

Academic Senate Goals 2021-22

Draft Goals prepared by Exec Working Group: Sara Mestas, Tania Anders, Kristina Allende, and Chisa Uyeki. Greyed out rows are items that were brought up at the Senate Retreat but the working group was not able to translate into a viable goal because it was either outside of the scope of the 10+1, had already been addressed in a goal or in previous work, or we did not have complete information. If there is additional information available please provide to any members of the working group.

Category	2021-22 Goal	Goal Origination	Original Need/Goal 20-21	Next Steps	Original Details/Notes	Follow Up/Tracking
Equity	Support and encourage faculty participation in cross-campus equity initiatives	Ongoing	Faculty participation in cross-campus equity initiatives	Direct Leadership	Direct leadership to work with the President's office to facilitate faculty participation in CCC USC Equity Leadership Alliance.	
	DEISA (Diversity, Equity, Inclusion, Social Justice, and Anti-racism) Town Hall	Carryover from 2020-21 & Academic Senate Planning Retreat (Padlet)	n/a new goal	Direct Leadership	Senate Faculty Town Halls	Academic Senate Town Hall: To be done in 21-22. Bruce Nixon and Kristina Allende are Exec Board members who will lead the coordination. DEISA Town Hall Senate Exec will contribute to planning following shared reading of ASCCC paper Antiracism Education in California Community Colleges https://go.boarddocs.com/ca/mtsac/Board.nsf/files/C6QM GUSAB8DD/\$file/ASCCC_Anti-Racism_Education_F20.pdf
	1) Clarify the Senate role in faculty evaluation and consult with FA and Administration Working Group on Evaluational Pilot. 2) Have FPDC explore training for faculty serving on tenure committees.	Carryover from 2020-21	n/a new goal	Refer to Committee	Develop equity-minded training for faculty serving on tenure committees	Was addressed in RJTF recommendations and was forwarded to AMAC working group on faculty recruitment, hiring, and retention. This was also addressed through a pilot in the TAs and ratified in the contract from FA in evaluation pilot. Training to be developed.
	Address institutional racism on our campus by supporting and facilitating professional development work related to race and other challenging topics and invite faculty across disciplines and content areas to use resources that are inclusive of all our diverse learners	21-22 Additional Senate Goals	n/a new goal	Refer to Committee	n/a	
	Advocate for collaboration between the Board of Trustees, College President, Vice President of Instruction, Vice President of Student Services, other members of the Administration, Student Services, and the DESIA coordinator to develop a Mt. SAC "Pledge to Antiracism" that will be made publicly available on the Mt. SAC homepage as well as printed on Student Services literature.	Recommendations from Racial Justice Task Force	n/a new goal	Refer to Committee	Could be referred to SPEAC or could Direct the Leadership, or both	
	Update the Senate Constitution to include a seat for a Diversity, Equity, Inclusion, Social Justice, and Anti-racism (DEISA) Coordinator to the Academic Senate Executive Board to facilitate communication among local faculty, the local senate (seat on SPEAC and Student Equity), and the Academic Senate for California Community Colleges (consider using Legislative Liaison as a model for building it into the constitution) & Advocate to administration to support LHE for faculty reassignment to support this position.	Recommendations from Racial Justice Task Force	n/a new goal	Direct Leadership		
	Encourage ongoing critical reflection and provide opportunities for faculty to have difficult and honest conversations concerning systemic racism, social injustice, and racial and ethnic bias as we commit to acting towards anti-racism.	21-22 Additional Senate Goals	n/a new goal	Refer to Committee	Refer to all committees and Direct Leadership.	Senate Exec is doing a shared reading and anti-racism discussion and will use discussion to inform future steps.
Committees and Councils General	Senate to message all senate committees to review and revise goals to ensure equity, sustainability, and guided pathways is embedded in committee and council work. Senate Exec will review for these components & Recommend all Senate committees review APs and BPs with the lens of anti-racism and consideration of the equity impact on students, including considering data where available	Carryover from 2020-21 & Racial Justice Task Force Recommendation	Ensure equity, sustainability, and guided pathways is embedded in committee and council work	Refer to Committee	Ask all Senate Committees & Councils to discuss and examine their purpose & function to answer how the committee/council will address equity, anti-racism, elimination of anti-Blackness, biases, and working towards environmental sustainability.	
	Share the Academic Senate for California Community Colleges Local Senate Handbook with all senate committees and councils.	Carryover from 2020-21		Direct Leadership		
Curriculum	Equity Curriculum Cultural Audit with funding for faculty to join	Carryover from 2020-21 & Academic Senate Planning Retreat (Padlet)	Equity Curriculum Cultural Audit with funding for faculty to join	Refer to Committee	C&I is developing a plan for implementation and will recruit interested faculty across campus	C&I is developing plan to launch est. winter 2022
	Consider +/- grading as an equity issue	Carryover from 2020-21 & Academic Senate Planning Retreat (Padlet)	Consider +/- grading as an equity issue	Create Task Force	Task Force could be created to explore pros and cons and how this could impact equity.	Explore pros and cons and how it impacts equity. Will not be referred to C&I.
	Review progress of SLO and PLO work and begin ILO. Reconfirm commitment to equity focus in outcome work.	Carryover from 2020-21	Revamping SLOs, ILOs with an equity lens	Refer to Committee	Outcomes Committee	The Outcomes Committee has inquired about linking Banner to Nuventive so that they can disaggregate data by demographic and course SLO; ILOs will be the focus 21-22.
	Change W deadline from 60% to 75% (would have to change AP 4225)	Carryover from 2020-21 & Academic Senate Planning Retreat (Padlet)	Change W deadline from 60% to 75% (would have to change AP 4225)	Create Task Force	Title 5 allows for up to 75% of the term.	Task force was approved by Senate on 9/2/21, Phil Wolf will Chair. Task force to make recommendation on W deadline
	Program Initiation Process	Revisit Goal 2022-23	Program Initiation Process	Refer to Committee	Refer to EDC to investigate and develop a program initiation process	Addressed some concerns related to program initiation. Appointment of Kristine to SWF and Senate revised overlap process. Senate passed 5-year curriculum review process. Revisit 2022-23 to see if additional changes are needed.

	Review pass/no pass policy for winter and spring 2022. Consider continuation for pandemic.	Carryover from 2020-21	Pass/no pass	Other		
	Support Competency Based Education CBE grant	Academic Senate Planning Retreat (Padlet)	n/a new goal		This is work has direct impact on the SCFF and our student success. How can we engage our general education disciplines to get involved with this since we are a grant receiving District and the Chancellor very much wants this to be general education	
Standards or policies regarding student preparation and success	Student privacy with camera on/off for online meetings. Senate review of proposed AP	Carryover from 2020-21	n/a	Other	Appointed Michelle Shear & Jaishri Mehta to working group on Recording virtual meetings	In progress, drafting of AP 37XX Virtual Conferencing
	Help secure and identify needed spaces for prayer, Native American students, and free speech	Carryover from 2020-21	Support students in obtaining prayer space on campus and El Centro. (related spaces for African American students, Native American students, free speech)	Input needed	(This is part of the President's Equity initiative- could support through the initiative)	Space has been identified/developed and budget for staffing has been secured for El Centro and Black Cultural & Student Success Center.
	Ensure there is enough support for students learning online. Ask DLC to make recommendations to address gaps in support for DL students.	Carryover from 2020-21	Help students with the transition to online learning and close gaps. Help students with the barrier to learning.	Refer to Committee	REFER TO DLC- Ask to investigate the development of a campus-wide module for all online classes to orient students to learning in canvas (Idea: complete in the Hub and create a certificate that they supply to their professor)	Requested update from DLC on progress to goal
	Restorative Justice	Academic Senate Planning Retreat (Padlet)	n/a new goal		integrate into policies and procedures	
	Data Literacy	Academic Senate Planning Retreat (Padlet)	n/a new goal	Input needed	Integrating data in understanding student success [This is already part of the Title V project and work happening in SPEAC and Retention & Persistence]	
	Additional resources/help for DACA students	Academic Senate Planning Retreat (Padlet)	n/a new goal	Input needed	[need more information on what is needed specifically to address.]	
	Informing students of course progress	Academic Senate Planning Retreat (Padlet)	n/a new goal	Senate Resolution	With so many faculty learning Canvas, this has been improved. But currently there is no policy for faculty having to post student grades/progress through out the semester. This can make it challenging for students to get help if they don't know they are not doing well.	
	Institutionalizing the laptop loner program	Academic Senate Planning Retreat (Padlet)	n/a new goal	Senate Resolution	[Could pass a resolution in support of continuing the program, or could direct the Senate Leadership to inquire about the institutionalization of the program]	
	Act on the recommendations from the Racial Justice Task Force related to Student resources and services	Recommendations from Racial Justice Task Force	n/a new goal	Refer to Committee	Refer to SPEAC and ask CDC to consider https://www.mtsac.edu/governance/academicsenate/resources/task_forces/2020-2021/RacialJusticeTaskForceRecommendationsSpring2021_final.pdf	
Explore the possibility of paying students to join and serve on committees and leadership roles that can serve the campus community, with direct expertise from students.	Academic Senate Planning Retreat (Padlet)	n/a new goal		[Could create a TF to investigate, discuss with College leadership, and see what other colleges are doing]		

Faculty Professional Development	for equity in online teaching. Campus events 1) Collaborate with POD, Flex Day Planning Committee, Humanities and Social Sciences Division, Title V Coordinators to calendarize 'Anti-racism' series and introduce it at Fall FlexDay. 2) Recommend Faculty Professional Development Council (FPDC) support interested parties in organizing an annual spring anti-racism day/week. 3) Encourage the campus administration to reserve funds for annual events centered on anti-racism and diversity. On faculty Professional Development 1) Faculty Professional Development Council (FPDC) will collaborate with and support the work of campus groups focused on racial justice and racial equity by offering assistance with promotion in faculty professional development newsletter; by featuring content on the MagicMountie Podcasts; and by supporting Communities of Practice, book clubs, and FLEX Day presentation proposals. 2) Advocate for diversity, equity, inclusion, and anti-racism is integrated into the content of the New Faculty Seminar, Department Chair trainings, and New Faculty orientations. 3) Explore the introduction of a campus-wide badge system that will recognize faculty whoteach from a lens of diversity and anti-racism. 4) To encourage participation in, and increase trainings related to racial justice and racial equity, recommend POD and FPDC support workshop developers through the Professional Growth Increment (PGI) approval process for their workshops, [recommendation 5) was listed separately], 6) Advocate for training opportunities and release time for faculty to infuse culturally relevant pedagogy, equity practices, and community service for African Americans/Black populations, Native Americans/Native Alaskans/Indigenous populations, Latinx populations, and Asian Americans and Pacific Islanders into the curriculum.	Carryover from 2020-21 & Academic Senate Planning Retreat (Padlet)	Training for equity and teaching online	Refer to Committee	FPDC	Multiple opportunities for faculty to engage; e.g. CORA certificate programs, ACUE, FOMAR, Data Coaches, community of practice. Also have appointed Oll Mohammadi to serve as Online Equity Coordinator, funded by Title V.
	Support best practices for OER and shared resources	Carryover from 2020-21	Best practices for OER and shared resources	Refer to Committee	Textbook & Instructional Materials and FPDC	Textbook and Instructional Materials committee is working on this goal
	Support task group for FPDC to meet goal of guided paths for faculty	Carryover from 2020-21	Guided Paths for faculty – e-flyers on how to complete various parts of training	Refer to Committee	FPDC	
	Racial justice taskforce recommendations to continue to support training for equity in online teaching. 5) Ask Senate leadership to advocate for funding to support trainings on racist pedagogy and to have these trainings permanently added to the POD calendar, and be	Recommendations from Racial Justice Task Force	n/a new goal	Direct Leadership		
Areas of Mutual Agreement	Institutionalized support, mentorship, opportunities for WOC, Women-identified, and gender non-conforming faculty.	Academic Senate Planning Retreat (Padlet)	n/a new goal	Refer to Committee	FPDC, CEDC. Additional input requested on how to support and move this goal along	
	Equity audit of recruitment, screening, & hiring process. Audit in-progress, implement changes based on equity audit outcome	Carryover from 2020-21	Equity audit of recruitment, screening, & hiring process	Refer to Committee	Refer to faculty on CEDC, and discuss in TF. Research- different than mutual agreement	Being addressed by AMAC working group on faculty recruitment, hiring, and retention which began meeting in May 2021.
	Consult with Faculty Association on Article 18 pilot. Explore development of training for faculty participating in faculty evaluation and tenure process.	Carryover from 2020-21 & Academic Senate Planning Retreat (Padlet) & Share your Successes & what needs improvement (Padlet)	Equity audit of faculty evaluation, Retention, and tenure process	Input needed	Racial Justice Task Force "Consistent process and rules needed across campus. E.g. What does a valuable and productive classroom observation visit look like, how to be a good mentor to new faculty, how to ensure you are treating new hire equitable etc. Unified and consistent tenure process across campus- Create consistent process across campus, e.g. same rules about portfolios, classroom observation training/rules, peer evals (who is considered peer etc., representative from outside department as observer...). Require training for faculty serving on tenure committees." Also want to forward to CEDC the component on how new hires are treated equitably as that is in CEDC P&F.	Beginning with AMAC working group on faculty recruitment, hiring, and retention which began meeting in May 2021.
	Academic Senate Meet & Greet- Hold at a different time so that folks who have scheduling conflicts Thursday can learn more about Senate. Open Senate Office Hours- hosted for problem-solving purposes?	Academic Senate Planning Retreat (Padlet)	n/a new goal	Direct Leadership	n/a	
Uncategorized	Improved collaboration with Student leadership	Academic Senate Planning Retreat (Padlet)	n/a new goal	Input needed	[want more direction on how to implement this.]	
	Course designations: 1. leaf for sustainability 2. Symbol for Equity 3. Symbol for Low Cost Materials (less than \$40 e.g. lab courses have costs for packets but some are cheaper)	Carryover from 2020-21	Course designations: 1. leaf for sustainability 2. Symbol for Equity 3. Symbol for Low Cost Materials (less than \$50 e.g. lab courses have costs for packets but some are cheaper)	Direct Leadership		Leadership will request info from Instruction Office on how to implement
	Review and update of Senate Constitution, rules, and handbook	Ongoing	n/a	Direct Leadership		Kelly Rivera and Sarah Nichols are working on the Constitution revision.
	Senate Leadership will meet with members of AMAC to discuss and address Faculty Primacy on Teaching Modality 2021-02 resolution	Recommendations from Racial Justice Task Force	n/a new goal	Direct Leadership	n/a	Initial meeting and draft statement created on 9.16.21
	Meet with members of the Board of Trustees and Mt. SAC Foundation to discuss the Fossil Fuel Divestment Resolution 2021-04 and urge implementation of the resolution.	Recommendations from Racial Justice Task Force	n/a new goal	Direct Leadership	n/a	

Direct the Leadership to Request surveys and refer to SPEAC: Student surveys to understand: 1. Students' attitudes toward seeking help for mental health and basic needs; 2. Students' awareness of resources; 3. Students' perceptions of stigma around seeking help from various sources (e.g., self, classmates, family)	Recommendations from Racial Justice Task Force	n/a new goal	Refer to Committee	n/a	
Direct the Leadership to Request surveys and request CEDC explore- Faculty and Staff survey to understand: 1. Faculty/Staff attitudes and perceptions of stigma; 2. Awareness of resources; 3. Self-efficacy in discussing and referring students in regards to mental health and basic needs issues	Recommendations from Racial Justice Task Force	n/a new goal	Refer to Committee	n/a	
Evaluate whether current resources are meeting student and faculty/staff needs, and develop an intervention based on survey research to increase willingness to seek help/decrease stigma	Recommendations from Racial Justice Task Force	n/a new goal	Input needed	[not sure who should do this, or be asked to do it.]	

Approved by Full Senate March 10, 2022