

Santa Monica College
Academic Senate Environmental Affairs Committee
Minutes – 12/01/11

Attendance

- | | |
|---------------------|-------------------|
| ✓ Eric Oifer | ✓ Amber Katherine |
| ✓ Genevieve Bertone | ✓ Dana Morgan |
| ✓ Stuart Colley | ✓ Alex Schwartz |
| ✓ Jeff Gehring | ✓ Alex Tower |
| ✓ Hannah Alford | |

I. Announcements

II. Review of Institutional Research needs (with Hannah Alford)

a. STARS

- i. Number of sustainably focused courses
- ii. Number of sustainably related courses
- iii. Number of departments that are offering either sustainably related or focused courses
- iv. Survey for assessing number of sustainability related sections (classes not courses)
 1. The group reviewed the a sample survey and edited the questions.
 2. The group recommended adding questions about curriculum delivery and defining sustainability related courses. For example:

In the classroom, do you include sustainability related themes, such as:

- | | |
|------------------|------------------|
| • Equity, | • Water |
| • Social justice | • Energy |
| • Pollution | • Recycling |
| • Gardening | • Animal rights |
| • Public health | • Urban Planning |
| • Food systems | • Global issues |
| • Climate | • Biodiversity |

In your class, which methods do you use to discuss sustainability or global citizenship?

- Films
- Videos
- Guest lecturers
- Current events
- Assignments
- Readings
- Presentations
- Group work

b. Other noted wording:

- “What methods do you employ to teach sustainability: readings, assignments, exercises, examples in lectures/lessons, films/videos, guest lectures?” and “what content do you include in your class to address sustainability related values: equity, social justice, environmental degradation, pollution, biodiversity, global issues, landscape, public health, nutrition, gardening, resilience, population, energy, transportation”

c. Discussion of a national survey (SESI) which will be administered at SMC in the Spring. The EAC recommended the following 5 questions:

1. What is the primary mode of transportation you use to commute to campus?

Drive alone, Carpool, Motorcycle/motorized scooter/moped, Bicycle,
Walk/skateboard/non-fuel, Public transportation (bus, train, etc.)

2. How important are environmental issues to you?

Very important, Important, Moderately important, Of little importance, Not important
at all

3. To what extent has your experience at SMC, including coursework, clubs, and other
activities, influenced your environmental choices and behaviors, such as recycling,
composting, conserving water, using alternative transportation, and connecting
with nature?

Very much, Quite a Bit, Some, Very Little, Unsure

4. To what extent do you agree with this statement: "I would like to see
environmental or sustainability themes included in more of my classes at SMC"

Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree

5. To what extent has your experience at SMC empowered and enabled you to help
solve social and environmental problems?

Very much, Quite a Bit, Some, Very Little, Unsure

III. Garden Field Studies course (tabled)

IV. Global citizenship AA Degree requirements

Proposed Ecological Literacy graduation requirement course criteria language:

1. Conceptual foundations of our environmental attitudes, values and challenges (delete – "from a variety of cultural perspectives")
2. Scientific understanding of Earth's natural systems and cycles ("delete – emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth")
3. Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter and longer-term implications for the planet's livability and sustainability (same)
4. Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources (same)
5. Skills for deliberation, debate and action necessary to curb the adverse impact of human activity on the Earth (New)
6. Develop technical skills or expertise necessary to implement sustainable solutions (New)