

Good afternoon. I'll start with the bad news or what has become housekeeping. Last October, I stood before you asking you about the whereabouts of the MPC Board policy on shared governance, BP2010. This is a foundational Board policy which is required by State law. It defines the role of the Academic Senate on our campus as to be "relied primarily upon" in regard to academic and professional matters. If you remember, the problem is that this BP is now archived on our website and it's number, BP2010 is now assigned to a BP on Board membership. There are two problems with this. First, the same number has been assigned to two board policies. I have been told that this is very much illegal. The second reason why this is troublesome is that after four months of asking for this policy to be renumbered and reposted, the Academic Senate has still not been heard by our Board of Trustees. Just yesterday, I received a letter from the subcommittee and today, I heard that this will be reviewed at the President's Advisory Group in the coming weeks. But this could still be troublesome because, if there are any changes, this Board Policy will not finish going through the Academic Senate until the end of April. I am certain that you will want the ACCJC to be happy with what they see on the website after they receive our follow up report. The Academic Senate adamantly requests that this archived Board Policy on Shared Governance be renumbered and posted as is.

Now, the good news. You heard from Dean Webb of the short timeline with which we have been asked to assess our program learning outcomes (PLOs). We are all incredibly grateful for the tremendous work of the relatively few to accomplish this task - the Learning Assessment Committee, deans, division chairs, department chairs and discipline faculty, both full and part time faculty. Many of them have really gone above and beyond. I believe Heather Faust has sat with Judy Cutting to engage discipline faculty in discussion to thoughtfully assess PLOs for over 20 programs in the last two weeks. She will be involved with, I think, as many as 40 programs. I have total confidence in the talent and fortitude of these colleagues. They will, no doubt, meet this deadline to raise the needle on our PLO assessment just as our faculty raised the needle on SLO assessment greatly in just one semester.

I am, however, deeply and personally distressed that we have had to put our colleagues under such distress with this short deadline. No doubt, this distress is based in previous experience. So let me go back in time a bit. A week before the start of my first semester as Senate president, I was called in to Dr. Tribble's office with Susan Kitagawa and Kiran Kamath and informed that faculty must rectify the single course equivalency issue. When I asked about the deadline, I was told "yesterday". A month ago, I found myself in a meeting with the PRT team where it became clear that faculty had to finish all PLO assessments and the timeline was March 15th which has now been changed to March 5th so that the writing can be completed for the follow up report. In discussions, I have searched for the reason for why we are, once again, behind with such campus issues. In discussions with the PRT team, it was suggested that as faculty, we are somewhat isolationist and we need to reach out to other campuses more often. While there are many opportunities for connecting to other faculty across the state, I can tell you that recruiting faculty to go has been difficult. The Senate does not have a budget for professional development nor for conferences nor for sponsoring guest speakers- even to flex days. In fact, Kiran Kamath mentioned the visit by the ASCCC members to educate us on the role of the Academic Senate and how we define

ourselves and “stay in our lanes” as Ms Kamath put it. We were able to do that with zero budget because those members were attending a conference at the Hyatt next door. Although requested, there was not even funding to buy them lunch. Last year we sent one faculty to ASCCC leadership and two to the ASCCC curriculum institute and one to the ASCCC plenary sessions. I have been told that no other school sends just one faculty member to plenary sessions. So, since the PRT visit, there has been some discussion in this regard and Dr. Tribley has suggested that he will allow us to send five faculty to conferences in the coming year and two to plenary sessions. I thank Dr. Tribley for this commitment and, although, I could not get a firm commitment at this time, I sincerely hope that it will be reiterated in the years after accreditation as well. I hope, too, that you, our Board of Trustees, will see the importance of getting our faculty out there.

Finally, while PLO assessment has shadowed the discussion about guided pathways, I just want to add that guided pathways work is underway. The writing of that grant proposal and, hopefully, a design for our approach to getting to guided pathways is being spearheaded by a taskforce driven by Dean Knolle. Additionally, the campus is thinking about pathways and once we are off probation, we should be allowed to make some exciting curricular changes. Discipline faculty are also reaching out and designing exciting collaborations further afield off campus. We hope that these will be supported by the administration. In fact, many other projects that have been long underway on campus, have direct bearing on guided pathways. For example, our math and English faculty have been hard at work on the acceleration of their basic skills curriculum. Last week, the Academic Senate heard outstanding presentations from these faculty exploring the new accelerated design for our basic skills curricula. Over the next year, our English program will move from one having 3 courses below ENGL1A to having just one course below ENGL1A. And, our math curriculum will change from a maximum total five course series to a maximum total of three courses. They will also offer a statistics-emphasized pathway for non-STEM majors. We look forward to seeing these changes increase the success of our students.

I thank you for receiving my report.