and California Education Code's equal employment opportunity provision implies support for the participation of students to ensure the community college work force is "continually responsive to the needs of a diverse student population by ensuring that all persons receive an equal opportunity to compete for employment and promotion" (Ed. Code §87100 (a) (3));

Whereas, Chancellor's Office General Counsel's Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020)1, states, "Nothing in state law prohibits students from participating in community college recruitment and selection processes";

Whereas, Legal Opinion 2020-08 further states that students are adults and therefore are "capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements"; and

Whereas, The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan calls for diversifying hiring committees and includes student representation on screening and hiring committees as a best practice2;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources to support local academic senates in including students in hiring processes.

- Fall 2017 Creation of Professional Development College Courses in Effective Teaching Practices

Whereas, Student success depends on excellent teachers, and many faculty, both full-time and part-time, have limited training in the art of teaching, and the Center for Community Colleges reports that more than 58% of community college courses are taught by "contingent" faculty;[1]

Whereas, All faculty, full-time or part-time, would benefit from a program of online professional

development courses designed for community college faculty that present the best, most effective, and innovative ways to help students to learn;

Whereas, The sum of the total always being stronger than the individual parts, a statewide compilation of best teaching practices illustrating the innovative, original, new, novel, fresh, unusual, unprecedented, avant-garde, experimental, inventive, ingenious, and creative practices in the art of teaching would be a powerful tool for all faculty to utilize; and

Whereas, The California Community Colleges Chancellor's Office (CCCCO) division of Institutional Effectiveness oversees development and operation of a comprehensive technical assistance program to further student success that overlays every division of the CCCCO including academic affairs, student services, economic and workforce development, research, and fiscal affairs, and will develop a framework of indicators focused on accreditation, fiscal viability, student performance, and compliance with state and federal guidelines;

Resolved, That the Academic Senate for California Community Colleges create a module of effective practices in teaching for the Professional Development College for all faculty, to utilize at their convenience; and

Resolved, That the Academic Senate for California Community Colleges seek funding from the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative, or other sources, to create a systematic network of effective practices in teaching for the Professional Development College.

- Spring 2017 Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development

Whereas, Curriculum, including the selection and development of instructional materials, is an area of faculty primacy under Title 5 §53200 and the development of open educational resources (OER) is a worthwhile curriculum-related endeavor that will benefit students;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of OER, and zero-textbook-cost degree efforts are underway that seek to provide an opportunity for students to earn a degree with no expenses associated with instructional materials;

Whereas, Access to and use of textbooks and ancillary materials can facilitate successful course completion by students, and students may postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion; and

Whereas, According to the senate paper *Sabbaticals: Benefitting Faculty, the Institution, and Students* (2007) major purpose of sabbaticals "…is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel;"

Resolved, That the Academic Senate for California Community Colleges encourage local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources.

- **Fall 2016 Resolution Number 12.01**
  https://asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements

Assigned to Faculty Leadership Development Committee
Category Faculty Development

Whereas, Many faculty are required to complete a minimum number of professional development or

Flex hours each semester;
Whereas, The Professional Learning Network (PLN) is an online professional development repository that provides access to professional development activities offered by vendors like Lynda.com as well as resources that have been developed and reviewed by community college faculty, administrators, and classified staff that cover many of the same topics that are presented during on campus Flex sessions;
Whereas, Allowing the use of professional development resources available through the PLN to meet Flex obligations will enable full- and part-time faculty to choose from a wide

array of materials that can be covered whenever it is convenient instead of only having professional development options during designated professional development or Flex days; and
Whereas, The California Community Colleges Chancellor's Office's *Guidelines for the Implementation of the Flexible Calendar Program* has not been amended or updated since April 2007;
Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to re-evaluate activities in the *Guidelines for the Implementation of the Flexible Calendar Program[1]* to include activities on the Professional Learning Network (PLN);
Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and update the *Guidelines for the Implementation of the Flexible Calendar Program*; and
Resolved, That the Academic Senate for California Community Colleges urge local senates to work through their local process to allow faculty to use professional development activities available through the Professional Learning Network (PLN) to satisfy their required Flex obligation.

  iv. **Action/Discussion Items**:

  v. Rostrum Articles
      1. Discussion: Rostrum Article
         Editorial Guidelines for the Rostrum
         https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf

         Rostrum Timeline 2023-24
             a. February 2023 Rostrum https://www.asccc.org/rostrum-reader/2023/February

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
October 1	October 9	October 16	October 23	November 16
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

  I. Status of Previous Action Items
      a. Assigned Resolutions (strikethroughs indicate completed resolutions)

  II. Announcements/Resources
      a. **Resolutions**: https://www.asccc.org/events/2023-spring-plenary-session

      b. New ASCCC Executive Board https://www.asccc.org/executive-committee/members

c. Action/Discussion Item:

i. Upcoming Events and Meetings https://www.asccc.org/calendar/list/events
Executive Committee Meeting
September 15, 2023 - 8:00am - September 16, 2023 - 5:00pm San Jose City College/San Jose Marriott

CTE Collaborative Events and Regional Consortium
September 21, 2023 - 10:00am Orange Coast College Planetarium

2023 Accreditation Institute
September 29, 2023 - 10:30am - September 30, 2023 - 11:30am 1770 South Amphlett Blvd

CTE Collaborative Events and Regional Consortium
October 6, 2023 - 10:00am South Central Coast

d. President's June 2023 Update http://createsend.com/t/y-9DA772CE56253E162540EF23F30FEDED

III. Meeting Dates:

IV. General Discussion

V. Adjournment

Status of Previous Action Items

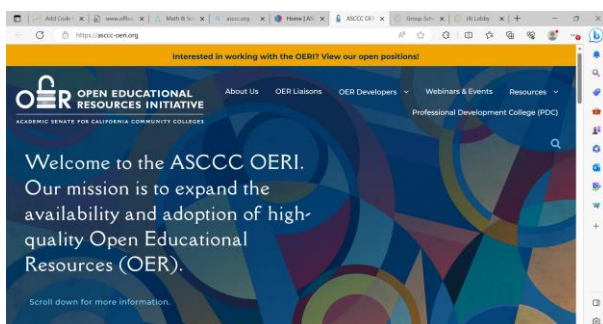**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

B. Completed

Resource:

ASCCC Livebinder
https://www.livebinders.com/b/2557634

ASCCC OERI - ASCCC Open Educational Resources Initiative (asccc-oeri.org)

Academic Senate for California Community Colleges Professional Development College (PDC) [Professional Development College (PDC) - ASCCC Open Educational Resources Initiative (asccc-oeri.org)](asccc-oeri.org)

Curriculum

Curriculum Development – The PDC is pleased to offer a **five-course series** that provides an overview of various aspects of curriculum development. Participants who complete all five courses may be eligible to earn ASCCC's Curriculum Development Certificate of Completion. In order to earn a Certificate, all components of the five-course series must be successfully completed. Each course consists of multiple units. There is a quiz associated with each unit and a final exam for each course. Successful completion requires earning 100% on all quizzes and at least 80% on the final exam for each course. All assessments are multiple-choice. While quizzes may be taken more than once, the final exam for each course can only be taken once. Individuals who are interested in having their work formally recognized should contact Krystinne Mica for more information. The completion of the series should take approximately eight hours.

Important: All courses are offered via Canvas and set so that you can "self-enroll". Please be sure that you are logged into your home instance of Canvas before attempting to access any PDC course.

[I. Curriculum 101: Introduction and Types of Courses]

[II. Programs and Awards]

[III. The Course Outline of Record (COR)]

[IV. Program and Degree Proposals]

[V. Focus on Career Technical Education (CTE)]

Academic Senate for California Community Colleges. (2021). *Mentorship Handbook*. https://www.asccc.org/sites/default/files/publications/asccc_mentorship_handbook_2021.pdf

Rostrum Article: Faculty Empowerment Leadership Academy: Participation Matters
November 2022 [Yessica Diaz Roman]
https://asccc.org/content/faculty-empowerment-leadership-academy-participation-matters

Message from previous chair:

All FLDC agendas and minutes from the 22-23 year are on the **[ASCCC FLDC webpage]**. However, I wanted to share the **[22-23 FLDC google drive]** that has a variety of tools and resources that were created to support the work of FELA. In this drive you will find materials for the three different cohort convenings we held

this past year (initial, midway, and final); sample cohort communications; monthly reading resources for the cohort; template for cohort summary reports; and this past year's cohort completed summaries with some excellent feedback and suggestions moving forward.

Academic Senate for California Community Colleges
End of Year Report Form for
Standing Committees/Task Forces/Chancellor's Office (CO) Groups

Each chair and faculty representative's responsibility is to the Academic Senate and the faculty it represents, as well as to the Executive Committee that carries out the Senate's charges. Each chair and representative has a responsibility to communicate clearly with successive committees what has been accomplished, what has only been partially addressed, what remains to be completed, and what possibilities lie ahead for the coming year.

The chair or senior appointed representative must write an end of year report outlining the actions taken and work done by the committee and contains information to allow subsequent chairs to continue to move forward with the work of the committee.

Standing Committee/Task Force/Chancellor's Office Group Name: ASCCC Faculty Leadership Development Committee (FLDC)
Committee/Task Force Chair/ASCCC Representative Name: Christopher Howerton, ASCCC North Representative
Academic Year: 2022-2023

Number of meetings held this year:
- 9 committee meetings

  2022-2023 Meeting Dates

- *Fall 2022*: 8/29, 9/27,10/26, 11/22; *Spring 2023:* 1/20, 2/15, 3/21,4/12, 5/9

- 3 FELA Cohort Convenings (virtual): [Initial Convening 12/19/23](#); [2nd Convening 2/24/23](#); Final Convening 5/19/23)

  - [FELA Initial Convening Agenda](#);

    - [***FELA Initial Convening Presentation***](#) (12/16/2022)

  - [FELA Midway Check-in Convening Agenda](#);

    - [***FELA 2nd Cohort Convening Presentation***](#) (2/24/23)

  - [FELA Final-Summary Convening Agenda](#);

    - [***FELA Final Cohort Convening Presentation***](#) (5/19/2023)

1. **In addition to the ASCCC strategic plan goals, did the committee have other goals for this year? If so, please describe.**

   - Restructure the Faculty Empowerment Leadership Academy (FELA) to include a focus on the ASCCC IDEAA framework, and to build a stronger sense of "cohort community"

   - Develop a **[repository for suggested monthly readings](#)** for cohort mentors and mentees to support constructive interactions and discussions.

   - Develop a set **[standard sample communications](#)** to be used for the FELA program

   - Update application process and timeline, resources, program requirements (minimize cost for participants) and develop more flexibility.

2. **Please summarize accomplishments of the committee/task force/CO group this year, highlighting specific resolutions, papers, resources, or Rostrum articles developed:**

1. Maintained [FLDC](#)/[FELA](#) ASCCC Webpages

2. Update FELA Timeline. Including the recruitment of participants, expectations for completion, and review of letters.

3. Update FELA application forms (new google forms)

4. Developed and structured FELA cohort convenings

5. Fall 2022 Plenary BO Session

6. Selected FELA participants (mentors and mentees)

7. Held first initial cohort convening (Dec 2022)

8. Sent readings for January to cohort

9. Sent readings for February to cohort

10. Held 2nd FELA Cohort Convening (Feb 2023)

11. Sent readings for March to cohort

12. Sent readings for April to cohort

13. added FELA ribbons for Cohort to wear on name badges during Plenary events

14. Started recruitment for 2023-2024 FELA cohort (Mentors and Mentees)

15. Book in common recommendation for cohort. Juana Bordas' Salsa, Soul, and Spirit: Leadership for a Multicultural Age (ISBN) 978-1-60994-117-8

16. Sent May readings and FELA summary report template to cohort

17. Planned and held final FELA Cohort Convening (May 2023)

18. Developed repository of cohort communications

19. Developed a [FELA Cohort final summary/Report template](#) for mentee participants.

3. **Were there assignments that your committee was unable to address this year or are currently in progress and not completed? If so, please describe.**

   ○ There is a need to still fully revise the Mentor and Mentee selection rubrics to fully include IDEAA criteria and align with updated mission/vision for academy.

4. **Do you have any recommendations for what the committee should focus on next year?**

   ● Monitor the number of mentor applications and actively recruit with some personal "reach outs"/ invitations. Maybe consider other former ASCCC Exec members who are still faculty as an invitation. (We had one current and two former exec members serving as mentors for the 22-23 cohort)

- Consider any feedback from the 22-23 cohort that was collected on their summary-reflection reports.

- Consider a formal repository of developed resources and suggestions into a FELA Coordinator Handbook/Toolkit as a guide to ensure consistency and momentum for this program. (possibly a google doc or canvas shell?) TBD

- In the 22-23 year we had many more mentee applications than mentor applications. With the desire to keep the mentor experience as near one-to-one as possible we only had 6 mentors, and accepted a total of 11 mentees (over 30 applied) for this revised FELA pilot. The early recruitment of mentors may help in the total numbers of mentees we can serve. Also, we did have a couple of mentees that were unable to continue in the program, there was not a waitlist to bring in new mentees for mentors. I had one mentor who's mentees left the program, but was able to keep the mentor engaged and welcomed her to the formal cohort convenings (as she was still part of the cohort community even without mentees) where she could share her experiences to the entire cohort.

- Marketing with testimony and success stories from participants (both from mentors and mentees) to share the impact of this experience.

Other comments:

The primary focus for the FLDC this year was the support and work on FELA. Now that a FELA structure and initial resources have been developed the committee may want to consider other overall professional development support that may be needed in the field and consider partnerships with ASCCC Relations with Local Senates to support local senate president professional leadership support, or support with empowering our formal ASCCC liaisons and caucuses to support diversity in leadership. Opportunity to promote diversity in leadership and actively encourage new leaders in our system.

2022-2023 Members
Christopher Howerton, ASCCC North Representative, Chair
Manuel Velez, ASCCC Area D Representative
Anna Nicholas
Elizabeth Walker
Suman Mundunuri
Kathy Osburn
Miryan Nogueira

2022-2023 FELA Cohort Shared Resources Repository

*See below this list for some additional academy suggestions from the 22-23 mentors based on their experience that could be considered for the 23-24 cohort.

Date	Submitted By	Resource	Description
Jan 2023	C. Howerton	- Women in Leadership: Finding your Voice 'What's has the most significant impact on leadership of color?' 16	three conversation starter articles for mentors and mentees.

		[Philly-area leaders answer our question.](#) ● [Is our leadership approach stuck in the 1840's](#) (Oct. 10, 2022)	
Jan 2023	C. Howerton	● [ASCCC Local Senates Handbook](#) ● [ASCCC Mentoring Handbook](#)	ASCCC published handbooks
Jan 2023	M. Cruz	● [Self Care Day](#)	Self-Care
Feb 2023	C. Howerton	● [Contingency Theory of Leadership and various contingency leadership models](#) ● [Impact of Transformational and Servant Leadership on Organizational Performance: A comparative Analysis](#) ● [The Role of Servant Leadership and Transformational Leadership in Academic Pharmacy](#) ● [Difference between Servant Leadership and Transformational Leadership](#) ● [Transformational versus Servant Leadership: A difference in Leader Focus](#) ● [styles perspectives](#)	In Prep for 2nd Cohort Convening
Feb. 2023	C. Howerton	● [3 Tips for Successful Mentoring Conversations	ATD](#)	For Mentors

		● [The Fundamentals of Mentoring](#)	
March 2023		**For the Mentors** ● [What the Best Mentors Do](#) **For the full Cohort** ● [10 Principles of Leadership Latino Style - Dr. Santalynda Marrero](#) ● [Leadership Styles of Ethnic Minority Leaders](#) (note some reference for further reading) ● [Gender, Leadership and Organization](#) ● [3 Incredible Black Leaders with Exceptional Leadership Style](#) ● [50 Questions to ask a Mentor for a Great Mentorship Experience](#)	
March 2023	Pablo Martin	**[Hosting hybrid meetings under the traditional Brown Act Google Form](#)**	For folx interested in (the rather cumbersome efforts required for) hosting hybrid meetings for ALL senators, here's

			the Google Form we're using to do so. -Thanks for the add, Pablo - CH
April 2023	C. Howerton	● The Importance of Intersectionality in Higher Educational and Educational Leadership Research ● ASCCC Resolution Handbook ● ASCCC Resolution Writing and General Advice ● Adopted ASCCC Resolutions Repository ● ASCCC Election Information	In preparation for Spring Plenary, some information about ASCCC Resolutions and follow up from a question during 2nd cohort convening.
May 2023	C. Howerton	FINAL Cohort Reading and Reminders: ● FELA Summary Form (must be submitted to FELA Coordinator and ASCCC Executive Director by end of May ● Link for ASCCC Leadership Institute ● Link to volunteer for ASCCC state-wide committee service ● Leading with Integrity ● The Necessity of Integrity for Leading in Times of Crisis	In preparation to finalize academy experience and recruit for state-wide service. Also, a final thought reading on integrity and leaderships

		● [4 Reasons Why You Must Lead with Integrity](#)	

Feedback from Academy Mentors for consideration (collected 5/19/23)

Themes and Suggestions

- Is there an opportunity with the foundation or other ways to set up ongoing donations to help support the FELA program to promote ==sustainability==?

- The mentors would benefit from a **mentors-only orientation** about some strategies to help keep mentees engaged or support for suggested structure of interaction.

- Remember that not all faculty are seeking senate leadership, but to also support faculty who lead in their classrooms, may move into chairing departments or college-wide activities that are also leadership.

- Enjoyed the focus on diverse leadership styles and including the cultural perspectives

- Consider the timing of the cohort convenings to not overlap with end-of-the year obligations.

- If a mentor is assigned more than one mentee, try to ensure that the mentees have similar goals or level of experiences to support the mentor.

- try to **intentionally make space** and opportunities for mentors/mentees during the plenary events if appropriate and possible. (due to the late start of the 22-23 cohort we were only able to invite participants to the Spring plenary)