

2020-21 Academic Senate Annual Report

Goal 1: Inclusion, Diversity, Equity, and Antiracism: Partner with the MPC Administration and other relevant campus constituencies to implement the CCCCO's Call to Action recommendations.

- In conjunction with discipline departments, the Curriculum Advisory Committee, the LGBTQIA+ Gender and Racial/Ethnic Diversity Advocacy Committee, and GP/AS Instructional Practices Work Team efforts, investigate and recommend best practices related to antiracism instruction, diverse representation within curriculum, and culturally responsive teaching practices.

This goal was very much at the forefront of Senate's discussions and planning this last year. One of the ways we supported this goal was approving the Flex Committee's recommendations to bring timely and relevant keynote speakers to campus (virtually) for our fall semester Flex Days. As such, the campus benefitted from a presentation by Dr. Valyncia C. Raphael-Woodward, whose topic was "Bystander Intervention, Bias Mitigation, & Building Trust." We also heard from Dr. Paul Nolting, who presented "Practical Strategies for Improving Student Academic Success." Both of these presentations provided the campus useful information about working together and creating a positive campus environment in support of all of our students.

The Senate also published two documents in support of MPC students and colleagues, which can be accessed here: [Statement to MPC Board of Trustees on behalf of LGBTQIA+, Gender, and Racial/Ethnic Diversity Advocacy Committee](#) and [AS Resolution in Support of MPC's AAPI Colleagues and Students](#).

Moreover, the Senate received regular reports from Senate members who were also on MPC's IDEA Task Force; we look forward to continue hearing recommendations from the Task Force on those matters intersecting with Senate purview.

Goal 2: Faculty Hiring Processes: In collaboration with Human Resources and Academic Affairs Advisory Group (AAAG), review and revise full and part-time hiring practices.

- Aligning with CCCCO, ASCCC, and MPC Board of Trustees, and as an integral part of the hiring process, investigate best practices, seek guidance from state partners, and develop recommendations for increasing diversity among MPC faculty.

The Academic Senate, in conjunction with the Office of Academic Affairs and Human Resources, approved a revised part-time faculty hiring process in fall. As part of our discussion and review, we consulted [ASCCC Model Hiring Principles and Practices Course](#) for guidance on applying equitable practices and increasing faculty diversity.

Additionally, the newly-formed Guided Pathways/Academic Senate recommended Professional Development Program, under the coordination of Lauren Blanchard, will be working to build a faculty mentoring program, with one focus being recruitment and guidance for potential new faculty, with the goal of increasing faculty diversity.

Goal 3: Underrepresented Student Populations: Support and promote the efforts of campus partners working to improve access and success for marginalized student populations, including but not limited to Umoja, EL CENTRO, undocumented students, the Veteran's Resource Center, and the LGBTQIA+ Gender and Racial/Ethnic Diversity Advocacy Committee.

A primary means of supporting this goal over the last year was through approving administrative procedures with a renewed focus on equity and removing barriers to student access and success. For example, the Senate

reviewed and approved [AP 4235: Credit for Prior Learning](#) (CPL) and is eager to assist in its implementation. CPL is a means of honoring students' military, industry, and/or carceral experience and applying it toward a degree or certificate. In all, the Senate reviewed over two dozen APs over the course of the last year, receiving valuable input from administrators, counseling, and instructional faculty along the way.

Goal 4: Faculty Evaluation Procedures: *Partner with MPCTA in developing recommendations for faculty evaluations that emphasize consistency, fairness, and mentorship.*

One of the Senate's bigger accomplishments this last year was working with MPCTA leadership toward revising MPC's faculty evaluation procedures, including the implementation of a pilot Peer Observation Program (POP) this year. As a result of our collaboration, Senate/MPCTA has developed new and improved self-evaluation guidance and student surveys, including creating different forms for different teaching environments: classroom, coaching, library, counseling, and learning center. The peer observation pilot includes an opportunity for participants to self-select goals for study and employs a reciprocal observation model wherein all participants observe and are observed, providing feedback in support of one another's goals. The goals of these revisions are better quality and more in-depth self-evaluations, improved input from students, and building a more collaborative, supportive evaluation process.

Goal 5: Guided Pathways Work Team Recommendations: *Support the implementation of Instructional Practices (IP), Student and Academic Support (SAS), and College and Career Guidance (CCG) Work Team recommendations.*

The Senate continues to collaborate with MPC's Guided Pathways, approving and implementing recommendations from the various work teams. Last year, the Senate approved the recommendations from the College and Career Guidance Work Team, as well as implementation plans related to MPC's new Professional Development Program. The Senate also continues to support and provide input on Student and Academic Support implementation, which is currently underway.

This year, additional focus will be on implementing the Teaching and Learning Committee, as well as English and Math Student Ready pilot programs. Full Senate/Guided Pathways recommendations can be accessed here:

- [Guided Pathways/Academic Senate Student and Academic Support Work Team Recommendations](#)
 - [Guided Pathways/Academic Senate Instructional Practices Work Team Recommendations](#)
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Goal 7: Online Education: *Support faculty, the Online Education Committee, and learning support services in continuing to deliver high-quality online education, including ongoing professional development opportunities.*

Finally, as the campus continued to provide remote instruction as a result of COVID-19, conversations arose about the appropriate use of cameras for instruction. After several presentations from the Online Education Committee and much deliberation at Senate, we were able to approve a policy that both acknowledges concerns over student equity and privacy as well as the need for some courses to use cameras in order to meet student learning outcomes and external mandates.