

## **SMC ACADEMIC SENATE**

**Tuesday, April 29, 2008**

**11:15-12:35 p.m. Business Building Room 144**

- I. Call to Order
- II. Public Comments:
- III. Action Items:
  - 1. Approval of the Minutes for – April 15, 2008  
[http://homepage.smc.edu/randall\\_toni/Acad\\_Sen\\_Minutes\\_06\\_07/AS\\_Minutes\\_4\\_15\\_08.doc](http://homepage.smc.edu/randall_toni/Acad_Sen_Minutes_06_07/AS_Minutes_4_15_08.doc)
  - 2. Adoption of New Courses – Mary Colavito, Chair Curriculum Committee
  - 3. Second Reading -- Global Citizenship AA Degree Requirement Criteria – Mary Colavito, Chair Curriculum Committee
  - 4. First Reading – AR 3230.1 Procedure for Hiring Hourly Temporary Faculty – Peter Morse, Chair Personnel Policies Committee
  - 5. Second Reading – AR 3211.1 Procedures for Hiring New Contract Faculty – Peter Morse, Chair Personnel Policies Committee
  - 6. First Reading – AR 4111.4 Mandatory Assessment, Course Placement, and Challenge Procedures – Jose Cue, Chair Student Affairs Committee
  - 7. First Reading -- AR 4331 Academic Renewal
  - 8. Second Reading – AR 4332 Student Progress & Graduation—Progress Renewal – Jose Cue, Chair Student Affairs Committee
  - 9. Second Reading – AR 3211.2, AR 3211.3, AR 3211.7, AR 3215, AR 5110, AR 5111 & AR 5113 – Non Substantive Changes Only
  - 10. Proposed Academic Senate By-Law changes – First Reading – Howard Stahl, Election & Rules Committee
  - 11. ASR02-08 Project Manager/Director for Sustainability – Amber Katherine & Pete Morris, Co-Chair’s Environmental Affairs Committee
  - 12. Proposal to Initiate Senate Dues, Sal Veas Senate Treasurer
- IV. Information Items:
  - 1. President's Report – Richard Tahvildaran-Jesswein
  - 2. Global Citizenship Task Force – Gordon Dossett and Georgia Lorenz, Co-Chairs
- V. Old Business Discussion:
  - 1. ASR11-07 – Student Evaluations
  - 2. Textbook Rental Program
- VI. New Business Discussion:
- VII. Announcements
- VIII. Adjournment

**Next Scheduled Meeting: May 14, 2008**

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**ACTION ITEM SUBJECT 2: Adoption of New Courses – Mary Colavito, Chair**

*New Course*

***COUNSELING 59: Textbook Strategies Using Technology***

Students learn to apply technology-based study strategies to enhance comprehension and retention of instructional materials. Students will apply the strategies with consideration for their learning styles and the types of materials they are reading. Comprehension strategies such as patterns of organization and skimming techniques are also covered. This course is designed for students with learning disabilities.

Units: 1    Department Vote: 33-0-13    Prerequisite: None

*Distance Education*

***Biology 15N: Marine Biology***

***Communication 10: Journalism, Gender and Race***

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**ACTION ITEM SUBJECT 3: Second Reading - Global Citizenship AA Degree Requirement – Mary Colavito, Chair**

**Draft of General Description for the Global Citizenship AA Requirement:**

A student meeting the Global Citizenship AA requirement would develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social and technological systems of the contemporary world. This prepares the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or Study Abroad Experience. (Please see additional draft detailing characteristics of courses that fit these areas.)

SANTA MONICA COLLEGE  
**APPLICATION FOR APPROVAL—COURSE TO FULFILL  
GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT**

<b>Course Name:</b>	
<b>Units:</b>	

**Categories:**

Please check which of the following categories your proposed course falls into.

**American Cultures:** Course utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. Course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the American cultures focus of the course.

**Student Learning Outcome:**

**Ecological Literacy:** Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems.

Any course whose content focuses primarily on **one or more** of the following three areas will be considered for the Ecological Literacy category. Check all that apply.

- Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives.
- Scientific understanding of Earth’s natural systems and cycles, emphasizing humanity’s role as the planet’s ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.

- 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.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the ecological literacy focus of the course.

***Student Learning Outcome:***

**Global Studies:** A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level.

To be included in the Global Studies category a **course will meet all of the following criteria.**

- Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

In addition it will be expected that at least one student learning outcome (SLO) is developed that reflects the global, comparative, interconnected focus.

***Student Learning Outcome:***

**Service Learning:** Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course or section of a course may satisfy the Global Citizenship AA Requirement via Service Learning if it utilizes service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered "significant" **all of the following conditions must be met.**

- The required hours of service must be at least 20 per semester.
- The academic rigor of the course must be supported by the use of service learning.
- Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.
- The service-learning component of the course needs to be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. The hours

completed are not part of the grade. The academic work resulting from the service learning hours should contribute to at least 40% of the grade.

In addition it will be expected that at least one student learning outcome (SLO) is developed that reflects the service learning aspect of the course. At the section level the instructor should demonstrate how the service learning pedagogy will help students achieve the established SLO's of the course.

***Student Learning Outcome:***

**Review of Course Outline (and/or syllabus):**

In review of the course outline of record it will be expected that topics outlined above will be integrated throughout the course content, objectives, etc. The course outline of record must have been updated within the past two academic years to be considered by the committee. In the case of a single section of a course being submitted for consideration as a service learning section, the syllabus must be provided in addition to the course outline of record.

**Narrative:**

Please write a rationale as to why this course should be considered for fulfillment of the Global Citizenship A.A. degree requirement. Also explain how this course fulfills the areas checked above.

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**ACTION ITEM SUBJECT 4: First Reading AR 3230.1 – Procedure for Hiring Hourly Temporary Faculty, Peter Morse, Chair Personnel Policies Committee.**

ARTICLE 3200 ACADEMIC PERSONNEL

~~AR 3230 Part-Time Faculty~~

**AR 3230 Recruitment and Selection – Hourly Temporary Faculty**

**AR 3230.1 Procedure for Hiring Hourly Temporary Faculty**

1. Position Identification

To the extent possible, each department shall draft a tentative annual schedule of course offerings projecting summer, fall, winter and spring terms. A staffing proposal for these sessions will be projected to identify areas that may need to be filled with hourly assignments.

2. Establishment of Candidate Pool

Position announcements will be prepared semiannually or as requested by the departments pursuant to the hourly **temporary** faculty needs analysis and consistent with the District's **equal employment opportunity program**. **Equal Employment Opportunity Plan**.

A. Search Procedures

~~The position announcements will be distributed through the District's established posting procedures, as well as through additional listings identified by the department. Every effort will be made to recruit broadly so as to attract a diverse candidate pool. All applications will be received and entered into the application tracking system by the Office of Human Resources. The Academic Personnel office will perform an initial screening for minimum qualifications before distributing applications to departments for consideration. No applicant may be considered unless referred to the department through the academic personnel office.~~

**All applications for hourly temporary employment are accepted on an ongoing basis. Every effort will be made to recruit broadly so as to attract a diverse candidate pool. All applications will be received and entered into the application tracking system by the Office of Human Resources.**

B. Selection Process

**During each academic year, the department chair/faculty leader shall convene a selection committee to identify a pool of candidates qualified to be hired and to screen and interview potential hourly temporary faculty.**

~~The department chairperson shall convene and chair a selection committee to screen and interview potential hourly faculty. The selection committee will consist of at least the department chairperson, a probationary/tenured /faculty member preferably from the subject area, and an equal employment opportunity representative.~~

**The selection committee will consist of at least: the department chair/faculty leader or designee, who will chair the committee; a probationary/tenured faculty member, preferably from the**

subject area or program area; and an Equal Employment Opportunity representative. Any retired faculty member employed by the District as an hourly temporary faculty may request to serve on the screening committee. The chair may choose to include on the committee other people with expertise in the subject area. Only the Equal Employment Opportunity representative will be non-voting.

Individual committee members are expected to be present for each committee meeting and the chair of the committee shall have the authority to exclude members who fail to regularly attend.

The committee will identify a pool of candidates qualified to be hired. The academic personnel office will then notify all applicants as to their status in the pool.

The department chairperson will make recommendations of faculty assignments from the candidate pool or current hourly faculty with satisfactory evaluation status. Probationary/tenured faculty who have a satisfactory evaluation status may be considered for hourly overload assignments. If a department chair's recommendation of hourly faculty assignment is not accepted, the appropriate Academic Administrator, upon request of the department chairperson, shall promptly communicate in writing the reasons to the department chairperson.

In an emergency situation where the full process cannot be completed before the assignment is to begin, an interview will be conducted by at least the department chairperson and one other member of the selection committee.

If the selection committee selects an applicant whose application has not yet been received by the Office of Human Resources, the selection committee chair shall notify the Office of Human Resources, which will then review the applications for minimum qualifications. The applicant may not be offered the hourly temporary position until his or her application has been properly reviewed by the Office of Human Resources for minimum qualifications.

The selection committee chair may choose to eliminate the interview step in the case of a candidate who has previously taught in the department, received only "Satisfactory" evaluations, and left the District for his/her own reasons. If that person desires to be considered for a future appointment, he/she may be required to submit an updated application.

In an emergency situation, when the applicant pool has been exhausted and consequently the full process cannot be completed before the assignment is to begin, an interview will be conducted by the selection committee chair, an Equal Employment Opportunity representative and, when possible, one other member of the selection committee.

#### C. Equal Employment Opportunity Provisions

The Dean, Human Resources shall be responsible for monitoring the department's hourly faculty hiring process and procedures.

The Dean, Human Resources shall ensure that all members of the selection committee are given appropriate training in the District's Equal employment opportunity program and administrative regulations.

The Equal Employment Opportunity representative, in cooperation with the selection committee chair, shall ensure that the screening process is conducted in a manner consistent with the District's commitment and regulations relating to equal employment opportunity. In order to serve as an Equal Opportunity Employment representative, the faculty member must complete a training program presented by the Office of Human Resources. The committee shall be composed of diverse membership in compliance with the District's equal opportunity plan.

#### Assignments

1. ~~Persons chosen for hourly faculty positions will be recommended to the Board of Trustees at the salary rate determined by the appropriate adopted hourly salary schedule.~~
2. ~~All hourly faculty will be given a written offer of employment for each assignment each semester. If an offer of employment is not made for the following semester, it shall be understood that the employee is not rehired.~~
3. ~~The assignment of an hourly faculty member is recommended by the Department Chair and may be modified at the discretion of the appropriate academic administrator:~~
  - A. ~~If a class assigned to an hourly faculty member fails to attain sufficient enrollment to be offered,~~
  - B. ~~If a class which is part of a probationary/tenured faculty member's contractual assignment fails to attain sufficient enrollment to be offered and an hourly class is needed to complete the contractual assignment, the class section selected to complete the contractual assignment will be made by the appropriate academic administrator after consulting with the department chair.~~
  - C. ~~No class taught as an hourly assignment by any probationary/tenured faculty member which fails to attain sufficient enrollment shall result in the displacement of another faculty member to maintain the hourly assignment.~~
  - D. ~~When a class taught by an hourly faculty member is cancelled, no alternate assignment which displaces any other faculty member shall be made.~~
  - E. ~~No summer or winter assignments shall be reassigned to satisfy the conditions of paragraph 3B above.~~
4. ~~The assignment for hourly faculty will not exceed sixty percent (60%) of the assignment for a full-time faculty member in the same discipline.~~

#### Long-Term Substitutes

1. ~~The candidate pool for the long-term substitute(s) will be taken from among those persons identified through the procedures set forth. Candidates from the candidate pool and current hourly faculty in the discipline will be notified of the potential assignment and those indicating availability for the assignment will be referred back to the screening committee for review and further consideration as appropriate.~~
2. ~~A screening committee chaired by the Department Chairperson and composed of one full-time faculty member, an affirmative action representative, and an administrative representative (as secretary) or designee for each of these positions will interview candidates and recommend finalists to the~~

Superintendent/President. The Superintendent/President or designee, the Dean, Human Resources, and any other party identified by the Superintendent/President may interview the long term substitute candidate(s) or the Superintendent/President may forward the selected candidate's name directly to the Board of Trustees or the Superintendent/President may determine to divide the assignment between two or more hourly faculty.

3. ~~No person shall be employed at Santa Monica College for more than two complete semesters as a temporary full-time employee within a three-year period. (Ref. Ed Code 87481).~~

### 3. Assignments

Persons chosen for hourly temporary faculty positions will be recommended to the Board of Trustees at the salary rate determined by the appropriate adopted hourly salary schedule.

All hourly temporary faculty will be given a written offer of employment for each assignment each term. If an offer of employment is not made for the following term, it shall be understood that the employee is not rehired.

The assignment of an hourly temporary faculty member is recommended by the department chair/faculty leader and may be modified at the discretion of the appropriate academic administrator. If a recommendation of hourly temporary faculty assignment is modified, the appropriate academic administrator, upon request of the selection committee chair, shall promptly communicate in writing the reasons to the selection committee chair.

The assignment for hourly temporary faculty will not exceed sixty percent (60%) of the assignment for a full-time faculty member.

Reference: Education Code Sections 87481, 87482(b)

*Reviewed and/or Updated 9/2003*

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**ACTION ITEM SUBJECT 5: Second Reading AR 3211.1 – Procedure for Hiring Full-Time Contract Faculty – Peter Morse, Chair Personnel Policies Committee**

ARTICLE 3200 ACADEMIC PERSONNEL

AR 3211 Recruitment and Selection-Permanent Faculty

AR 3211.1 Procedure for Hiring Full-Time Contract Faculty

1. Position Identification

- A. Each department shall conduct a new contract faculty needs assessment and shall submit a prioritized list of requested new faculty positions along with its assessment and justification for these requests to the Academic Senate's Joint Committee on New Contract Faculty Position Ranking.
- B. The Academic Senate's Joint Committee on New Contract Faculty Position Ranking, chaired by the Academic Senate President, **or designee**, and ~~the Superintendent/ President or designee shall serve as vice chair~~, shall review department requests, assessments, and justifications in light of budgetary, enrollment, and program review information provided by the Vice Presidents of Academic Affairs and Student Affairs, who are both non-voting members of the committee.
- C. The Academic Senate's Joint Committee on New Contract Faculty Position Ranking shall consist of 12 voting faculty members named by the Academic Senate President and six voting administrators named by the Superintendent/President. The Committee's Vice Chair will be named by the Superintendent/President.
- D. **The** Academic Senate's Joint Committee on New Contract Faculty Position Ranking shall prepare a prioritized list of recommended new contract faculty positions to be submitted to the Superintendent/President. Department Chairs and ~~or~~ Faculty Leaders shall also receive the Committee's list of recommended new contract faculty positions.
- E. The Superintendent/President shall review the Committee's recommendations and prepare a preliminary recommendation for the Board of Trustees. The preliminary recommendation shall be distributed to members of the Academic Senate's Joint Committee on New Contract Faculty Position Ranking and all Department Chairs ~~or~~ **and** Faculty Leaders. The Superintendent/President shall review the recommendations with the Academic Senate President and submit a list of new faculty positions to the Board of Trustees for its final determination. The Superintendent/President shall also send the recommendations to the District Planning and Advisory Council (DPAC) and Department Chairs and ~~or~~ Faculty Leaders as an information item.

2. Search Procedures

- A. The Department Chair and/or Faculty Leader **or designee**, appropriate area Vice President, and Office of Human Resources shall mutually develop clear and complete job descriptions, including all job-related skill requirements and any additional qualifications recommended by the faculty for each position.
- B. The Office of Human Resources shall ensure conformity with the District's equal employment opportunity and non-discrimination commitments before each position is advertised.
- C. It is the intent of the District that approval of open positions and initiation of the hiring process be early enough in the year to allow for all procedures to be undertaken in a thorough and thoughtful manner, ensuring that the hiring process is completed during the academic year, whenever possible, and well in advance of employment. The length of the advertising period shall allow for adequate distribution to obtain larger diversified pools of applicants consistent with the District's equal employment opportunity plan.

- D. The dates and deadlines associated with the hiring process shall be developed by the Office of Human Resources after consultation with the appropriate Department Chair and/or Faculty Leader or designee.
- E. Applications shall be distributed by and returned to the Office of Human Resources.
- F. Candidate applications must include at least the following: a completed SMC academic application form; a cover letter; a minimum of two recommendation letters; a curriculum vitae or resume; and unofficial college transcripts. Other supporting materials may be required.

### 3. Composition of Screening Committee

- A. The screening committee shall consist of no fewer than four (when possible) and no more than six full-time faculty members from the discipline of the position to be filled. One of the faculty members may be a retired faculty volunteer. In cases where there are fewer than four faculty members from the relevant discipline available or willing to serve, faculty members from a reasonably related discipline may serve to fill the screening committee. Faculty committee members shall be appointed by the Department Chair or Faculty Leader in consultation with the Office of Human Resources.
- B. Two designated administrators shall also be members of the committee; one shall serve as Secretary (responsible for recording results of paper screening votes, preparing lists of questions and information for candidates, and checking lists of candidates for accuracy) and the other as Human Resources representative to the committee (responsible for ensuring compliance with the District's personnel policies and procedures, bringing applications to and from committee meetings, and preparing lists of candidates). ~~The Human Resources representative shall be responsible for ensuring compliance with the District's personnel policies and procedures.~~
- C. In addition, an equal employment opportunity representative shall be assigned by the Office of Human Resources to each screening committee. The equal employment opportunity representative shall be a full-time faculty member from outside the department recommended by the Academic Senate President to the Office of Human Resources. The equal employment opportunity representative shall be responsible, in cooperation with the Human Resources representative on the committee, for ensuring that the screening process is conducted in a manner consistent with the District's commitment and regulations relating to equal employment opportunity. The equal employment representative shall be a non-voting member of the screening committee. In order to serve as an equal employment opportunity representative, the faculty member must complete a training program presented by the Office of Human Resources.
- D. ~~The Department Chair and/or Faculty Leader or their designee shall be one of the faculty members on the committee and shall chair the committee.~~ The screening committee may supplement its membership with other persons whose expertise is needed to make an appropriate selection. These additional persons shall be non-voting.
- E. ~~The screening committee may supplement its membership with other persons whose expertise is needed to make an appropriate selection. These additional persons shall be non-voting.~~ The Department Chair or Faculty Leader, or their designee, shall be one of the faculty members on the committee and shall chair the committee.
- F. ~~Any retired faculty member may volunteer to serve on the screening committee. Of those who volunteer, the screening committee may select one to serve on the committee.~~ The committee shall be composed of diverse membership in compliance with the District's equal employment opportunity plan.
- G. ~~The committee shall be composed of diverse membership in compliance with the District's equal employment opportunity plan.~~ Individual committee members are expected to be present for each committee meeting and to be fully prepared by having read the appropriate materials. The chair of the committee shall have the authority to exclude members who fail to regularly attend.
- H. ~~Individual committee members are expected to be present for each committee meeting and to be fully prepared by having read the appropriate materials. The chair of the committee shall have the authority to exclude members who fail to regularly attend.~~ Committee members may choose

to submit letters of recommendation provided that there is no potential conflict of interest or breach of confidentiality.

#### 4. Review of Applications

- A. ~~All screening committee members shall review all applications in a timely manner and shall select those applicants for an interview who best meet the qualifications listed on the job description, as measured by evidence of professional qualifications, including experience and educational background. All relevant academic information shall be submitted to the screening committee.~~ The Office of Human Resources will forward all complete applications to the screening committee. All screening committee members shall review the applications in a timely manner and shall select those applicants for an interview who best meet the qualifications listed on the job description, as measured by evidence of professional qualifications, including experience and educational background. All relevant academic information shall be submitted to the screening committee.
- B. The screening committee shall review all applications, transcripts and other materials submitted by candidates for the position to determine ~~that~~ whether each candidate selected for a committee interview has met the minimum qualifications for hire in that discipline; or, have qualifications at least equivalent to the minimum qualifications determined by the Board of Governors. Committee members, in making their determination as to which candidates ~~that~~ will be selected for an interview, may not review or rely on any material that is not part of the screening committee file and available to all members of the screening committee.
- C. In determining equivalency, the screening committee shall use the Guidelines for Determining Minimum Qualifications specified in Administrative Regulation AR3211.8 in consultation with the Office of Human Resources.

#### 5. Evaluation of Candidates

- A. The screening committee, in accordance with the District's equal opportunity plan, shall evaluate candidates in regard to subject area knowledge and competence, teaching and communication skills, commitment to professional growth and service, potential for overall college effectiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of the students.
- B. The screening committee shall formulate interview questions and a range of appropriate responses (including a follow-up question procedure) to ensure a thorough assessment of the candidate's qualifications. The committee may also provide for appropriate teaching/student services demonstrations, writing samples, and/or other performance indicators related to the subject area. The committee shall develop a procedure for formulating their recommendations on the selection of the final applicants.
- C. The screening committee chair shall lead the committee discussion regarding strengths and weaknesses of the candidates and summarize the final committee findings. Committee votes for candidates to be interviewed and candidates to be recommended to the Superintendent/President shall be secret at the request of any committee member. The decision as to whether a candidate is to be recommended for a final interview shall be based exclusively on information obtained by a committee member from the selection file and the committee interview of the candidate. As a condition to retaining the right to serve on the selection committee or future selection committees, each committee member agrees to maintain as confidential, all information obtained about a candidate from the selection committee file or an interview and all discussion during a selection committee meeting to evaluate the candidates.

#### 6. Recommendation for Final Interview

- A. Unless specifically approved by the Superintendent/President, the screening committee shall recommend no more than three and not less than two candidates per position to the Superintendent/President for final consideration. Reference checks on the final candidates shall be conducted by the Human Resources administrator or designee and the screening committee chair and shared with the screening committee before names are forwarded to the Superintendent/President. Reference checks shall include academic background, professional experience, and personal qualities relevant to performance in the faculty position.
- B. If a candidate selected for a final interview with the Superintendent/President has qualified for the position through the equivalency process, the screening committee shall include the Equivalency Certification form. This form shall be forwarded to the Superintendent/President before the final interview and filed with the Office of Human Resources.

7. Selection of the Final Candidate

- A. The Superintendent/President shall review the screening committee's recommendations and the qualifications and reference checks on the final candidates. The Superintendent/President or designee(s), in the presence of the equal employment opportunity representative or designee, shall interview the finalists and may conduct additional reference checks. The Superintendent/President may invite the Faculty Chair of the screening committee and/or other members of the college community to participate in the final interview.
- B. Final selection decisions by the Superintendent/President are made, whenever reasonably possible, during the regular academic year and the selection of the finalist to be recommended to the Board of Trustees shall be made by the Superintendent/ President after informing the screening committee chair.

8. Special Circumstances in the Hiring Process

- A. In instances where the Vice President, Human Resources, in consultation with the equal employment opportunity representative, determines that the position's applicant pool does not provide sufficient diversity or that violations of the District's equal employment regulations have occurred, or in the event the screening committee is unable to identify at least two candidates to be recommended to the Superintendent/President, or in the event that the Superintendent/President decides not to recommend a final candidate to the Board of Trustees for its election, the Superintendent/President shall consult with the screening committee chair and the Academic Senate President before determining whether:
  - 1. to extend the hiring process;
  - 2. to fill the position with a long-term substitute, or
  - 3. to take other appropriate action.
- B. When the Superintendent/President has determined to recommend to the Board of Trustees an increase in the number of authorized positions, the Superintendent/ President shall consult with the screening committee chair and the Academic Senate President before placing the item on the Board's agenda for action.

Reference: Education Code Sections 71000, 72000, 87355, 87356, 87357, 87358, 87359.5, 87360, 87400, 87426, 87454, 87457, 87458, 87482.6, 87600-87615

**ACTION ITEM SUBJECT 6: First Reading – AR 4111.4 Mandatory Assessment, Course Placement & Challenge Procedures – Jose Cue, Chair Student Affairs Committee**

**Article 4100 Admission and Registration**

**AR 4111.4 Mandatory Assessment, Course Placement, and Challenge Procedures**

1. Mandatory Assessment

All first-time college students (Matriculates 1) attending Santa Monica College who meet the criteria below will be required to complete both an English/ESL and a Mathematics assessment test prior to enrolling in a fall or spring semester. Enforcement will be carried out through the college's student information system at the time of registration and will result in an "assessment hold" being placed on the student's record. The hold shall be removed once both tests are completed at SMC or appropriate prerequisite waivers granted by a counselor or department chair are entered into the system. Students with disabilities should contact the Disabled Students Center regarding accommodations.

Mandatory assessment will be enforced in the following manner:

- A. All students enrolling in more than 6 units during their first semester (fall or spring) will be required to complete the assessment tests, regardless of their academic goals.
  - B. Students enrolling in up to 6 units during their first semester (fall or spring) may enroll in such units without having to complete the assessment tests by the time the semester starts. These students, however, will be required to complete both tests before enrolling in the next regular semester.
  - C. Students who wish to enroll only in activity or performance courses may be exempt from mandatory assessment.
2. Eligibility for English/ESL and Mathematics Classes
- Before enrolling in any Santa Monica College English, ESL or Mathematics class, a student must ~~take~~ complete the Santa Monica College English, ESL or Mathematics ~~Placement Examination~~ assessment administered by the Assessment Center.

Santa Monica College assessment scores are valid for one calendar year.

Students may have one or more ~~placement~~ assessment tests waived by a counselor or appropriate department chair or designee based on the following:

- A. Placement/Prerequisite Waivers Based on Completed College Coursework  
Placement recommendations and prerequisite waivers may be issued upon completion of relevant college-level coursework with a grade of C or better. Students must present a transcript to a counselor or appropriate department chair for verification and processing. The student must file an official transcript with the Admissions Office.
- B. Waivers Based on Other Colleges' Assessment/Placement Programs  
Santa Monica College will accept placement test results from other colleges under the limited circumstances noted below, on a case-by-case basis. Only official test results mailed in or faxed by the institution will be accepted. Placement tests must have been completed within the last calendar year preceding enrollment.

1. Out-of-State and “Out-of-Area” Students Applying to SMC: Out-of-state students may complete the English/ESL and mathematics placement test at a college of their choice to fulfill the SMC mandatory assessment requirement, provided the placement examinations are those in use at SMC. Local cut scores and multiple measures will be applied in determining placement level eligibility.
2. Students with Previous College Experience: Students who previously attended and completed coursework other than English, ESL, or mathematics at another institution may complete the English/ESL and/or mathematics ~~placement examination~~ assessment at that college, provided ~~the placement examinations~~ they are those in use at SMC. Additionally, students must have been in attendance at that college within the last calendar year preceding SMC attendance. Local cut scores and multiple measures will be applied in determining placement level eligibility.

#### C. Waivers Based on Advanced Placement Examinations

College Board Advanced Placement test results may be used ~~in~~ to determine a student’s English, mathematics, and chemistry eligibility. Official AP results must be filed with the Admissions Office. Facsimiles, copies, or hand carried AP results will not be accepted under any circumstances. Placement/prerequisite waivers may be issued in the manner outlined below. Unit credit applicable to the SMC Associate Degree requirements may also be granted. AP credit may be used for IGETC and CSU GE certifications; however, units granted by SMC do not reflect units granted by transfer institutions. Students are encouraged to discuss applicability of AP credit with a counselor.

1. A score of 3, 4, or 5 on the AP English Language & Composition or Composition & Literature exam will qualify a student for ~~English 1~~ English 2 and give 3 units of credit for English 1.
2. A score of on the AP English Language & Composition or Composition & Literature exam will qualify a student for English 2 and give 3 units of credit for English 1.
3. A score of 3 on the AP Calculus AB exam will qualify a student for Math 7 and give 5 units of credit for Math 2.
4. A score of 3 on the AP Calculus BC exam will qualify a student for Math 8 and give 5 units of credit for Math 7.
5. A score of 4 or 5 on the AP Calculus AB exam will qualify a student for Math 8 and give 5 units of credit for Math 7.
6. A score of 4 or 5 on the AP Calculus BC exam will qualify a student for Math 10, 11, 13, 15 and give 5 units of credit for Math 8.
7. A score of 3, 4, or 5 on the AP Chemistry exam will qualify a student for Chemistry 11 and give 5 units of credit for Chemistry 10.

#### 3. Retesting Procedures

- A. Students who are dissatisfied with their initial English, ESL and mathematics or chemistry assessment(s) results may retest through the Assessment Center.

- B. Students may retest once anytime after a two week waiting period. Subsequent retesting is permitted once every calendar year.
  - C. Students are responsible for any charges incurred for retesting.
  - D. Once a student enrolls in an English, ESL or a mathematics course at SMC, the student may not re-take the ~~placement examination~~ assessment for that subject area.
4. English, ESL, & Mathematics Assessment Results Challenge Procedures  
Santa Monica College has in place a *Prerequisite, Corequisite, and Advisories* policy (BP 5272). Based upon the intent of such policy, the following procedure will be followed in granting challenge requests for students dissatisfied with their English, ESL, and Mathematics assessment scores:
- A. All students must have retested before going to the appropriate department to request an assessment test results challenge.
  - B. If still dissatisfied with the scores of the second test, the student may request an assessment challenge only if his/her test results' standard error of measurement (SEM) indicates that placement in a higher-level course is likely. If this criterion is met, the student may then proceed to the appropriate department to schedule a challenge examination. The Assessment Center will advise chairs if a student is eligible for an assessment challenge through the department.
  - C. Students challenging their English or ESL retest results will be asked to complete a written essay in response to a topic of the department's choosing. The essay will be read and graded by three faculty members, and will be assigned a placement recommendation.
  - D. Students challenging their Mathematics retest results will be asked to complete an objective exam(s) which will be scored by the department chair or designee. A score of 70% or better on the challenge test(s) is required to move to a higher level course.
  - E. Placements will go into effect immediately, will be valid for a period of one calendar year, and shall be final.
5. Chemistry Challenge Examination Results and Request for Waivers  
Students wishing to enroll in Chemistry 11 must first complete Chemistry 10 or successfully complete the Chemistry Challenge Examination. Students may retest once only after an initial waiting period of two weeks following the first examination.

*Reviewed and/or Updated: 12/13/2006*

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**ACTION ITEM SUBJECT 7: First Reading – AR 4331 Academic Renewal – Jose Cue, Chair  
Student Affairs Committee**

**ARTICLE 4300 STUDENT PROGRESS AND GRADUATION  
AR 4331 Academic Renewal**

Academic Renewal is a process intended to facilitate degree and certificate completion and/or removal from academic probation. The student must meet with a counselor and complete an academic renewal petition. A maximum of 30 semester units may be disregarded under this policy. Final approval of the petition will be granted by the [Admissions and Records Office](#).

To qualify for academic renewal, the student must meet the following criteria:

1. The student's educational objectives have changed such that repetition of [the](#) coursework [at SMC](#) is no longer appropriate.
2. [The student has not repeated the coursework at SMC or any other institution.](#)
3. Coursework to be disregarded is limited to "D" and "F" grades.
4. The student must have completed a minimum of 36 semester units of 2.0 GPA or a minimum of 24 semester units of 2.5 GPA or a minimum of 15 semester units of 3.0 GPA at an accredited college subsequent to the coursework to be disregarded. Units must be consecutive and must have begun anytime after the coursework to be disregarded.
5. There must be a lapse of at least two years since completion of the most recent coursework to be disregarded.

All coursework will remain legible on the student's permanent record ensuring a true and complete record. The student's permanent record shall be annotated so that it is readily evident to all users of the record that any course disregarded may not satisfy certificate, degree, or general education course requirements.

Reference: Title 5, Section [55044](#); Education Code Section 76224  
*Reviewed and/or Updated: [12/09/2007](#)*

**ACTION ITEM SUBJECT 8: Second Reading AR 4332 – ARTICLE 4300 STUDENT PROGRESS AND GRADUATION – Jose Cue, Chair Student Affairs Committee**

**AR 4332 Progress Renewal**

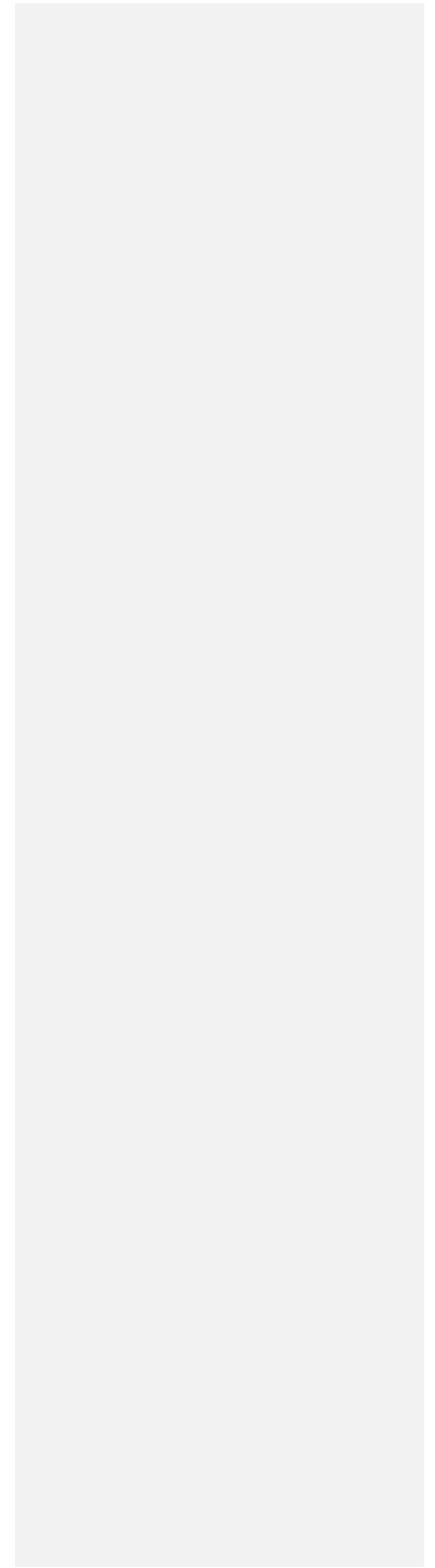
Progress Renewal is a process intended to facilitate degree and certificate completion and/or removal from progress probation. The student must meet with a counselor and complete a progress renewal petition. All coursework will remain legible on the student's permanent record ensuring a true and complete record. A maximum of 30 semester units may be disregarded under this policy. Final approval of the petition will be granted by the Admissions and records Office.

To qualify for progress renewal, the student must meet the following criteria:

1. The student's educational objectives have changed such that repetition of the coursework at SMC is no longer appropriate.
2. The student has not repeated the coursework at SMC or any other institution.
3. Coursework to be disregarded is limited to withdrawal ("W") and no credit ("NP") grades.
4. The student must have completed a minimum of 36 semester units of 2.0 GPA or a minimum of 24 semester units of 2.5 GPA or a minimum of 15 semester units of 3.0 GPA at an accredited college subsequent to the coursework to be disregarded. Units must be consecutive and must have begun anytime after the coursework to be disregarded. Any withdrawal ("W"), incomplete ("I") or no credit ("NP") grades received during this time-frame will void the petition.
5. There must be a lapse of at least two years since completion of the most recent coursework to be disregarded.

*Reviewed and/or Updated: 3/18/2008*

**ACTION ITEM SUBJECT 9: Second Reading AR 3215, AR 5110, AR 5111 & AR 5113 – Non Substantive Changes Only. (Please note that AR 3211.2, 3211.3, and 3211.7 have been referred to the Senate’s Joint Personnel Policies Committee. There will be no second reading of those changes until further review by the PPC.)**



ARTICLE 3200 ACADEMIC PERSONNEL

**AR 3215 Sabbaticals**

1. Sabbaticals are intended to improve instruction; therefore, a wide variety of sabbatical programs will be considered, such as study, institutional research, travel, independent study, and industrial research. One type of leave shall not have greater merit than another.
2. Applicants for sabbatical leaves must have rendered service for six consecutive full-time years to be eligible for a sabbatical leave. A full-time year is defined as 75% of the days in academic year and 100% of the regular assignment.
3. The Board of Trustees reserves the right to determine the financial level of support each year for sabbaticals. The Joint Academic Senate-Administrative **Joint Sabbatical/Fellowship/Awards** Committee will determine individual faculty selection and submit to the Superintendent/ President and Board of Trustees copies of all approved sabbatical applications. Prior to Board of Trustees confirmation action the Board will have received a copy of the approved sabbatical plan.
4. All faculty approved for sabbatical programs shall receive 100% of their regular contract salary.
5. Salary received in connection with sabbatical leave programs shall not exceed 100% of the faculty member's regular contract salary.
6. Sabbatical leaves shall count toward salary schedule step movement and retirement. Salary deductions shall continue in the usual manner, such as retirement, and additional health and welfare.
7. No sick leave shall be earned while the faculty member is on sabbatical leave.
8. Personnel going on sabbatical leave shall render full-time service for a period twice as long as the period of sabbatical granted and shall guarantee this service by signing a contract to that effect.
9. Any changes in sabbatical programs must be approved by the Joint A.S. **Academic Senate** Committee prior to the commencement of the leave. The **Staff Professional** Development Committee must be notified in writing immediately if substantive changes occur during the leave.
10. All academic personnel going on sabbatical leaves shall be required to sign a contract guaranteeing the completion of their programs as approved by the Joint A.S. **Academic Senate Sabbatical/Fellowship/Awards** Committee.
11. Personnel granted sabbatical leaves shall submit to the personnel office **four** copies of a summary report of their activities within 60 working days of their return to service. The summary report shall include, but not be limited to, statements concerning the academic merit, relevance, and benefits of the leave.  

Distribution of the summary report will be as follows: One copy will be forwarded to the Superintendent/President and Board of Trustees; one copy will be forwarded to the Joint-A.S. **Academic Senate Professional** Development Committee and **Joint Sabbatical/ Fellowship/Awards Committee**; and one copy will be placed in the faculty member's permanent file.
12. Failure to substantially complete any sabbatical program for causes other than verified illness, injury, acts of God, or other reasons beyond the control of the faculty member shall be considered a breach of contract by the Board of Trustees and the faculty member will be required to repay to the District all District funds received while on sabbatical leave.

ARTICLE 5100: CURRICULUM

AR 5110 Curriculum Committee Structure, Functions, Responsibilities, Meetings

Title 5 § 55002 Standards and Criteria for Courses and Classes

Curriculum Committee: The Academic Senate Joint Curriculum Committee recommending the course shall be established by the mutual agreement of the Academic Senate and college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

**1. Committee Structure**

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board of Trustees Policy 2303 and the By-Laws of the SMC Academic Senate to include five administrators, fifteen regular or contract faculty members elected by area, two faculty appointments made by the Academic Senate President with the advice and consent of the full Senate, and two students. Each member has one vote.

1. Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as Vice-Chair to the Committee.
2. Two students are selected according to the By-Laws of the SMC Associated Student Government.
3. Faculty members are selected to serve on the Committee according to the By-Laws of the SMC Academic Senate.
4. One faculty member is appointed committee chair by the Academic Senate President and represents the Senate in all committee deliberations.
5. Non-voting liaisons to the committee may include:
  - The Librarian or designee
  - The Articulation Officer or designee
  - The Matriculation Officer or designee
  - The Associated Students President or designee.

**2. Committee Functions**

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and By-Laws and in Board Policy 6410 and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula and courses;
- C. to assist faculty in preparing curricular proposals to meet Title 5 and matriculation mandates and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;

- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for the Associate in Arts (AA) degree, the **Intersegmental** General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Occupational Certificate Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College Catalog contains only those courses offered on a regular basis.
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help assure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery systems;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

### 3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee:

- A. proposed credit courses;
- B. proposed substantive changes in courses, which may include but are not limited to:
  1. prerequisites, **corequisites** and advisories,
  2. catalog description,
  3. course outline (e.g., course transformation for diversity),
  4. lecture/lab hours,
  5. number of units;
  6. alternative delivery system (e.g. distance education);
- C. proposed programs (including transfer, Associate in Arts, certificate and all other programs involving curriculum);
- D. suggestions for deletion of courses;
- E. requests for courses to be included in or deleted from IGETC, the AA degree pattern, and CSU GE certification pattern;
- F. requests for changes to or inclusion on the Disciplines List;
- G. determination of repeatability of courses according to Title 5 standards;
- H. non-credit courses;
- I. not-for-credit Community Services courses.
- J. Student Learning Outcomes

### 4. Committee Meetings

- A. A quorum must be present to conduct official committee business. A quorum consists of eight faculty and three administrators. No students present are necessary to achieve a quorum.
- B. The committee usually meets the first, third and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
  - 1. Meetings are open to all who wish to attend.
  - 2. If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee Chair and Vice-Chair.
  - 1. Agendas are distributed to committee members and the library and are posted in the mailroom at least seventy-two hours prior to each scheduled meeting and posted electronically.
  - 2. Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses, and/or programs to be considered at the meeting, and any documents that will be discussed.

### **Curriculum Committee Members: Responsibilities and Participation Guidelines**

#### 1. Responsibilities

- A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee Chair or the administrator who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
  - 1. The SMC Catalog and the SMC Vision and Mission Statement
  - 2. Relevant Title 5 and Education Code regulations,
  - 3. general educational patterns for IGETC, CSU, and SMC AA,
  - 4. the Disciplines List,
  - 5. all relevant Board of Trustees policies and Administrative Regulations.
- D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, co-requisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.
- E. Reporting regularly to the constituency from which the member was elected.

#### 2. Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

- A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;

- B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

**Other from AR 5111: Establishment of Courses and Programs Originating Within Departments**

3. Curriculum Committee Approval

- A. The Curriculum Committee **Vice-Chair** determines that the proposal is complete and with the Curriculum Committee chair edits it for compliance with guidelines before putting it on the agenda. The item should be returned to the department for substantive changes.
- B. When the proposal goes on the agenda, the committee **Vice-Chair** notifies the department chair at least 72 hours in advance of the scheduled meeting.

The proposer(s) and the department chair or designee should attend the meeting at which the proposal is presented. Although the Course Data Record, or Program Proposal should be complete and self-explanatory, the proposer should be prepared to give a brief overview of the proposal justification and answer any questions about the proposed course or program in detail, including the need for such a course or program, materials used, objectives, and methods of instruction and assessment.

Any relevant texts and supporting information may be presented to the committee to augment the details contained in the proposal.

- C. After the presentation of the proposal, the Curriculum Committee discusses the proposed course and votes to either (1) recommend approval of the course to the Academic Senate and Superintendent/President, (2) recommend approval of the course contingent upon completion of specific requested changes by a designated deadline (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the course proposal has not been approved. The Curriculum Committee chair will notify the department chair orally or by email within two days of the Committee's decision.

If approved by the committee, the course will be presented jointly to the Academic Senate for approval and to the Superintendent/President.

If the course is returned to the department without approval, the proposer(s) may request a meeting with the committee chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.

4. Final Approval

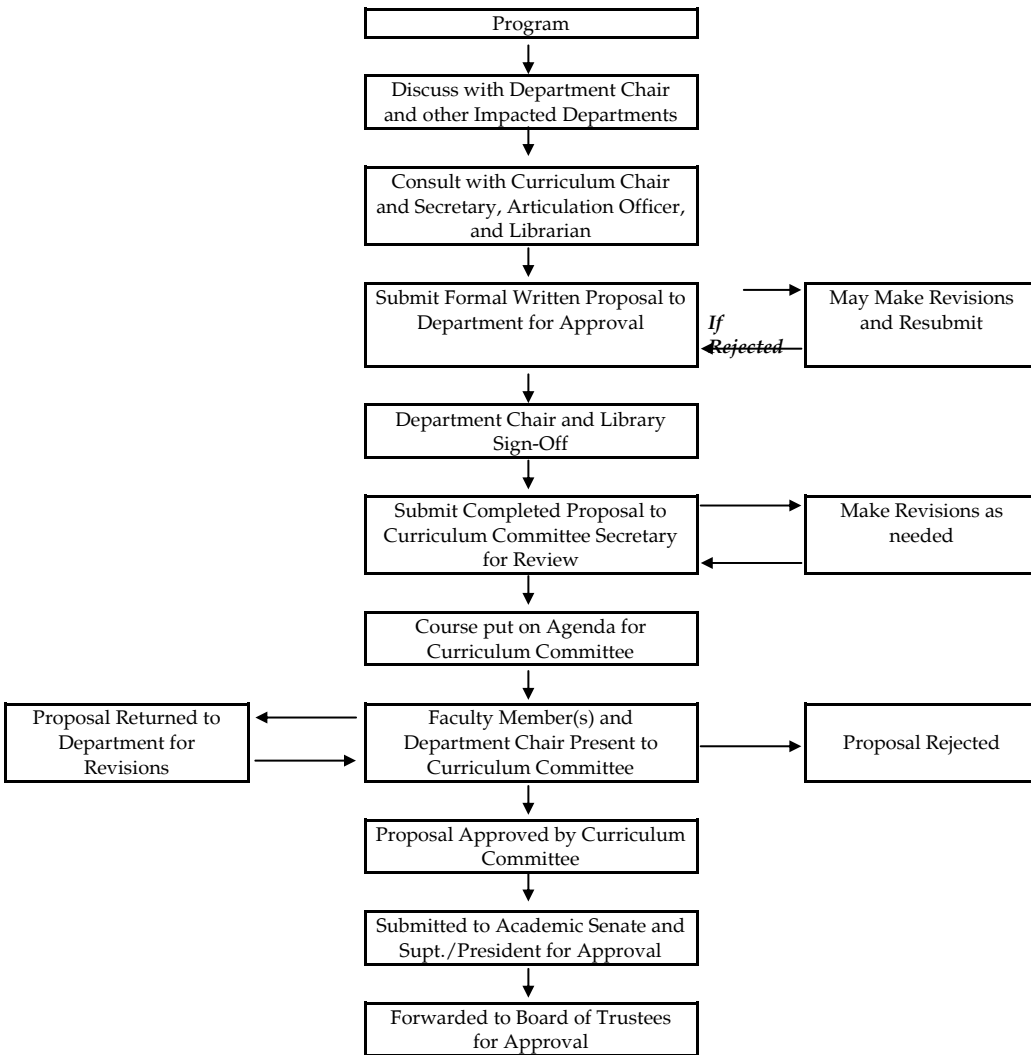
- A. The Curriculum Committee Chair recommends acceptance of any course the committee has approved to the Academic Senate and the Superintendent/President.
- B. The Academic Senate and Superintendent/President ratify the course.
- C. The course is presented to the Board of Trustees for inclusion in the Santa Monica College curriculum.

*Approved by the Curriculum Committee 10/01/03*

*Revised: Academic Senate approval 5/15/07, Superintendent/President approval 7/30/07*

5. THE CURRICULUM PROCESS

Develop Tentative Course Outline or Proposal for New Course or
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## **AR 5111 Establishment of Courses and Programs Originating Within Departments**

### **Step One: Definition of the Program and Communication with the College Community**

Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):

1. Related departments discuss the program and vote to support it.
2. For all occupational programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.
3. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee Chair and faculty from related disciplines are included in the membership.
4. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.

### **Step Two: Creation of the Program**

- A. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
  - create a timeline for the program to implement core courses
  - create proposals for new courses or modifications to existing ones
  - solicit community responses to the proposals and modify the proposals when appropriate.
- B. With the department's and advisory board's support, the course proposals and program overview move to the Curriculum Committee.
- C. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.
- D. Curriculum Committee receives an overview of the program which addresses the following areas:
  - Statement of Needs at SMC
  - Statement of Major Objectives of the Program
  - Schedule of Activities
  - Proposed New Courses or Modification of Existing Courses (Cross-listing, for example).
  - Proposed Program Evaluation Plan
  - Labor Data when applicable
- E. Faculty from one department or related departments form the core of the program. Future program needs may call for the creation of a new department.
- F. Upon approval by the Curriculum Committee, the program moves to the Academic Senate for approval.
- G. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

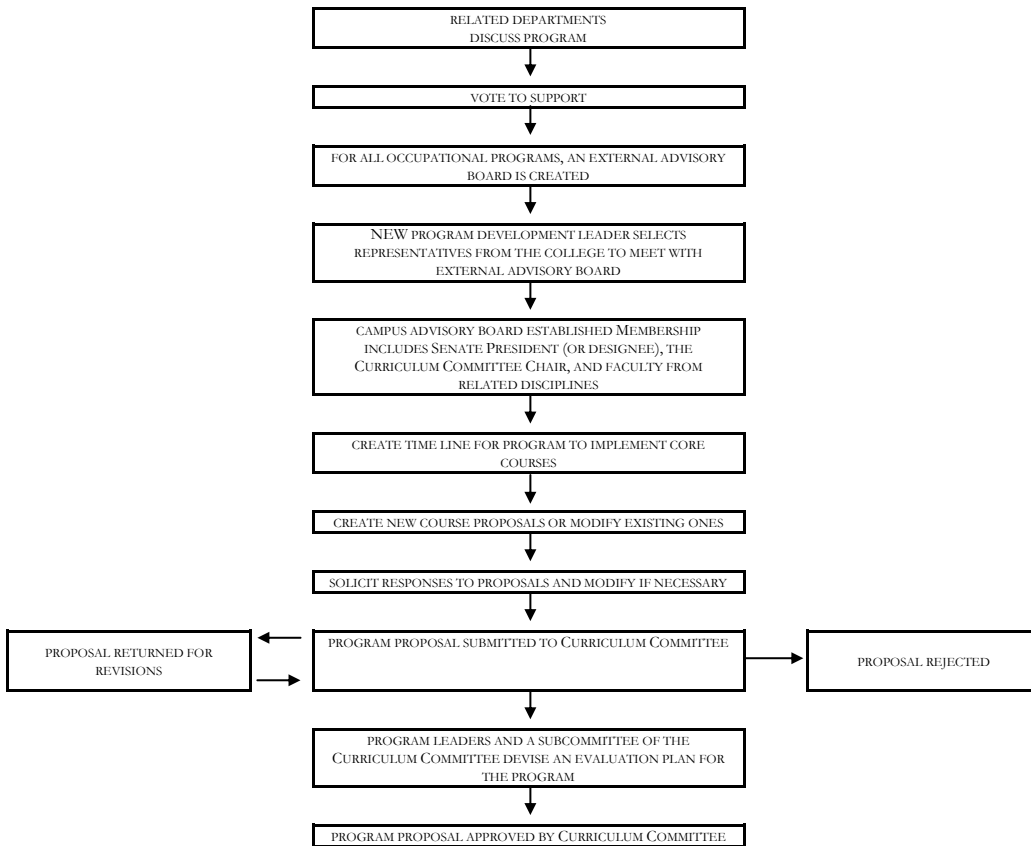
Step Three: Review of the Program by the Curriculum Committee

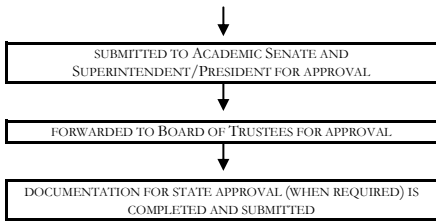
1. The program's year-end review and/or completion of cycle by the Curriculum Committee containing the following information:
  - Demonstrated strengths of the program
  - Areas for program improvement
  - Goals for the next three years
  - Proposed curricular changes and possible re-configuration of the program
2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
  - Approve changes to the program and send them to the Academic Senate for approval
  - Approve curricular changes and send them to the Academic Senate for approval
  - Recommend discontinuation of the program.

Note: The Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

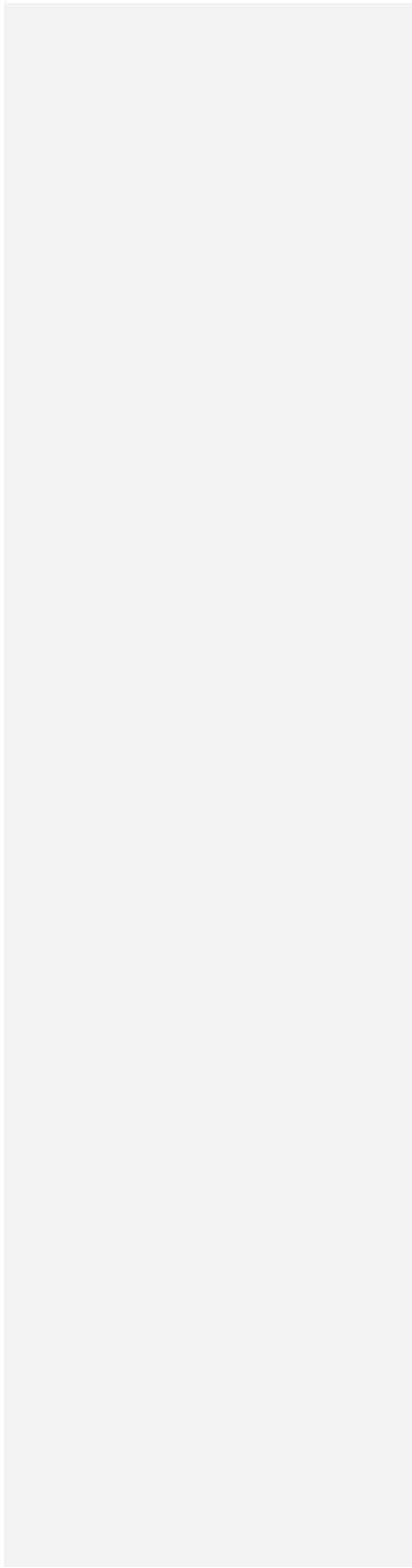
*Reviewed and/or Updated 10/02*

Establishment of Programs





10/20/00



**ARTICLE 5100: CURRICULUM**

**AR 5113 Program Discontinuance Process**

1. Identification

The appropriate senior administrator will identify a program to be considered for discontinuance based upon criteria appropriate for that program. With instructional programs, the Academic Senate and the Faculty Association will be consulted. Criteria might include, but would not be limited to, issues concerning enrollment, demand for a service, budget, facilities, staffing, and match with the college's mission or current goals and objectives. A summary of previous efforts to address the projects of the program will be included in the recommendation, which, in the case of instructional programs, will be given to the Academic Senate and Faculty Association.

2. Notification

- A. The administrator will notify the program leader(s) of the recommendation for discontinuance, explain the criteria upon which the recommendation is based, and inform the program leader(s) of the opportunity to appeal.
- B. The Vice President will notify the members of the DPAC District Planning and Advisory Council of the recommendation and, in collaboration with the program leader(s), establish a timeline for consideration of the recommendation by DPAC the District Planning and Advisory Council.
- C. The appropriate senior administrator will present the criteria upon which the recommendation is based to the DPAC District Planning and Advisory Council for discussion.

3. Appeal

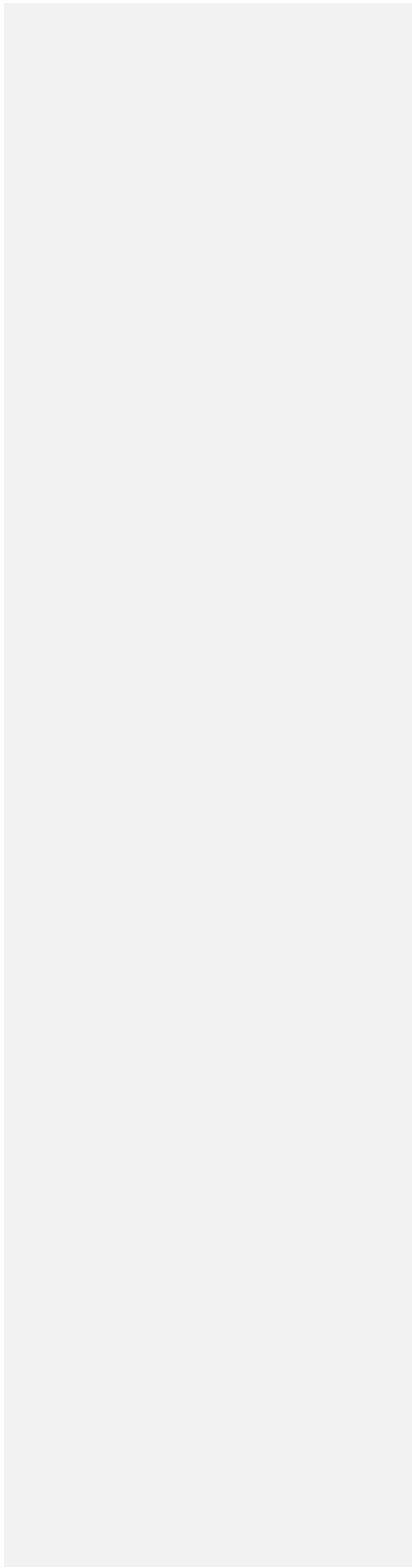
- A. Program representatives, including faculty and staff directly affected, will be given the opportunity to appeal the recommendation and provide information supporting the appeal to the DPAC District Planning and Advisory Council. The constituent representatives on the Collegewide Coordinating Council will be able to provide assistance on how to present the appeal if this is requested by the program.
- B. Based upon the criteria supporting the recommendation and the information presented in the appeal, the DPAC District Planning and Advisory Council will come to a decision to support or not support the recommendation.
- C. If the DPAC District Planning and Advisory Council decides not to support the recommendation, it will provide the administration and the program leadership with direction as to how the issues surrounding the recommendation for discontinuance can be resolved.
- D. If the DPAC District Planning and Advisory Council decides to support the recommendation, the recommendation will be submitted to the Superintendent/President.

Action Item Subject 10 – Proposed Election By law Changes – First Reading – Howard Stahl, Chair  
Election & Rules Committee

**Section 4. Conduct of Senate Elections**

1. The Elections and Rules committee shall solicit nominations to the Senate ~~four (4) weeks~~ prior to a general election. The Elections and Rules committee will accept nominations for a period of two (2) weeks or ten (10) business days.
2. Each electoral area will nominate persons from their area under the supervision of the Elections and Rules committee. An electoral area may conduct its own elections.
3. The Elections and Rules committee will verify the eligibility of the nominees and then forward the names of the nominees of each electoral area to the specific electoral area faculty and the Senate at large.
4. Within a reasonable time following the nomination period, the Elections and Rules committee shall submit ballots with the names of nominees of each electoral area to its own faculty members for election to the Senate.
  - a. Email will be utilized to distribute ballots and/or other technologies may be utilized with the approval of the Senate. A web-based voting system may be used. If a web-based system is used, no ballot validation rules shall be established. At an individual faculty member's request, a paper ballot may be used.
  - b. At least one (1) week or five (5) business days will be allocated for collection of marked ballots.
  - c. A cutoff time will be set and stated clearly in the emails for all ballots by the Elections and Rules committee. All votes received after the posted cutoff time will not be counted.
  - d. Ballots shall be designed so that voters can choose to abstain on any or all offices and/or questions.
  - e. Ballots shall be designed so that once cast, ballots cannot be changed.
  - f. Ballots shall be closed to write-in candidates.
  - g. Naming or identifying voters and/or non voters is prohibited.
5. If there are no nominations for an election within an electoral area, the nominations period for that area will be extended. No election in that area will occur if there are no subsequent nominations.
6. Elections to the Senate shall be held by secret ballot prior to the close of the third week in April if possible and the Elections and Rules committee shall report the results of the election to the entire college faculty.
7. Both real vote totals and percentage-of-votes cast shall be reported via campus e-mail and will be posted in the college mailroom.
8. Election shall require a majority of votes cast.
9. In the event of a tie or no majority, the Elections and Rules committee shall conduct a run-off election.
10. Newly elected Senators shall be seated at the close of the spring semester.
11. Elections to fill vacancies shall be held when required except where otherwise specified.

12. In the event of a challenge to an election result, the Executive committee shall be the sole judge of the election results.
13. Ballot totals shall be kept on file in the Senate office for one (1) year.



### **Action Item Subject 11 - ASR02-08 - Project Manager/Director for Sustainability**

Whereas the 2005-2006 Environmental Audit recommends the development of a campus-wide sustainability plan to be integrated with the College's strategic plan, and the creation of a position for a Vice-President or Director of Campus Sustainability accountable for the implementation of that plan;

Whereas the College took an important step toward implementing this recommendation through the appointment of a one-quarter time (10 hours/week) Project Manager for Sustainability in October 2007;

Whereas the Project Manager for Sustainability is currently working 5 – 8 hours per week over her quarter-time appointment and diligently serving to advance the College in its quest to become a leader among colleges in the areas of sustainability and global citizenship;

Whereas Dr. Tsang signed the ACUPCC in January 2008 pledging the College “to a vigorous effort to reduce greenhouse gases and to become ‘climate neutral’ as soon as possible,” and “within one year, to complete a comprehensive inventory of all greenhouse gas emissions,”

Whereas the work of implementing the audit recommendations, meeting the College's ACUPCC commitment, assisting with the development of strategic plan for a sustainable campus, coordinating regional transportation solutions for SMC, assisting with the creation of green vocational education programs, supervising student workers and service-learning internships at the Center for Environmental and Urban Studies, serving on several shared-governance committees, working with facilities and purchasing, working with the SMC Foundation to recruit green donors, and leading the College to new partnership opportunities with the City of Santa Monica and Santa Monica businesses on sustainability initiatives requires a full-time project manager,

Whereas the College lost an important Vice-President with expertise and success in the area of regional transportation strategy and sustainability when Marvin Martinez left this year, and the College could make great strides in recovering from this loss by hiring or retaining a full-time, qualified Project Manager for Sustainability,

Whereas Butte Community College has Sustainability Coordinator, Kankakee Community College is now hiring a VP for Sustainability, UC Berkeley recently hired their first Director of Sustainability, the University of Illinois at Chicago hired an Associate Chancellor for Sustainability, University of Maryland hired a Vice Chancellor of Environmental Sustainability, Colorado State University hired a Vice President for Energy, Environment, and Applied Research, the University of Chicago hired a project manager to head their Sustainability Council, to name a few,

Whereas the Association for the Advancement of Sustainability in Higher Education reports that “more and more institutions of higher education are hiring sustainability officers to manage and coordinate their sustainability initiatives” and expects demand for qualified Sustainability Officers to grow,

Whereas the City of Santa Monica and the SMC Foundation are potential partners in the effort to secure funding for a full-time position for Project Manager for Sustainability,

Whereas having a full time Project Manager for Sustainability will result in improvements in the quality of life for our campus and community, as well as significant cost savings through resource use reduction and significant fundraising through private donations and government grants, in a time of budget crisis,

Be it resolved, the Academic Senate strongly encourages the administration to secure a permanent full-time position for the Project Manager/Director for Sustainability as soon as possible.

**ACTION ITEM SUBJECT 1: APPROVAL OF THE MINUTES OF April 15, 2008**

It is recommended that the minutes from the following meeting of the Santa Monica College Academic Senate be approved as distributed:

**Recommendation Number 1:**

**Minutes of the 15 April 2008 Academic Senate Meeting**

**Present:** Brenda Antrim, Jan Austin, Teri Bernstein, Suzanne Borghei, Greg Brookins, Mary Colavito, Tim Cramer, Jose Cue, Guido Davis Del Piccolo, Gordon Dossett, Judith Douglas, Tina Feiger, Gilda Feldman, Candyce Goodfellow, Terry Green, Craig Hammond, Nancy Hanson, Janet Harclerode, John Hoover, Janie Jones, Amber Katherine, Lesley Kawaguchi, Helen LeDonne, Laura Manson, Suzanne McDonald, Melissa Michelson, Pete Morris, Peter Morse, Andrew Nestler, Melody Nightingale, Eric Oifer, Jim Pacchioli, Pauli Peter, Toni Randall, Michelle Scholefield, Christine Schultz, Eleanor Singleton, Marci Spiegler, Howard Stahl, Susan Sterr, James Stramel, Michael Strathearn, Richard Tahvildaran-Jesswein, Marc Trujillo

**Excused:** Barbara Baird, Simon Balm, Espy Bolivar-Owen, Ken Buckner, Georgia Farber, Kathy Flynn, Ken Geddes, John Henderson, Lucy Kluckhohn Jones, Vicki Rothman, Jacqueline Scott, Satish Singhal, Sal Veas, Bob Ware

**Absent:** Eve Adler, Maria Alvarado, Mary Bober, Sara Brewer, Fran Chandler, Rebecca Curtis, Suellen Gauld, Richard Goldenson, John Kennedy, Bill Lancaster, Karen Perkins, Juan Quevedo, Lantz Simpson, Gary Strathearn, Robert Taylor

**Guests:** Mitra Moassessi, Dennis Frisch, Georgia Lorenz, Jo Kidd, Trustee David Finkel, Kathy Sucher

I. Call to Order – Chair Richard Tahvildaran-Jesswein called a quorum at 11:21 a.m. Richard congratulated Marc Trujillo on his recent award of the Guggenheim.

II. Public Comments – Dennis Frisch reminded AS that by virtue of being members of FA they are also members of FACCC. They are having elections and Moassessi (Governor at Large) and Frisch (Vice-President) are both running. He asks for AS members' support.

III. Action Items

- A. **Approval of the Minutes for March 25, 2008.** Unanimously approved. Plea that in the future they (and the agenda) be shorter.
- B. **Approval of New Courses** – Curriculum Committee, Mary Colavito, Chair - Clarification that AUTO 46 is currently in the Business Dept. Lorenz explains that it is currently housed in Business but that the courses are developed in conjunction with similar programs at other colleges. Q about AUTO 46 and how it might be related to “green” issues. Response that this is addressed.

**Vote: 43 in favor**

*New Course*

*AUTO 46: Automotive Electrical Systems*

This course covers basic electricity and automotive electrical systems such as battery, starting, charging, and electronic ignition. Test equipment and computer systems will also be covered.

Units: 3 Department Vote: 12-0-1 Prerequisite: None

*Distance Education*

ART 05: Arts of Asia—Prehistory to 1900

ET 34: Web Animation 1

PSYCH 11: Child Growth and Development

Certificates in Entertainment Technology

### ***Title: Game Design Department Certificate (15 units)***

List of Courses Included in the Sequence:

ET 13	Game Prototyping (3)
ET 15	3D Game Prototyping (3)
ET 42	Principles of Game Development (2)
ET 44	Game Design/Play Mechanics (3)
ET 49	Game Development Project (4)

### ***Title: Digital Effects Department Certificate (15 units)***

List of Courses Included in the Sequence:

ET 32	Digital Compositing (3)
ET 63	Digital Tracking & Integration (3)
ET 64	Digital Effects I (3)
ET 65	Digital Effects II (3)
ET 80	Digital Effects Project (3)

#### **C. Global Citizenship Associates Degree Requirement (Divided Motion) –Curriculum Committee, Mary Colavito, Chair -**

The first motion (coming to us unanimously) is about whether to move towards the requirement, after which it will be voted up as a first read. Note to add “ecological” to the list of systems.

**Vote: To establish this degree req with the four threads as articulated by the Chair of Curriculum and below. 41 in favor, 2 opposed**

**Vote: To accept this doc as a first read. 43 in favor**

#### *Discussion:*

Q about whether or not there is a foreign language req. Response that students could choose to use a foreign language to meet these reqs but it is not a req in itself. Q about who is on the subcommittee. Concern expressed about using the word “citizenship” as it denotes something more specific than “global studies” would indicate. Comment that using “citizenship” could be misinterpreted. It doesn’t reflect current reality. Suggestion that it be replaced with “global studies.” Clarification that recs from the subcmmt will go to the entire cmmt. Q how this ties in with Salzburg. This and Salzburg are parts of the larger vision. Q about how courses would be approved. Depts are being asked to submit courses that they think would fit. [Changes suggested by Davis Del Piccolo](#) were sent via email this morning. Given those changes, discussion of whether to accept the doc as a first read. Clarification that the suggestions concerning service learning and internship should be part of the record as the second read. Specificity between 40% and 10% questioned. This hasn’t been noted with other course reqs. Davis Del Piccolo responds that the reason for satisfying the AA req is engagement in service learning and it was important that that aspect of it be satisfied; the high % was deemed necessary to make sure students fulfill it. The first read, however, does not include Davis Del Piccolo’s emailed suggestions. Today’s vote is only on the current doc, understanding that the second read will include Davis Del Piccolo’s

changes. Concern that the req of service learning might inhibit the # of courses that could incorporate service learning. A 20% piece might be doable, but 40% may be asking too much.

**Motion: To expand the existing American Cultures AA requirement to become the Global Citizenship AA requirement. Unanimously approved on 3/19/08.**

**Draft of General Description for the Global Citizenship AA Requirement:**

A student meeting the Global Citizenship AA requirement would develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, economic, political, social and technological systems of the contemporary world. This prepares the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or Study Abroad Experience. (Please see additional draft detailing characteristics of courses that fit these areas.)

SANTA MONICA COLLEGE  
**APPLICATION FOR APPROVAL—COURSE TO FULFILL  
GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT**

<b>Course Name:</b>	
<b>Units:</b>	

**Categories:**

Please check which of the following categories your proposed course falls into.

**American Cultures:** Course utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. Course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the American cultures focus of the course.

**Student Learning Outcome:**

**Ecological Literacy:** Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems.

Any course whose content focuses primarily on one or more of the following three areas will be considered for the Ecological Literacy category. Check all that apply.

- Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives.
- Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.

- 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.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the ecological literacy focus of the course.

**Student Learning Outcome:**

□ **Global Studies:** A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level.

To be included in the Global Studies category a course will meet the following criteria.

- Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

In addition it will be expected that at least one student learning outcome (SLO) is developed that reflects the global, comparative, interconnected focus.

**Student Learning Outcome:**

□ **Service Learning:** Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course or section of a course may satisfy the Global Citizenship AA Requirement via Service Learning if it utilizes service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered "significant" all of the following conditions must be met.

- The required hours of service must be at least 20 per semester.
- The academic rigor of the course must be supported by the use of service learning.
- Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.
- The service-learning component of the course needs to be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. The hours completed are not part of the grade. The academic work resulting from the service learning hours should contribute to at least 40% of the grade.

In addition it will be expected that at least one student learning outcome (SLO) is developed that reflects the service learning aspect of the course. At the section level the instructor should demonstrate how the service learning pedagogy will help students achieve the established SLO's of the course.

**Student Learning Outcome:**

**Review of Course Outline (and/or syllabus):**

In review of the course outline of record it will be expected that topics outlined above will be integrated throughout the course content, objectives, etc. The course outline of record must have been updated within the past two academic years to be considered by the committee. [In the case of a single section of a course being submitted for consideration as a service learning section, the syllabus must be provided in addition to the course outline of record.](#)

**Narrative:**

Please write a rationale as to why this course should be considered for fulfillment of the Global Citizenship A.A. degree requirement.

**D. Administrative Regulations – First Reads**

1. **Student Affairs – AR 4332** – Student Progress & Graduation – Progress Renewal, Jose Cue, Chair, Student Affairs. Cue explained the change indicated below. Effort to bring the wording of the AR in line with current practice.

**Vote: to accept the doc as a first read; 43 in favor**

**ARTICLE 4300 STUDENT PROGRESS AND GRADUATION**

**AR 4332 Progress Renewal**

Progress Renewal is a process intended to facilitate degree and certificate completion and/or removal from progress probation. The student must meet with a counselor and complete a progress renewal petition. All coursework will remain legible on the student's permanent record ensuring a true and complete record. A maximum of 30 semester units may be disregarded under this policy. Final approval of the petition will be granted by the Admissions and records Office.

To qualify for progress renewal, the student must meet the following criteria:

1. The student's educational objectives have changed such that repetition of [the coursework at SMC](#) is no longer appropriate.
2. [The student has not repeated the coursework at SMC or any other institution.](#)
3. Coursework to be disregarded is limited to withdrawal ("W") and no credit ("NP") grades.
4. The student must have completed a minimum of 36 semester units of 2.0 GPA or a minimum of 24 semester units of 2.5 GPA or a minimum of 15 semester units of 3.0 GPA at an accredited college subsequent to the coursework to be disregarded. Units must be consecutive and must have begun anytime after the coursework to be disregarded. Any withdrawal ("W"), incomplete ("I") or no credit ("NP") grades received during this time-frame will void the petition.
5. There must be a lapse of at least two years since completion of the most recent coursework to be disregarded.

*Reviewed and/or Updated: 3/18/2008*

2. **Personnel Policies – AR 3211.1 – Procedures for Hiring New Contract Faculty**; Peter Morse, Chair, Personnel Policies –  
Morse explained the substantive changes outlined in the doc below.

**Not binding straw poll: to change the number of required letters of recommendation from a minimum of 3 to a minimum of 2. Most in favor but substantial number opposed**

**Not binding straw poll: to require a candidate to submit a cover letter – all in favor**

**Not binding straw poll: to allow letters members of the selection committee to write letters of recommendation for applicants. Most in favor but substantial number opposed**

**Not binding straw poll: to never allow selection committee members to view incomplete files. Vast majority oppose, a few in favor**

**In favor of first read: all in favor, 3 opposed, 2 abstentions**

*Discussion:*

Q about committee members writing letters of rec for applicants as this will allow admission of info that wouldn't otherwise be available to the selection committee. Q about verification of incomplete applications as such. Morse responds that HR is committed to putting into practice a process online that would allow applicants to check the status of their applications. Concern is that HR has a long lag time. Until HR has this in place, it's biased against the applicant. Clarification that the number of letters of rec has changed from MINIMUM of two rather than three. Reminder that candidates may also submit other supporting materials. The reason for the change is that some PT faculty at SMC are discriminated against if we insist on three letters of rec. Concern that we may pass this but HR won't have caught up with it so that applicants are unduly punished if they are missing materials and aren't aware of it. Reminder that this is a first read. Kawaguchi, co-chair of DPAC HR subcmmt, reiterates that a current applicant can ask if his/her application has been received and what the status is. Comment about cmmt members submitting letters of rec. Morse responds that members do not have to write letters if for any reason they are uncomfortable doing so. Suggestion that the chair of a dept or head of program should have this prerogative but not necessarily others on the cmmt. Adjunct fac member thanks the cmmt for allowing cmmt members to write letters. This will discourage discrimination against PTers in particular depts. Morse clarifies that both Wade and Lee Lewis (HR) are on the PPC. Comment that in some small depts., allowing only the dept chair to write letters would not be enough (library for example). Morse reiterates that the letter of rec and application are only the first barrier to applicants' progression through the process. This was an effort to avoid favoritism in either direction, towards outside applicants or current PTers. Suggestion that a particular selection cmmt should be able to choose to view incomplete files if they wish. Morse responds that there does need to be standardization between committees in this respect. Suggestion that letters of rec could be written before the position becomes available. Caution that we be careful about the possible exclusion of good candidates due to "incomplete" files. Problem with possible legal ramifications of this. This goes back to PPC and there will be second read later this semester.

**3. Review of Non-Substantive Corrections – Richard Tahvildaran-Jesswein**

Green highlights indicate other non-substantive changes that need to be made and/or corrected.

**Vote: To accept as a first read the non-substantive changes noted below. 42 in favor; one abstention**

*Discussion:*

Q if this is in the faculty contract, why we need this particular AR. Response that during recent contract negotiations, there was a lot of time spent on these points so that they may not be needed. Clarification that the contract would overshadow the AR in any case. Q regarding the number of hours FT fac must be on campus. Moassessi answers that there is no requirement. Clarification that the language of the contract also indicates "or performing duties related to their assignment." Q about why "graduation" was added. Response by Richard that it was to indicate the importance of graduation to encourage more fac participation in commencement exercises.

**Article 3200 – Academic Personnel –**

**AR 3211.2 – Duties and Responsibilities of Faculty Members**

All faculty members have the following duties and ~~responsibilities~~responsibilities:

1. To follow Board policies, administrative regulations, and mutually agreed upon departmental policies.
2. To perform assignments for their scheduled hours. Faculty members who ~~will~~ be absent from their assignment ~~will~~ give prior notice to the department chair or appropriate manager explaining the reason for absence, expected duration, and, if appropriate, the assignment for the substitute.
3. To conduct classes according to the course of study on file in the department office.
4. To maintain accurate records and to submit reports and forms as required by the assignment.
5. To maintain professional credentials along with the skills and knowledge necessary to perform the assignment. ~~[New Paragraph and Renumber from here] Contract and regular~~ Full-Time faculty members have the following additional duties and responsibilities:
6. To attend department meetings, to serve on department committees and advisory boards, and to assist the department in accomplishing its functions and ~~responsibilities~~ responsibilities.
7. To participate in selection and evaluation of faculty members.
8. To serve on Academic Senate committees and to participate in activities related to other faculty organizations and college governance. ~~[AS is mentioned specifically but "other." Why is AS specified?]~~
- ~~9. To participate in the review and revision of existing curricula and the development of new curricula in their instructional area. [Why struck? This is probably an error]~~
10. To help ensure quality and consistency in performance of hourly faculty assignments. ~~[Change "hourly" to "part-time"]~~
11. To serve as educational advisers for students.
12. To participate in extra-curricular college activities, including student activities, and graduation. ~~[This was a substantive change]~~

*Reviewed and/or Updated 9/2003*

#### ARTICLE 3200 ACADEMIC PERSONNEL

##### AR 3211.3 Department Chairperson - Tenure and Selection

1. A chairperson serves a four-year term and may be reelected.
2. All ~~regular and~~ full-time contract faculty who are members of a department and are in paid status are eligible to vote for department chairperson. ~~[strike "contract"; comment that "paid status" means those on unpaid leave of absence would not be voting]~~
3. At the beginning of the semester prior to the end of a term of office, or when a vacancy occurs for any reason, the ~~division dean~~ Dean, Academic Affairs will conduct an election for a chairperson ~~in conjunction with the Academic Senate Election and Rules Committee~~.
4. The ballot will consist of the names of all regular ~~tenured~~ members of the department. ~~[strike "regular"] [comment that this should be changed so that nominees come forth rather than putting all eligible names forward; Richard responds that this Q would need to go to PPC]~~

5. If no department member receives a majority vote from full-time faculty members, the Vice-President will select the two names receiving the greatest number of votes and a runoff ~~election~~ will be ~~held~~.
6. Results will be certified by the Academic Senate Election Rules Committee Chair and the Vice-President of Academic Affairs. ~~including the dept chair elections with AS elections is okay in principle, but that full-time fac were called if they hadn't voted was objected to~~
7. Guided by the results of the election, the Vice-President will recommend a name to the Superintendent/President. If a person other than the one chosen by departmental vote is recommended, it should be done only with discussion and consultation with department members and the Academic Senate President.

Change of Department Chairperson

Upon petition of fifty-percent or more of full-time department members or upon request of the Vice-President, a special election may be called. Such elections will follow procedures outlined for the selection of a new chairperson.

*Reviewed and/or Updated 9/2003*

**Article 3200 Academic Personnel**

**AR 3211.7 Equivalency Process in Reassignment**

1. Faculty members being considered for reassignment to a discipline other than that for which they were originally hired or academic (instructional or student services) administrators being considered for reassignment to faculty status must possess an appropriate valid credential or meet the minimum qualifications for the discipline(s) of the proposed new assignment or be certified by a majority vote of the contract and regular faculty members in the department(s) affected by the new assignment as possessing qualifications at least equivalent to the minimum qualifications for the disciplines(s) of the new assignment according to the Guidelines for Determining the Minimum ~~Qualifications~~Qualifications for Faculty Positions (AR-3211.8).

~~2. A detailed statement describing the basis for the equivalency and what evidence was used in making this determination shall be forwarded to the division dean for review. If the division dean approves the department's recommendation for the reassignment through the equivalency process, the department's certification of equivalency statement along with a record of the department vote shall be filed with the joint Academic Senate Personnel Policies Committee. [Q if whole thing was meant to be deleted? Response that this is probably a mistake] ~~remove the old language of "division" and "regular"~~~~

Reference: Education Code Section 87355, 87356, 87359

*Reviewed and/or Updated 9/2003*

**ARTICLE 3200 ACADEMIC PERSONNEL**

**AR 3215 Sabbaticals**

1. Sabbaticals are intended to improve instruction; therefore, a wide variety of sabbatical programs will be considered, such as study, institutional research, travel, independent study, and industrial research. One type of leave shall not have greater merit than another.
2. Applicants for sabbatical leaves must have rendered service for six consecutive full-time years to be eligible for a sabbatical leave. A full-time year is defined as 75% of the days in academic year and 100% of the regular assignment.

3. The Board of Trustees reserves the right to determine the financial level of support each year for sabbaticals. The Joint Academic Senate-Administrative Sabbatical/Fellowship/Awards Committee will determine individual faculty selection and submit to the Superintendent/ President and Board of Trustees copies of all approved sabbatical applications. Prior to Board of Trustees confirmation action the Board will have received a copy of the approved sabbatical plan.
4. All faculty approved for sabbatical programs shall receive 100% of their regular contract salary.
5. Salary received in connection with sabbatical leave programs shall not exceed 100% of the faculty member's regular contract salary.
6. Sabbatical leaves shall count toward salary schedule step movement and retirement. Salary deductions shall continue in the usual manner, such as retirement, and additional health and welfare.
7. No sick leave shall be earned while the faculty member is on sabbatical leave.
8. Personnel going on sabbatical leave shall render full-time service for a period twice as long as the period of sabbatical granted and shall guarantee this service by signing a contract to that effect.
9. Any changes in sabbatical programs must be approved by the Joint A.S. Academic Senate Professional Committee prior to the commencement of the leave. The Staff Professional Development Committee must be notified in writing immediately if substantive changes occur during the leave.
10. All academic personnel going on sabbatical leaves shall be required to sign a contract guaranteeing the completion of their programs as approved by the Joint A.S. Academic — Sabbatical Senate Sabbatical/Fellowship/Awards Committee.
11. Personnel granted sabbatical leaves shall submit to the personnel office **four** copies of a summary report of their activities within 60 working days of their return to service. The summary report shall include, but not be limited to, statements concerning the academic merit, relevance, and benefits of the leave.  
  
Distribution of the summary report will be as follows: one copy will be forwarded to the Superintendent/President and Board of Trustees; one copy will be forwarded to the Joint A.S. Academic Senate Professional Development Committee and Joint Sabbatical/ Fellowship/Awards Committee; and one copy will be placed in the faculty member's permanent file.
12. Failure to substantially complete any sabbatical program for causes other than verified illness, injury, acts of God, or other reasons beyond the control of the faculty member shall be considered a breach of contract by the Board of Trustees and the faculty member will be required to repay to the District all District funds received while on sabbatical leave.

*Reviewed and/or Updated 9/2003*

**ARTICLE 5100: CURRICULUM**

AR 5110 Curriculum Committee Structure, Functions, Responsibilities, Meetings

**Title 5 § 55002 Standards and Criteria for Courses and Classes**

Curriculum Committee: The Academic Senate **Joint Curriculum Committee** recommending the course shall be established by the mutual agreement of the **Academic Senate and** college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

## 1. Committee Structure

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board of Trustees Policy 2303 and the By-Laws of the SMC Academic Senate to include five administrators, fifteen regular or contract faculty members elected by area, two faculty appointments made by the Academic Senate President with the advice and consent of the full Senate, and two students. Each member has one vote.

- (1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as **vice-chair** to the Committee.
- (2) Two students are selected according to the By-Laws of the SMC Associated Student Government.
- (3) Faculty members are selected to serve on the Committee according to the By-Laws of the SMC Academic Senate.
- (4) One faculty member is appointed committee chair by the Academic Senate President and represents the Senate in all committee deliberations.
- (5) Non-voting liaisons to the committee may include:
  - The Librarian or designee
  - The Articulation Officer or designee
  - The Matriculation Officer or designee
  - The Associated Students President or designee.

## 2. Committee Functions

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and By-Laws and in Board Policy 6410 and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, ~~co-requisites~~ [requisites](#), advisories and programs;
- B. to encourage and recommend development of new curricula and courses;
- C. to assist faculty in preparing curricular proposals to meet Title 5 and matriculation mandates and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;

- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for the Associate in Arts (AA) degree, the Intersegmental General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Occupational Certificate Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College Catalog contains only those courses offered on a regular basis.
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help assure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery systems;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

### 3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee:

- A. proposed credit courses;
- B. proposed substantive changes in courses, which may include but are not limited to:
  - (1) prerequisites, ~~co-requisites~~ [co-requisites](#) and advisories,
  - (2) catalog description,
  - (3) course outline (e.g., course transformation for diversity),
  - (4) lecture/lab hours,
  - (5) number of units;
  - (6) alternative delivery system (e.g. distance education);
- C. proposed programs (including transfer, Associate in Arts, certificate and all other programs involving curriculum);
- D. suggestions for deletion of courses;
- E. requests for courses to be included in or deleted from IGETC, the AA degree pattern, and CSU GE certification pattern;
- F. requests for changes to or inclusion on the Disciplines List;
- G. determination of repeatability of courses according to Title 5 standards;
- H. non-credit courses;
- I. not-for-credit Community Services courses.
- J. Student Learning Outcomes

### 4. Committee Meetings

- A. A quorum must be present to conduct official committee business. A quorum consists of eight faculty and three administrators. No students present are necessary to achieve a quorum.
- B. The committee usually meets the first, third, and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
  - (1) Meetings are open to all who wish to attend.
  - (2) If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee Chair and **Vice-Chair**.
  - (1) Agendas are distributed to committee members and the library and are posted in the mailroom at least seventy-two hours prior to each scheduled meeting and posted electronically.
  - (2) Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses, and/or programs to be considered at the meeting, and any documents that will be discussed.

### **Curriculum Committee Members: Responsibilities and Participation Guidelines**

#### 1. Responsibilities

- A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee Chair or the administrator who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
  - (1) the SMC Catalog and the SMC Vision and Mission Statement
  - (2) Relevant Title 5 and Education Code regulations,
  - (3) general educational patterns for IGETC, CSU, and SMC AA,
  - (4) the Disciplines List,
  - (5) all relevant Board of Trustees policies and Administrative Regulations.
- D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, co-requisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.
- E. Reporting regularly to the constituency from which the member was elected.

#### 2. Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

- A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;

B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

**Other from AR 5111: Establishment of Courses and Programs Originating Within Departments**

3. Curriculum Committee Approval

A. The Curriculum Committee **Vice-Chair** determines that the proposal is complete and with the Curriculum Committee chair edits it for compliance with guidelines before putting it on the agenda. The item should be returned to the department for substantive changes.

B. When the proposal goes on the agenda, the committee **Vice-Chair** notifies the department chair at least 72 hours in advance of the scheduled meeting.

The proposer(s) and the department chair or designee should attend the meeting at which the proposal is presented. Although the Course Data Record, or Program Proposal should be complete and self-explanatory, the proposer should be prepared to give a brief overview of the proposal justification and answer any questions about the proposed course or program in detail, including the need for such a course or program, materials used, objectives, and methods of instruction and assessment.

Any relevant texts and supporting information may be presented to the committee to augment the details contained in the proposal.

C. After the presentation of the proposal, the Curriculum Committee discusses the proposed course and votes to either (1) recommend approval of the course to the Academic Senate and Superintendent/President, (2) recommend approval of the course contingent upon completion of specific requested changes by a designated deadline (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the course proposal has not been approved. The Curriculum Committee chair will notify the department chair orally or by email within two days of the Committee's decision.

If approved by the committee, the course will be presented jointly to the Academic Senate for approval and to the Superintendent/President.

If the course is returned to the department without approval, the proposer(s) may request a meeting with the committee chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.

4. Final Approval

A. The Curriculum Committee Chair recommends acceptance of any course the committee has approved to the Academic Senate and the Superintendent/President.

B. The Academic Senate and Superintendent/President ratify the course.

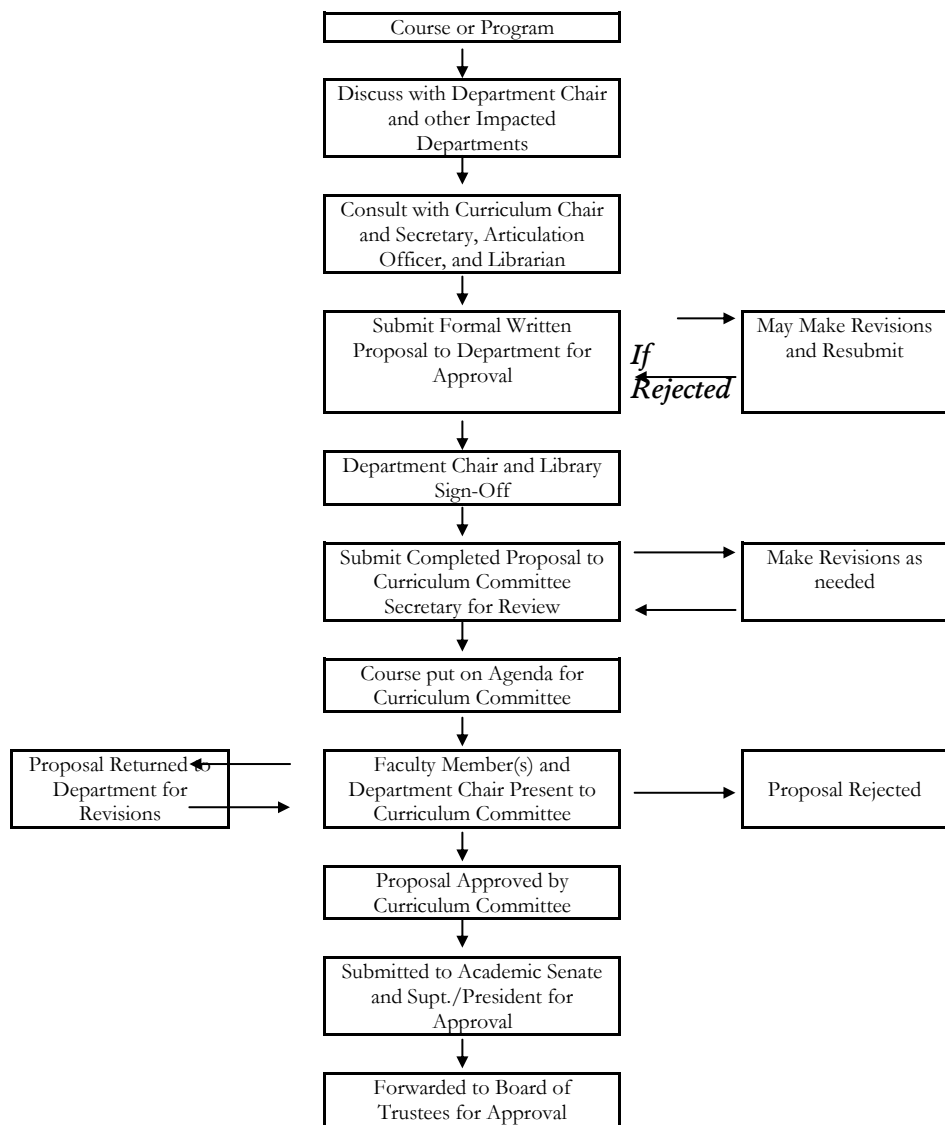
C. The course is presented to the Board of Trustees for inclusion in the Santa Monica College curriculum.

*Approved by the Curriculum Committee 10/01/03*

*Revised: Academic Senate approval 5/15/07, Superintendent/President approval 7/30/07*

5. THE CURRICULUM PROCESS

Develop Tentative Course Outline or Proposal for New
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**AR 5111 Establishment of Courses and Programs Originating Within Departments**

Step One: Definition of the Program and Communication with the College Community

Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):

- 4.2. Related departments discuss the program and vote to support it.

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2.3. For all occupational programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.

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3.4. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee Chair and faculty from related disciplines are included in the membership.

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4.5. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.

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#### Step Two: Creation of the Program

- A. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
  - create a timeline for the program to implement core courses
  - create proposals for new courses or modifications to existing ones
  - ~~solicit~~Solicit community responses to the proposals and modify the proposals when appropriate.
- B. With the department's and advisory board's support, the course proposals and program overview move to the Curriculum Committee.
- C. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.
- D. Curriculum Committee receives an overview of the program which addresses the following areas:
  - Statement of Needs at SMC
  - Statement of Major Objectives of the Program
  - Schedule of Activities
  - Proposed New Courses or Modification of Existing Courses (Cross-listing, for example).
  - Proposed Program Evaluation Plan
  - Labor Data when applicable
- E. Faculty from one department or related departments form the core of the program. Future program needs may call for the creation of a new department.
- F. Upon approval by the Curriculum Committee, the program moves to the Academic Senate for approval.
- G. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

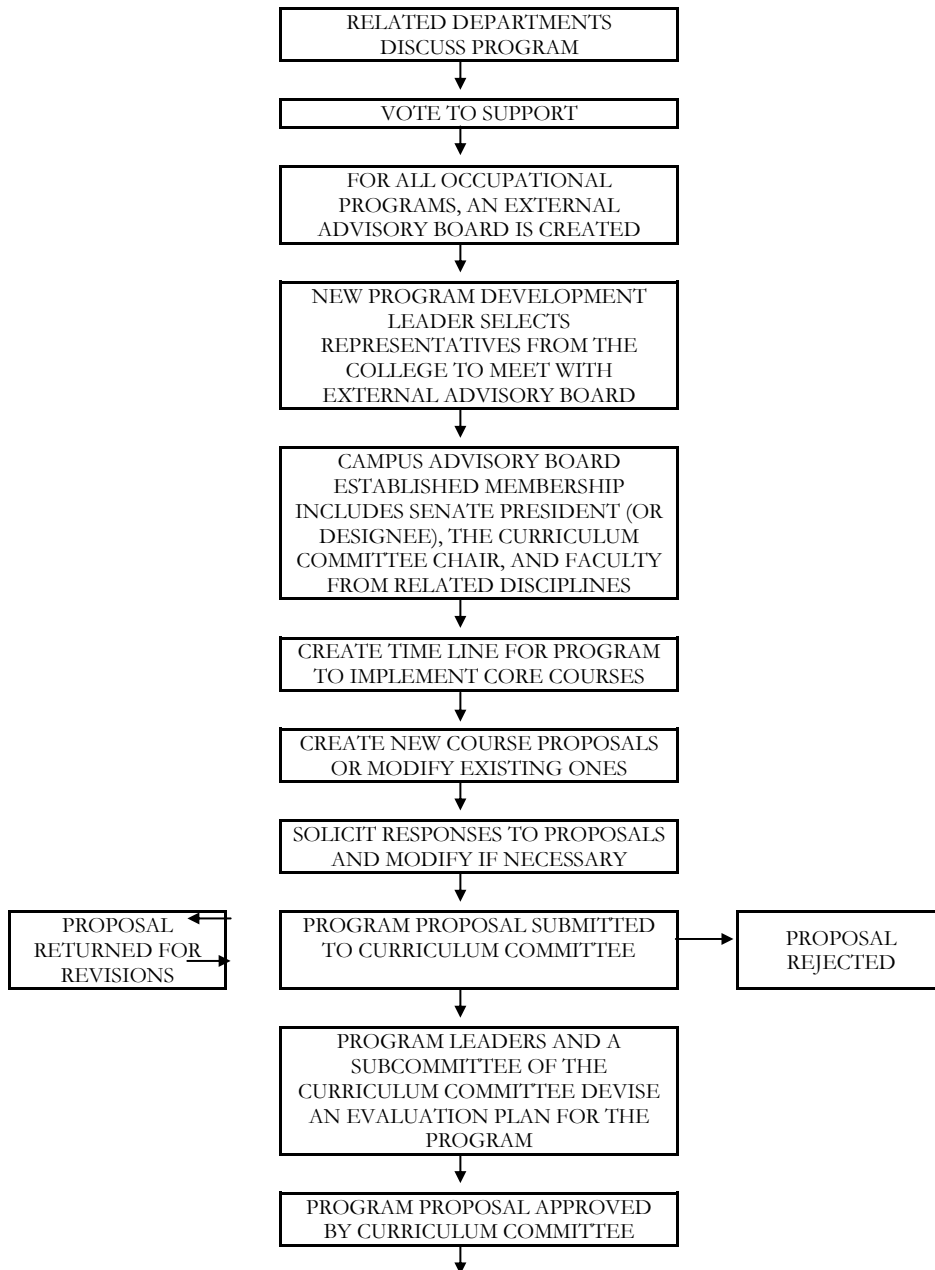
Step Three: Review of the Program by the Curriculum Committee

1. The program's year-end review and/or completion of cycle by the Curriculum Committee containing the following information:
  - Demonstrated strengths of the program
  - Areas for program improvement
  - Goals for the next three years
  - Proposed curricular changes and possible re-configuration of the program
2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
  - Approve changes to the program and send them to the Academic Senate for approval
  - Approve curricular changes and send them to the Academic Senate for approval
  - Recommend discontinuation of the program.

Note: The Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

*Reviewed and/or Updated 10/02*

Establishment of Programs



SUBMITTED TO ACADEMIC SENATE  
AND  
SUPERINTENDENT/PRESIDENT  
FOR APPROVAL

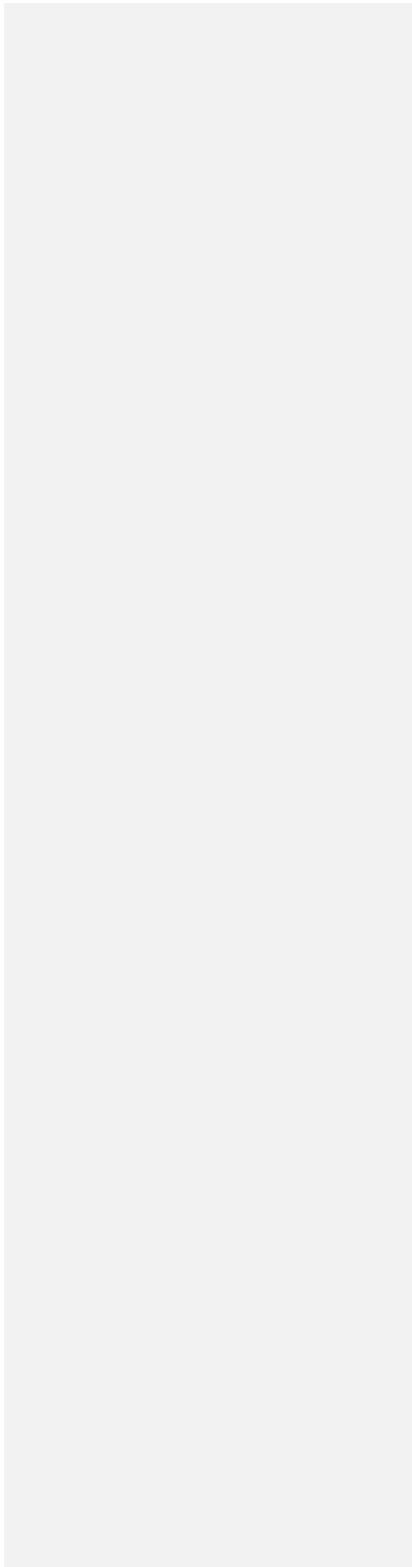


FORWARDED TO BOARD OF  
TRUSTEES FOR APPROVAL



DOCUMENTATION FOR STATE  
APPROVAL (WHEN REQUIRED) IS  
COMPLETED AND SUBMITTED

10/20/00



**ARTICLE 5100: CURRICULUM**

**AR 5113 Program Discontinuance Process**

1. Identification

The appropriate senior administrator will identify a program to be considered for discontinuance based upon criteria appropriate for that program. With instructional programs, the Academic Senate and the Faculty Association will be consulted. Criteria might include, but would not be limited to, issues concerning enrollment, demand for a service, budget, facilities, staffing, and match with the college's mission or current goals and objectives. A summary of previous efforts to address the projects of the program will be included in the recommendation, which, in the case of instructional programs, will be given to the Academic Senate and Faculty Association.

2. Notification

A. The administrator will notify the program leader(s) of the recommendation for discontinuance, explain the criteria upon which the recommendation is based, and inform the program leader(s) of the opportunity to appeal.

B. The Vice President will notify the members of the **District Planning and Advisory Council** of the recommendation and, in collaboration with the program leader(s), establish a timeline for consideration of the recommendation by **District Planning and Advisory Council**.

C. The appropriate senior administrator will present the criteria upon which the recommendation is based to the **District Planning and Advisory Council** for discussion.

3. Appeal

A. Program representatives, including faculty and staff directly affected, will be given the opportunity to appeal the recommendation and provide information supporting the appeal to the **District Planning and Advisory Council**. The constituent representatives on the **CollegewideCollege wide Coordinating Council** will be able to provide assistance on how to present the appeal if this is requested by the program.

B. Based upon the criteria supporting the recommendation and the information presented in the appeal, the **District Planning and Advisory Council** will come to a decision to support or not support the recommendation.

C. If the **District Planning and Advisory Council** decides not to support the recommendation, it will provide the administration and the program leadership with direction as to how the issues surrounding the recommendation for discontinuance can be resolved.

D. If the **District Planning and Advisory Council** decides to support the recommendation, the recommendation will be submitted to the Superintendent/President.

*Reviewed and/or Updated 10/02*

**E. Part-Time Senator 2008 Run-Off Election Ratification – Elections and Rules Committee, Howard Stahl, Chair (M/S Nightingale/Manson) to ratify the run-off results; 43 in favor**

John Henderson            50.9% or 29 total votes  
Ted Wilkinson            49.1% or 28 total votes

#### IV. Information Items

A. President's Report - Strategic Planning Initiatives Update – Richard Tahvildaran-Jesswein  
**(M/S Morse/Katherine) to receive all the reports presented below; 43 in favor.**

##### 1. Vocational Education Committee - Academic Senate - Outline of Voc Ed Committee Initiatives - 2008-2009

The Academic Senate's Vocational Education Committee establishes the forum for continually enhancing SMC's vocational programs.

The **objectives** of the Vocational Education Committee are to:

- Establish a transparent process for vocational program development
- Enhance communication between vocational programs at SMC.
- Promote the development, expansion, and improvement of vocational education programs on campus
- Link VTEA funding with vocational program development.

Through regularly scheduled **meetings** the committee has:

- Surveyed existing vocational programs at SMC about their visions for the future
- Researched and discussed industry trends
- Gathered and utilized labor market information
- Encouraged information-sharing and the leveraging of resources whenever possible
- Determined the necessary skills, student recruitment needs, and overall costs of establishing new programs
- Distributed VTEA funds

##### **Current outline and plans for 2008-2009:**

- The Vocational Education Committee has worked with the Environmental Affairs Committee in 2007-2008 to identify sustainable/greening options for vocational programs on campus. (ie. New courses, infusion of sustainable concepts in current courses, use of sustainable technologies when teaching)
- Distribution of VTEA funds for 2008-2009. This year funds will be set aside for green/sustainable concepts developed by vocational programs.
- In accordance with guidelines from the state, employment data will need to be collected from all vocational programs. A subcommittee of the voc ed committee will work with MIS to determine how this data can be captured in order to increase accountability of the vocational programs on campus to the state. A mechanism for collecting data from vocational education students in on-line programs will also be discussed with MIS.
- Increase of state funding to Santa Monica College's vocational programs is anticipated for next year thanks to the overwhelming response and cooperation of voc ed faculty in distributed and collecting the VTEA survey from students. Over 11,000 surveys were collected, a significant increase from last year.
- Continue to provide information and funding resources to vocational education programs related to the development of new programs, collaboration between programs, and expansion of existing programs.

## Vocational Education Committee Members

Eve Adler, Chair  
Felicito Cajayon, Vice Chair

- Patricia Ramos
- Erica Le Blanc
- Barbara Baird
- Fran Manion
- Ford Lowcock
- Gina Jerry
- Joy Tucker

## *Interested Parties*

- Judith White

**2. Global Citizenship – Gordon Dossett and Georgia Lorenz, co-chairs, Global Citizenship Task Force** – Dossett thanks Dr. Tsang, Mary Colavito, Janet Harclerode, Georgia Lorenz, and all subcommittee chairs and members for their hard work and support.

**(M/S Nightingale/Antrim) to commend the co-chairs of the committee 43 in favor.**

### **Proposed Recommendations**

As a result of the work of the Task Force and its subcommittees, we propose the recommendations below, along with related milestones. Three interwoven strands run through these recommendations, which should be considered in future decision-making: professional development for faculty; techniques for infusing topics related to SMC's definition of global citizenship throughout the curriculum; and strategies for increasing student awareness and knowledge of global citizenship issues.

#### **Create a Global Work Group**

A significant part of The Task Force's work was philosophical—defining what “global citizenship” means for Santa Monica College and its students. Having now created a definition, we believe that faculty, administrators, staff and students must act to truly create global citizens. To guide actions (such as those supported by the global initiative fund) and promote new ones, we recommend creating a smaller group. We are calling this simply a “work group” for a number of reasons. First and foremost we see this group as being action-oriented: this group must bring ideas to fruition. In addition we want this work group to be fluid: We would like to call upon different members of the campus community when their expertise is needed rather than have an inflexible structure. By having students, administrators, classified staff and faculty represented, we avoid operating in isolated silos and promote communication.

The initial milestones for this group will be as follows:

- To determine membership and logistical support
- To meet at least once per month to implement activities in support of the Task Force's work
- To inform and engage campus constituencies
- To propose new initiatives

#### **Create visible signs of our commitment to Global Citizenship**

If global citizenship is to become one of the hallmarks of the student experience at SMC, we believe that the college should have visible signs which symbolically and strongly affirm our commitment, a commitment that students, the college community, the higher education community, as well as the city of Santa Monica can see.

The initial milestones for this recommendation are as follows:

- Display the flags of the countries of our international students as well as the flags representing the native countries of our college staff members in a prominent place, such as the front of the new Student Services building and at commencement.
- Refer to global matters on the college website homepage—profiles of international students; a banner across one part of the homepage which displays the flags of our international students' home countries; promote study abroad; promote education for fostering a livable, sustainable world, etc. These items could be rotated on the homepage, similar to the way student and faculty profiles rotate on the page now.
- Provide funding for SMC participation at conferences on international and environmental matters. Encourage faculty and staff to present at these conferences.
- Host an annual symposium drawing a national, academic audience to consider issues related to global citizenship.
- Use the library to create displays which highlight issues related to global citizenship.
- Work with KCRW to find ways in which we can integrate global citizenship into references to the college.
- Create and award an annual Global Citizenship award at commencement ceremonies.
- Use the campus cable channel and create viewing stations to air programming related to global citizenship.

#### **Implement a Global Citizenship A.A. degree requirement for Fall 2008**

The curriculum subcommittee of the Task Force has developed a proposal for a new A.A. degree requirement and will present this to the Curriculum Committee for approval in Spring 2008. This academic requirement gives the college a formal method to educate students in global citizenship.

The initial milestones for this recommendation are as follows:

- Formally pass the A.A. requirement in the Curriculum Committee, Academic Senate, and the Board of Trustees such that it will be included in the 2008-09 catalog.
- The Curriculum Committee will determine the classes that fulfill the requirement through a process of submission by departments and review by the committee. Mary Colavito, Chair of Curriculum, and Georgia Lorenz, Vice Chair, will hold a Flex Day workshop for faculty interested in submitting courses for approval.
- Determine and promote effective strategies for integrating the ideas and philosophies of global citizenship across the curriculum at SMC.

#### **Integrate the international students more fully into social and academic aspects of SMC**

Although many international students arrive at SMC hoping to be part of campus life and become acquainted with their American counterparts, they often form social groups only among other international students. As a result both domestic and international students miss out on an opportunity to really learn from one another. The Task Force believes that there are both formal and informal ways to integrate these students in ways that will reap enormous benefit for all.

The initial milestones for this recommendation are as follows:

- Create a gathering place that would provide the opportunity for casual socializing among all students that could also function as a campus "home" for international students.
- Work with Associated Students and the International Education Center to create a plan and activities that would encourage international and domestic students to meet and discuss issues, films, art, etc.
- Provide professional development opportunities for faculty to learn strategies for integrating international students—their background, knowledge base—effectively in the classroom and ways in which to build bridges between students in the classroom.
- Create a peer mentoring program so that a domestic student might be assigned to mentor a new international student.
- Provide more information on the SMC website for incoming international students. This could be information in both text and video clips about what life is like at SMC, finding housing, financing your education, and other tips.

- Bring back the practice of inviting international students to the homes of SMC faculty, students, and staff for Thanksgiving dinner and other holidays.
- Revise the orientation course for international students (Counseling 11) to provide greater integration of American and international students.
- Find ways to involve the diverse communities surrounding SMC, including the immigrant communities of Los Angeles, in campus life.

#### **Improve facilities for international students**

The Task Force believes that our facilities should reflect our commitment to international students and should provide a welcoming environment. The incoming international students take many of their classes in the ESL building, originally classified as a temporary structure. This fall the International Student subcommittee of the Task Force did focus group interviews with F-1 students. One major concern of the students was the ESL building.

The initial milestones for this recommendation are as follows:

- Determine short-term and long-term strategies for improving the facilities where ESL classes are held.
- Create a gathering place that would provide the opportunity for casual socializing amongst all students that could also function as a campus home for international students.
- Bring the facilities used by international students to the center of campus. Right now international students go to the house on Pearl St. for counseling and take the bulk of their classes in the ESL building, both of which are at the periphery of the campus. The identification of facilities and improvement of facilities for international students should be given a priority in the Facilities Master Plan.

#### **Create a Latin American Education program**

Dr. Brandon Lewis, professor of Anthropology, has been taking students on study abroad trips to Latin America focusing on archaeology for 10 years. He submitted a proposal for the internal grant fund to build upon this foundation and create a Latin American Education program which could offer classes in a wide range of disciplines to our students. In addition to the strong foundation Dr. Lewis has developed there, he asserts that students can study abroad at a much lower per day cost in Latin American countries as opposed to Asia or Europe. His proposal was funded and he has already begun work strengthening our relationships with a university in Belize. We have also held a meeting with interested faculty from SMC representing English, dance, modern languages, and art as well as our Associate Dean for Financial Aid, Steve Myrow.

The milestones for this recommendation are as follows:

- For winter 2009 determine the courses to be offered and faculty who will lead the trip; begin advertising.
- Identify a site that could serve as the center in Latin America; meet with representatives of universities and businesses in Latin America and consider possible collaborations.
- Create different models of study abroad programs to be based at the Center including six-week, full semester, and one week service learning programs.
- Explore financial aid options and scholarship opportunities to support student participation regardless of ability to pay.
- Explore ways for Latin American students to take classes at the Center before coming to SMC. Explore opportunities for providing contract education on site.

#### **Increase Study Abroad opportunities**

SMC is in a pivotal position to promote study abroad programs. In addition to increased national and Congressional interest (and possible support), only a miniscule 0.175% of California community college students participate in study abroad programs. SMC can draw on the multitude of cultures represented in our region to create interest for these programs. We hope that one of the crowning achievements of the Global Citizenship initiative will be for SMC to become a model for other institutions.

The milestones for this recommendation are as follows:

- Identify possible sites, instructors, and courses using the Latin American Education center as a model.
- Develop scholarships from local business, organizations and individuals akin to the Dale Ride internship program.
- Explore affordable semester-long programs and other patterns for study abroad.
- Consider how service learning, volunteer work, and internships can be integrated into the study abroad experience.
- Incorporate learning foreign language in study abroad programs.
- Explore student exchange partnerships via our membership in CONAHEC.
- Double the participation of SMC students in study abroad programs by the academic year 2009-2010.

#### **Create a Sustainable campus**

SMC has already become a leader in campus sustainability by building a LEED certified instructional facility (HSS), increasing the use of public transportation by students and staff, employing a CNG bus for transportation, performing an environmental audit, hiring a Project Manager for Sustainability, participating in the national Focus the Nation teach-in on January 31<sup>st</sup>, and generally raising awareness on campus about ways we can change our daily practices in order to reduce our impact on the environment. To continue the college's leadership in this area, the Task Force recommends the following:

- Increase the number of hours the Project Manager for Sustainability may work for SMC per week.
- Insure that all new construction attains the highest LEED certification feasible.
- Present research to the campus community on our own "carbon footprint" as well as strategies to reduce it.
- Update the environmental audit.
- Integrate the study of environmental issues across the curriculum.
- Propose and pass the two new environmental studies/science A.A. degrees in Spring 2008.
- Make the campus community and public aware of all of the good practices SMC employs already to reduce our impact on the environment.

#### **Re-establish the Center for International Business Education and Study (CIBES)**

In the 1980's and 1990's, SMC had a successful partnership of faculty, administration and community business leaders. CIBES organized breakfast meetings featuring important economic leaders, created contract education programs for colleges and business overseas, and generally served as an incubation center for ideas related to international business.

The milestones for this recommendation are as follows:

- Identify local community members who would serve on an advisory board for CIBES and contribute to the Global Citizenship initiative at SMC generally.
- Hold an initial meeting in Spring 2008 to determine which of CIBES's previous activities can and should be reinstated.
- Integrate the Small Business Development Center (SBDC) and workforce development/contract education at SMC generally in CIBES as well as our course offerings overseas. Determine opportunities for education in international business.
- Develop internships overseas for students.
- Create faculty teaching positions and international consulting opportunities that, in turn, could help professors enhance students' intercultural skills and enrich and update course content.

#### **Promote participation in the Fulbright Exchange program and encourage individual faculty exchanges**

The largest program of its kind, the Fulbright Exchange program was established in 1946 and is run through the State Department. Participation broadens a professor's experiences and informs and enriches his or her teaching, yet few SMC faculty members apply. Currently there is no institutional support for SMC faculty to apply for a Fulbright. Because the Fulbright Exchange program has many benefits The Task Force would like to encourage more professors to apply.

The milestones for this recommendation are as follows:

- Hold a presentation on the Fulbright Exchange program, the experience, and the application process.
- Explore strategies for encouraging SMC faculty to apply and participate.
- Compile a list of SMC faculty and staff who have received Fulbright's and organize staff development that features their experiences.
- Establish a Fulbright office and/or representative on campus.

#### **Use Southern California as a learning laboratory for SMC students**

Because it is our own backyard, we tend to overlook the rich educational opportunities that Southern California provides particularly in the areas of international culture and sustainability/ecological literacy. William Selby, professor of Geology, submitted a proposal for a field trip that to take students around the Los Angeles area to explore the many international cultures and environmental challenges in our own city. The group will develop field guides for other faculty and students to engage in similar field studies of Los Angeles and document the experience on film to be used as a teaching tool. This proposal was funded. While many students cannot be away from their families or afford the expense of studying abroad, all of our students can learn from our local cultures, especially when professors thoughtfully integrate local experiences into the classroom. Using Professor Selby's project as a foundation we would like to create similar educational experiences across disciplines.

The milestones for this recommendation are as follows:

- Review the resulting field guide(s) and film from Bill Selby's project.
- Create professional development opportunity led by Professor Selby for other faculty across disciplines.
- Continue the practice of developing field guides and/or lesson plans for faculty to use when exploring Los Angeles/Southern California as a learning laboratory. Work with the library staff to catalog and store these teaching tools both electronically and physically.
- Integrate service learning into these experiences for students.

### 3. Environmental Affairs Committee and Campus Sustainability

#### **SUMMARY OF RECOMMENDATIONS FROM THE SMC ENVIRONMENTAL AUDIT**

**Submitted for consideration by the Strategic Planning Task Force**

**Submitted by the EAC Co-Chairs Amber Katherine & Pete Morris, and Audit Director/Project Manager for Sustainability Genevieve Bertone, 4/9/08**

#### **Plan for institutional sustainability**

Many recommendations provided in this audit lead to one conclusion: in order for Santa Monica College to truly make progress, improve its operations, and prepare students for global citizenship, we need to **make sustainability a strategic planning initiative**. A logical manifestation of making sustainability a strategic planning initiative is the **creation of a campus-wide sustainability plan**; one that includes goals for each resource area and outlines a plan for regular examination of the indicators used for this audit (Appendix I). Goals and indicators help to motivate, focus, and prioritize environmental efforts. They help to translate the spirit of environmentalism into measurable results that can be tracked, evaluated, and celebrated. However, setting goals is difficult and should involve multiple stakeholders. We recommend using goals that have already been created, such as those listed in the City's Sustainable City Plan.

Accountability for the creation of this plan and the implementation of these recommendations should be identified immediately. The Academic Senate's Environmental Affairs Committee can assist in this process, but should remain focused on curriculum development and coalition building. The College should consider hiring a **full time Director for the Center for Environmental and Urban Studies or Sustainability Coordinator**, tasked with moving forward with the audit recommendations. It is assumed that the work performed by this position would essentially fund itself through conservation measures and efficiency

programs. Alternatively, a task force on sustainability could be created that involves high-level involvement from students, faculty, staff, administration, and the City of Santa Monica. In addition, **the creation or designation of a Vice-President or Director of Campus Sustainability Initiatives would provide high level accountability and direction for the recommendations provided in this audit.**

**We strongly recommend an update to this audit take place on a regular basis.** Using the audit as an interdisciplinary education project would be highly beneficial to the students and the College. The City provides an update to its Sustainable City Plan on a bi-annual basis. We recommend the College attempt to partner with the Sustainable City department and collaborate on regular updates of both the College and City plans.

## **WATER**

- 1. Post educational signage** in every bathroom on campus to increase water efficiency and communicate the College's commitment to the environment.
- 2. Track and monitor water use** to catch leaks and other problems with water systems.
- 3. Initiate Toilet maintenance and leak detection program.**
- 4. Set campus-wide standards for water efficiency on all new construction** which could be accomplished through earning a LEED certification for high efficiency alternatives to the standard aerators, waterless urinals, and efficient irrigation systems.
- 5. Retrofit and improve our irrigation system** to increase function, distributional uniformity, efficiency, and the overall health of campus plant life.
- 6. Plant drought tolerant plants and/or California natives** presents a huge opportunity for savings, both monetary and environmental.
- 7. Get recognition and funding** for improving our campus landscape.
- 8. Recycle our water** following the lead of the City of Santa Monica which has one of the worlds most advanced water reclamation facilities.

## **ENERGY**

- 1. Continue the effort to phase in more efficient T8 and T5 lighting fixtures.**
- 2. Implement a full campus-wide lighting retrofit**, including motion sensors.
- 3. Expand energy management systems retrofit** to control all of the HVAC equipment and lighting and allow a central control point to turn equipment on or off as anticipated by weather, times of day, and class scheduling.
- 4. Partner with the Santa Monica non-profit organization Global Green USA and the City of 5. Santa Monica**, both of which are national leaders in green building.
- 6. Adopt a campus-wide green building policy** that would require all new construction be designed to and registered for minimum LEED silver certification.
- 7. Monitor and track performance of building use through the building specific electrical meters** in order to help identify best management practices, quantify cost savings, and communicate energy use with building occupants, which creates a relationship between behavior and energy efficiency.
- 8. Plant suitable trees and vegetation** to reduce heat islands and help cools the interior of buildings, decreasing air conditioning costs, improve air quality, sequester carbon dioxide (CO<sub>2</sub>), decrease storm water runoff, and enhance community quality of life.
- 9. Switch to solar-based photovoltaic electricity generation** to provide increased electrical output, energy cost savings, and to reduce our greenhouse gasses.
- 10. Educate for Efficiency** through a campus-wide sustainability campaign designed to decrease energy use, raise awareness with faculty and students, and demonstrate SMC's commitment to the environment.
- 11. Identify professional development opportunities** and direct funding to educate faculty, staff, and administrators on the importance of energy efficiency.

## **TRANSPORTATION**

- 1. Enhance parking priority programs** including guaranteed and discounted carpooling spaces on campus for those who register and qualify.
- 2. Provide free preferential parking for alternative fuel vehicles** in student and faculty parking lots to encourage the purchase and use of electric vehicles
- 3. Join car and ride sharing programs** being run by other cities, businesses and organizations. Currently, there are several burgeoning ride sharing opportunities established on the West Side, including two Flex Cars in downtown Santa Monica
- 4. Provide a few alternative fuel cars** for use by individuals who have commuted to the college without a car, but require a car for a short time during the day or to transport college personnel from one campus site to others for meetings.
- 5. Follow the lead of UCLA and other colleges to facilitate and incentivize ride-sharing.**
- 6. Work with the Associated Students to purchase a ride-sharing program** or to construct a web site that will allow students and employees to share their commutes.
- 7. Move the college shuttle fleet towards lower and zero emissions vehicles.** Although these few shuttles are a small part of our transportation system, they remain a highly visible way to demonstrate that we are bringing more sustainable transportation to our community.
- 8. Base the purchase of college vehicles on the mileage and emissions standards.**
9. Make the city and College more bicycle friendly through partnering with local organizations (e.g. the L.A. County Bicycle Coalition)
- 10. Create at least two major recognized bike-parking areas on the main campus,** celebrated and labeled with names such as “green zones” or “smart commuter zones.” These areas should be monitored with cameras and a parking guard/work-study student to maintain security
- 11. Offer bicycle lockers for users who are willing to pay a parking fee.**
- 12. Provide easy access to a shower/locker facility for bikers** who want to freshen up after their commute.
- 13. Offer rewards to bicycle users,** such as coupons for discounts at local eating establishments and other businesses. Facilitate student discounts at area bike shop similar to educational discounts on computers.
- 14. Work closely with the City’s Land Use and Circulation Element Update** to create more safe and interesting paths to and between campuses and to make these routes safe, convenient, and interesting for pedestrians, so that people have incentives to walk these paths.
- 15. Establish and designate a bicycle-only path through the main campus** that will link the bicycle parking islands mentioned above and restrict bicycle flow to a safe and legal corridor on campus.
- 16. Continue to expand the Big Blue Bus Transportation Initiative** to subsidize transit lines to additional routes servicing the College.
- 17. Initiate a similar initiative with the Los Angeles Metro lines.**
- 18. Initiate an educational campaign on the health benefits of biking** and walking as well as the environmental benefits, quality of life improvements and cost savings. The campaign might be entitled. “How to Get to Santa Monica College without Using a Car.” Information should be sent out to all employees and to those who register in a class or other activity at the College on all transportation options and emphasizing the new ones. They should also be boldly displayed on our SMC web site.

## **WASTE**

- 1. Support our successful but overburdened recycling program by adding at least one full-time staff member to assist the coordinator.** An assistant frees the coordinator from supervising a student work force to focus on long-term program goals, continue to secure grants for the program, and oversee the general education and awareness about recycling for the campus community.

2. **Expand the recycling program to the satellite campuses** and paper recycling to all classrooms.
3. **Transfer some of the responsibility for collecting recyclables to the facilities department** so it may be collected with the trash.
4. **Seek new sources of salable recyclables**, e.g. cardboard.
5. **Continue to pursue reimbursement by the state for our recycling programs.** The mandatory recycling required by AB75 includes a provision for “mandated reimbursement costs and funds.”
6. **Initiate efforts to use the Vermitech system as a demonstration of organic composting and as an education tool**, possibly through SMC classes or other local schools, to demonstrate how we can improve our living and working environments.
7. **Expand the use of the Vermitech system** from 50% to 100% percent of SMC’s pre-consumer food waste.
8. **With campus food vendors to expand the use of reusable utensils, cups, and plates wherever possible, and offer for sale refillable beverage containers**, perhaps with the SMC logo, for use at the coffee shops and carts.
9. **Develop policies and practices to support SMC becoming a “zero waste” cafeteria.**
10. **Minimize e-waste by implementing reuse and repair of old computers**, while critically assessing all new electronics purchases.
11. **Secure a waste disposal contract with a company who can service both our solid waste and recycling needs.** We recommend that a future waste-handling contract should include free recycling and returns the revenues to the college.
12. **Prioritize purchasing products with recycled content.**
13. **Initiate campus-wide education campaign for recycling and waste reduction**, entitled the “Zero Waste Campaign”.

#### **PURCHASING**

1. **Assess current practices.** We recommend a survey be sent to all departments, assessing their purchasing protocols and choices. This would give an indication of how many environmentally friendly products are currently being purchased campus-wide, help to assess the impact of independent decisions, determine current best management practices, and identify leaders that may be able to assist other departments.
2. **We recommend a campus-wide educational roundtable to consider the implementation of a green purchasing policy.** For example, at Arizona State University companies that want to do business with the university must pass a stringent test of their environmental practices. Vendors who wish to sell products to ASU first must fill out an 11-point “Green Profile Questionnaire,” which includes such questions as, “What policies are in place to monitor and manage your supply chain regarding environmental issues?”, “Does your company have a Green Transportation Plan?” and “Has your company ever been cited for non-compliance of an environmental or safety issue?” The policy also requires that all bidders, proposers and contracts use recycled paper and double-sided copying for all documents they create in doing business with ASU. Additionally, all packaging materials have to meet at least one, but preferably all, of the following criteria: made from recycled materials, be recyclable or reusable, be non-toxic or biodegradable.
3. **The purchasing department should take a more proactive approach in identifying environmentally friendly alternatives** that are available at equal or minimal increased costs and communicate these options to all campus departments.
4. **Seek funding to set up a systematic method of researching, developing, implementing, and monitoring a green purchasing program at SMC.**

**5. Utilize student interns and global citizenship service learning opportunities to research best green purchasing practices and products.**

**6. Consider shifting from voluntary to mandatory green policies and practices based on green product certifications, for example:**

- Cradle-to-Cradle: life cycle product and company certification
- Green Seal product certification
- Energy Star certification for appliances and equipment
- Sustainable Forestry Initiative (SFI) for paper and wood
- Forest Stewardship Council (FSC) certification for paper and wood
- LEED certification for buildings
- ISO 14001:2004 corporate responsibility certification

**7. Institute a training program for purchasing department personnel** so they can properly assist all SMC departments in making purchasing decisions in sync with the global citizenship initiative and institutional learning outcomes.

**8. Support Digital Environmentalism, including continued expansion of online classes and other paperless student services** in conjunction with simultaneously increasing e-waste recycling programs.

**10. Phase in Recycled Paper Purchasing Policy.** Use the magnitude of our contracts to leverage for renegotiation of contracts with reprographic paper purchasing, insisting on recycled content paper at a more competitive price.

**11. Initiate a campus-wide education program** to debunk the myth that recycled paper jams copies, to get community buy-in. Provide education for faculty, staff, and students regarding the "paperless" systems, including the goals of paper use reduction and strategies for supporting them. Information detailing the impacts of virgin paper and the benefits of alternatives should be circulated.

**12. Explore the feasibility of engaging in cooperative purchasing and/or participation in State subsidized green purchasing programs.**

**13. Promote reduction strategies,** such as double-siding and decreasing margins as a way to reduce the amount of paper used. Docu-Web and Docu-Store online help pages should be broadly advertised with the all faculty, administration, and staff via email.

**14. Bookstore management should ask suppliers to reduce packaging in supply delivery.**

**15. Recycle packaging** at local shipping suppliers whenever possible and encourage students to do the same by providing information on finding the closest shipping supplier.

**16. Purchase and contract SMC branded clothing from local, sweatshop-free certified retailers,** which reduces the amount of toxins, associated health risks, and transportation impacts.

**17. Inform professors about the environmental benefits of selecting textbooks printed on recycled paper and soy-based ink.**

**18. Evaluate the impact of the current policy of requiring the most recent edition of existing texts** (Academic Senate policy). New editions often contain very limited amounts of new information, while the

financial impact on students and the environmental considerations are significant.

**19. Offer reusable totes with the SMC logo at the checkout counters, in addition to the standard plastic bags.** Bags should be made from recycled plastic or organic cotton if possible.

**20. Increase the number of environmentally friendly products offered at the bookstore.** To ensure program success, clearly identify and market the benefits of these products. This will help students make an informed choice. Track and monitor which product lines are best sellers. Example areas for incorporating more green products, include: Notebooks, filler paper, sketchpads, envelopes, and other paper products that contain 100 percent post-consumer recycled content or are made of environmentally certified raw materials. Pens, pencils, binders, and other plastic products made from recycled plastic. Non-toxic paints and other art materials.

Healthy and organic snacks, consider bulk foods.

**21. The bookstore should participate in the Sustainable Works free Business Greening Program and become a Santa Monica certified green business.** Both programs offer ideas, support, and recognition for implementing sustainable business practices.

## ***HAZARDOUS WASTE***

**1. Hire a full-time safety officer** whose job is to improve campus safety issues including the removal of hazardous wastes, chemical safety and training, and environmental awareness.

**2. Establish a budget for training, handling, and removing hazardous waste.** Training needs to be available on a continuous basis, to assure that all staff members are adequately trained. Required, paid hours dedicated to training should be instituted.

**3. Ventilate rooms where hazardous materials are stored with inadequate ventilation.** Dissection tables with self-contained ventilation are necessary for anatomy labs. Storage bunkers for chemicals (both in the sciences and other non-science locations) need to be vented with higher quality filters and fans. These cabinets were purchased and installed later and were not a part of the original building design. Hazardous waste storage areas need to be reassessed for current needs and problems that have become apparent since the science building has been occupied.

**4. Copies of MSDS for hazardous materials should be on file in a central location, as well as the individual work location.** MSDS should be available online for inspection during all working hours. Staff members should be made aware of these locations—physical as well as electronic.

**5. Switch to Green Cleaning Products.** SMC administration should investigate cost-effective opportunities to convert to less toxic alternatives, such as Green Seal Certified products. These products should be phased in for daily cleaning and more aggressive products used only for monthly and restorative type cleaning activities. SMC should also consider switching from petroleum-based products to bio-based products, such as citrus-based cleaner/degreasers, soy-based graffiti removers, and stainless steel cleaners.

## **FOOD SERVICES**

**1. Think, drink, and eat sustainably.** To reach a position of leadership in sustainable food services, the College should engage new avenues for healthy and sustainable options available to students and faculty. There are several ways to accomplish this:

-Investigate and seek out sustainable and health-centered food vendors. The College should evaluate additional food service providers in its master plan. When contracts are renegotiated, the ability for vendors to provide sustainable, healthy choices should be added to the considerations.

-Reduce use/waste of plastic water bottles by providing drinking fountains from municipal water lines and providing a filtered water dispenser near vending machines, allowing students to bring reusable bottles and fill up at low or no cost.

-We recommend the College appoint a liaison or task force consisting of students, faculty, staff, and administrators to investigate the feasibility of implementing a Farm to College program. In addition to promoting health and preserving the environment, these programs also have economic and social benefits. Many growers may come from Malibu and Santa Monica Mountain areas. The Community Food Security Coalition, located in Venice, CA, offers an excellent resource for Farm to College programs.

-Create a student run café that is supplied with food from local farms or grown right here on campus.

**2. Educate and inform.** Santa Monica College should actively pursue environmental and nutritional education in sustainable agriculture and food choices. Educational efforts can be made through signage or publicity campaigns, the support of academic classes, or the endorsement and support of organizations such as SMC Dirtfarmers.

### **3. Create a Campus Organic Garden Project.**

## **STUDENT ENGAGEMENT**

**1. Initiate Green Leadership Training Program.** Because ecological sustainability implies a recovery of civic competence, students must become informed, active, democratically engaged citizens. Faculty and administration in Student Affairs must promote ecological literacy in its orientation program for student leaders participating in Associated Students.

**2. Institutionalize sustainability.** *We recommend the creation of institutional structures to guide campus environmental initiatives and encourage campus leadership to create long-lasting change. The following institutional changes are recommended:*

-Increased administrative support from the Academic Affairs department. **Appoint and train a designated environmental-initiatives advisor.**

-Students, faculty, staff, and administration should work together to create **a declaration of commitments to environmental responsibility** and the continued education of students about environmental responsibility.

-The Associated Students should create a **Director of Sustainability** that is tasked with supporting student initiatives, garnering support and facilitating change.

-**A task force on sustainability** should be created that is comprised primarily of students, but is also staffed by administration and is appointed a Board of Trustee advisor.

**3. Create a campus-wide sustainability plan** designed to engage students in the creation of this plan and other policies involving sustainability.

**4. Students should be encouraged and supported by the Student Affairs department to host at least two environmentally themed events per year:** an Earth Day themed event in the spring and a Campus Sustainability Day or FEAST event in the fall.

**5. Student affairs department should also encourage student participation in the many national environmentally-oriented programs** such as National Wildlife Federation’s Campus Ecology Fellowships, or MTV’s campus climate challenge.

#### **GENERAL**

**1. Plan for sustainability.** Prioritize sustainability a strategic planning initiative for re-visioning SMC’s educational mission. We must define the terms “sustainable education” and “ecological literacy” for ourselves.

**2. Continue to partner with Santa Monica’s Environmental Task Force and Sustainable City Task Force** in order to develop experiential learning opportunities that might be built into the curriculum. Designate college representatives to attend these meetings and report back to college **constitencies**.

**3. With regard to the curriculum at SMC, we need a paradigm shift from a few volunteers who teach flagged courses towards** the use of the Curriculum Committee to certify courses which include an “ecological literacy” component.

**4. Seek direction and guidance from leading experts and organizations working to strengthen the capacity of colleges to make sustainability and ecological literacy a major focus of teaching.** Specifically, SMC ought to join and send representatives to attend the meetings of the Higher Education Network for Sustainability and the Environment and University Leaders for a Sustainable Future.

**5. Bring high profile lecturers from all disciplines,** all vocations, and all sectors to speak on the most serious environmental problems and the most sustainable solutions.

**6. Support programs for interdisciplinary teaching, research, and service for sustainability.**

**7. Invigorate the humanities program** to enable students the opportunity to investigate the human condition and the relationship between humans and the natural world.

**8. Reinvigorate and nurture its field studies opportunities and classes** to expose more students to real world environments, issues, problems, and solutions.

**9. Provide a two-semester long class in interdisciplinary studies around future audit updates.** The process of this audit has involved research, statistics, environment, technology, and social sciences, constituting a course of study that would benefit our students.

**10. Green Vocational Education.** Every effort should be made to include in our vocational programs skills and knowledge about new sustainable technologies.

**11. Green professional development.** Professional development should include an ongoing effort to explore the meaning and practice of education that defines “student success” in terms of citizenship for a sustainable community. Professional development resources should be offered as incentives for faculty who develop their potential to integrate environmental concerns into their courses and sabbatical proposals should be encouraged which serve to further the college’s effort to realize the goal of sustainability.

**12. Separate and redefine the duties of the director of the Center and the duties of the EAC.** The director of the Center ought to focus on the center’s operations including the successful public outreach project, the Environmental and Urban Issues Speakers Series and developing partnerships with the city and

community organizations. The EAC should focus on issues relating to the curriculum including developing an ecological literacy requirement and assisting with professional development activities.

**13. Develop and support a long-range plan for the Center of Environmental and Urban Studies.** We recommend that funding be provided to support continued and expanded environmental services at the Center.

**14. Members of the Environmental Affairs Committee ought to sit on the Professional Development Committee, Curriculum Committee, and the Vocational Education Committee** in order to assist with the work of integrating environmental values into the everyday decision-making and planning of the College.

**15. Institute an ecological literacy requirement** to develop ecological competence across the entire student population. The Center for Interdisciplinary Studies could play a key part in offering the interdisciplinary studies ecological literacy requires.

**16. Pursue the Associate of the Arts degree in Environmental Studies** to provide a foundation for students wishing to begin a career requiring environmental expertise.

**17. Create partnerships for a sustainable campus.** City-College collaborations have the potential to affect change on a region wide scale and expose our students to urban functions, politics and governance structures. The transportation, water, and energy chapters each provide opportunities for such collaborations.

**18. The College should more proactively partner with graduate programs in public affairs, public policy, social welfare, and urban planning.**

**19. Hire for the a sustainable future. Develop a formal mechanism in the hiring process at SMC to encourage the recruitment of those with environmental expertise.** Knowledge of the environment should be included in the consideration of new employees and we should make efforts to encourage candidates who have experience working on a sustainable campus to apply. This could be accomplished in a variety ways, the simplest being to add a sentence to the College overview in recruitment materials, defining itself as a sustainable college. Although there are many campus wide staffing needs, the audit process identified key vacant or new positions that are critical to making progress towards being a more responsible and sustainable campus. They are:

-Director for the CEUS/Sustainability Coordinator

-Irrigation technician and landscape specialist

-Recycling support staff

-Chemical Safety Officer

-Additional support in facilities, grounds and maintenance

-Faculty with environmental education and/or interdisciplinary emphasis

In addition to these positions, **the creation or designation of a Vice-President or Director of Campus Sustainability Initiatives would provide high level accountability and direction for the recommendations provided in this audit.**

**20. Orientate, train and educate for sustainable progress** When new employees are hired, a comprehensive orientation should be developed to welcome and familiarize them with their new community. This low cost program would signal to them that they are part of the SMC family and, as a family member, they are expected to contribute to our growing success. We recommend the orientation take place one day a week, over the course of 3-6 months. Embracing and empowering new employees in this capacity has long-range benefits to the College.

### **JUST THE BEGINNING...AGAIN**

We hope by now our message is clear: making a difference requires broad based collaboration within and outside of the College. It requires commitment and support from all segments of campus. It is not enough to say we care; to truly make this happen we need direction and action. We need leadership and dedication. We need support. Being an environmentalist isn't about sacrifice, it's about making smart choices. Together we can identify and implement those choices. The result will be a more efficient and effective campus, a more engaged and committed staff, a more inspired and visionary leadership, and a more empowered and prepared student population. Together we can make a difference, but first we must begin.

#### 4. **Basic Skills**

#### 5. **Distance Education** – Teri Bernstein, Chair, DE Committee

*Discussion:*

Q about if there is a DE department. Bernstein clarifies that it's a service center, not an academic dept, more like the purchasing dept.

#### V. Old Business Discussion

#### VI. New Business Discussion

#### VII. Announcements

- A. A Midsummer Night's Dream, April 20
- B. Salsa dancing and potluck at Judith Douglas's, April 27
- C. Dodger game, May 9
- D. Recognition barbecue, June 11

#### VIII. Adjournment – (M/S Colavito/Morse) Meeting adjourned at 12:35 p.m.

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**ACTION ITEM SUBJECT 2: Adoption of New Courses – Mary Colavito, Chair**

*New Course*

***COUNSELING 59: Textbook Strategies Using Technology***

Students learn to apply technology-based study strategies to enhance comprehension and retention of instructional materials. Students will apply the strategies with consideration for their learning styles and the types of materials they are reading. Comprehension strategies such as patterns of organization and skimming techniques are also covered. This course is designed for students with learning disabilities.

Units: 1    Department Vote: 33-0-13    Prerequisite: None

*Distance Education*

***Biology 15N: Marine Biology***

***Communication 10: Journalism, Gender and Race***

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**ACTION ITEM SUBJECT 3: 2<sup>nd</sup> Read - Global Citizenship AA Requirement – Mary Colavito, Chair**

**Draft of General Description for the Global Citizenship AA Requirement:**

A student meeting the Global Citizenship AA requirement would develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social and technological systems of the contemporary world. This prepares the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or Study Abroad Experience. (Please see additional draft detailing characteristics of courses that fit these areas.)

**SANTA MONICA COLLEGE  
APPLICATION FOR APPROVAL—COURSE TO FULFILL  
GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT**

<b>Course Name:</b>	
<b>Units:</b>	

**Categories:**

Please check which of the following categories your proposed course falls into.

**American Cultures:** Course utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. Course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the American cultures focus of the course.

***Student Learning Outcome:***

**Ecological Literacy:** Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems.

Any course whose content focuses primarily on **one or more** of the following three areas will be considered for the Ecological Literacy category. Check all that apply.

- Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives.
- Scientific understanding of Earth’s natural systems and cycles, emphasizing humanity’s role as the planet’s ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.

- 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.

In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the ecological literacy focus of the course.

***Student Learning Outcome:***

**Global Studies:** A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level.

To be included in the Global Studies category a **course will meet all of the following criteria.**

- Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

In addition it will be expected that at least one student learning outcome (SLO) is developed that reflects the global, comparative, interconnected focus.

***Student Learning Outcome:***

**Service Learning:** Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course or section of a course may satisfy the Global Citizenship AA Requirement via Service Learning if it utilizes service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered "significant" **all of the following conditions must be met.**

- The required hours of service must be at least 20 per semester.
- The academic rigor of the course must be supported by the use of service learning.
- Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.

- The service-learning component of the course needs to be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. The hours completed are not part of the grade. The academic work resulting from the service learning hours should contribute to at least 40% of the grade.

In addition it will be expected that at least one student learning outcome (SLO) is developed that reflects the service learning aspect of the course. At the section level the instructor should demonstrate how the service learning pedagogy will help students achieve the established SLO's of the course.

***Student Learning Outcome:***

**Review of Course Outline (and/or syllabus):**

In review of the course outline of record it will be expected that topics outlined above will be integrated throughout the course content, objectives, etc. The course outline of record must have been updated within the past two academic years to be considered by the committee. In the case of a single section of a course being submitted for consideration as a service learning section, the syllabus must be provided in addition to the course outline of record.

**Narrative:**

Please write a rationale as to why this course should be considered for fulfillment of the Global Citizenship A.A. degree requirement. Also explain how this course fulfills the areas checked above.

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**ACTION ITEM SUBJECT 4: 1<sup>st</sup> Read AR 3230.1 – Procedure for Hiring Hourly Temporary Faculty, Peter Morse, Chair Personnel Policies Committee.**

ARTICLE 3200 ACADEMIC PERSONNEL

~~AR 3230 Part-Time Faculty~~

**AR 3230 Recruitment and Selection – Hourly Temporary Faculty**

**AR 3230.1 Procedure for Hiring Hourly Temporary Faculty**

1. Position Identification

To the extent possible, each department shall draft a tentative annual schedule of course offerings projecting summer, fall, winter and spring terms. A staffing proposal for these sessions will be projected to identify areas that may need to be filled with hourly assignments.

2. Establishment of Candidate Pool

Position announcements will be prepared semiannually or as requested by the departments pursuant to the hourly **temporary** faculty needs analysis and consistent with the District's ~~equal employment opportunity program~~ **Equal Employment Opportunity Plan**.

A. Search Procedures

~~The position announcements will be distributed through the District's established posting procedures, as well as through additional listings identified by the department. Every effort will be made to recruit broadly so as to attract a diverse candidate pool. All applications will be received and entered into the application tracking system by the Office of Human Resources. The Academic Personnel office will perform an initial screening for minimum qualifications before distributing applications to departments for consideration. No applicant may be considered unless referred to the department through the academic personnel office.~~

**All applications for hourly temporary employment are accepted on an ongoing basis. Every effort will be made to recruit broadly so as to attract a diverse candidate pool. All applications will be received and entered into the application tracking system by the Office of Human Resources.**

B. Selection Process

**During each academic year, the department chair/faculty leader shall convene a selection committee to identify a pool of candidates qualified to be hired and to screen and interview potential hourly temporary faculty.**

~~The department chairperson shall convene and chair a selection committee to screen and interview potential hourly faculty. The selection committee will consist of at least the department chairperson, a probationary/tenured /faculty member preferably from the subject area, and an equal employment opportunity representative.~~

The selection committee will consist of at least: the department chair/faculty leader or designee, who will chair the committee; a probationary/tenured faculty member, preferably from the subject area or program area; and an Equal Employment Opportunity representative. Any retired faculty member employed by the District as an hourly temporary faculty may request to serve on the screening committee. The chair may choose to include on the committee other people with expertise in the subject area. Only the Equal Employment Opportunity representative will be non-voting.

~~Individual committee members are expected to be present for each committee meeting and the chair of the committee shall have the authority to exclude members who fail to regularly attend.~~

~~The committee will identify a pool of candidates qualified to be hired. The academic personnel office will then notify all applicants as to their status in the pool.~~

~~The department chairperson will make recommendations of faculty assignments from the candidate pool or current hourly faculty with satisfactory evaluation status. Probationary/tenured faculty who have a satisfactory evaluation status may be considered for hourly overload assignments. If a department chair's recommendation of hourly faculty assignment is not accepted, the appropriate Academic Administrator, upon request of the department chairperson, shall promptly communicate in writing the reasons to the department chairperson.~~

~~In an emergency situation where the full process cannot be completed before the assignment is to begin, an interview will be conducted by at least the department chairperson and one other member of the selection committee.~~

If the selection committee selects an applicant whose application has not yet been received by the Office of Human Resources, the selection committee chair shall notify the Office of Human Resources, which will then review the applications for minimum qualifications. The applicant may not be offered the hourly temporary position until his or her application has been properly reviewed by the Office of Human Resources for minimum qualifications.

The selection committee chair may choose to eliminate the interview step in the case of a candidate who has previously taught in the department, received only "Satisfactory" evaluations, and left the District for his/her own reasons. If that person desires to be considered for a future appointment, he/she may be required to submit an updated application.

In an emergency situation, when the applicant pool has been exhausted and consequently the full process cannot be completed before the assignment is to begin, an interview will be conducted by the selection committee chair, an Equal Employment Opportunity representative and, when possible, one other member of the selection committee.

C. Equal Employment Opportunity Provisions

~~The Dean, Human Resources shall be responsible for monitoring the department's hourly faculty hiring process and procedures.~~

The Dean, Human Resources shall ensure that all members of the selection committee are given appropriate training in the District's Equal employment opportunity program and administrative regulations.

The Equal Employment Opportunity representative, in cooperation with the selection committee chair, shall ensure that the screening process is conducted in a manner consistent with the District's commitment and regulations relating to equal employment opportunity. In order to serve as an Equal Opportunity Employment representative, the faculty member must complete a training program presented by the Office of Human Resources. The committee shall be composed of diverse membership in compliance with the District's equal opportunity plan.

#### Assignments

1. ~~Persons chosen for hourly faculty positions will be recommended to the Board of Trustees at the salary rate determined by the appropriate adopted hourly salary schedule.~~
2. ~~All hourly faculty will be given a written offer of employment for each assignment each semester. If an offer of employment is not made for the following semester, it shall be understood that the employee is not rehired.~~
3. ~~The assignment of an hourly faculty member is recommended by the Department Chair and may be modified at the discretion of the appropriate academic administrator:~~
  - A. ~~If a class assigned to an hourly faculty member fails to attain sufficient enrollment to be offered,~~
  - B. ~~If a class which is part of a probationary/tenured faculty member's contractual assignment fails to attain sufficient enrollment to be offered and an hourly class is needed to complete the contractual assignment, the class section selected to complete the contractual assignment will be made by the appropriate academic administrator after consulting with the department chair.~~
  - C. ~~No class taught as an hourly assignment by any probationary/tenured faculty member which fails to attain sufficient enrollment shall result in the displacement of another faculty member to maintain the hourly assignment.~~
  - D. ~~When a class taught by an hourly faculty member is cancelled, no alternate assignment which displaces any other faculty member shall be made.~~
  - E. ~~No summer or winter assignments shall be reassigned to satisfy the conditions of paragraph 3B above.~~
5. ~~The assignment for hourly faculty will not exceed sixty percent (60%) of the assignment for a full-time faculty member in the same discipline.~~

#### Long-Term Substitutes

1. ~~The candidate pool for the long term substitute(s) will be taken from among those persons identified through the procedures set forth. Candidates from the candidate pool and current hourly faculty in the discipline will be notified of the potential assignment and those indicating availability for the assignment will be referred back to the screening committee for review and further consideration as appropriate.~~

2. ~~A screening committee chaired by the Department Chairperson and composed of one full-time faculty member, an affirmative action representative, and an administrative representative (as secretary) or designee for each of these positions will interview candidates and recommend finalists to the Superintendent/President. The Superintendent/President or designee, the Dean, Human Resources, and any other party identified by the Superintendent/President may interview the long term substitute candidate(s) or the Superintendent/President may forward the selected candidate's name directly to the Board of Trustees or the Superintendent/President may determine to divide the assignment between two or more hourly faculty.~~
3. ~~No person shall be employed at Santa Monica College for more than two complete semesters as a temporary full-time employee within a three-year period. (Ref. Ed Code 87481).~~

### 3. Assignments

Persons chosen for hourly temporary faculty positions will be recommended to the Board of Trustees at the salary rate determined by the appropriate adopted hourly salary schedule.

All hourly temporary faculty will be given a written offer of employment for each assignment each term. If an offer of employment is not made for the following term, it shall be understood that the employee is not rehired.

The assignment of an hourly temporary faculty member is recommended by the department chair/faculty leader and may be modified at the discretion of the appropriate academic administrator. If a recommendation of hourly temporary faculty assignment is modified, the appropriate academic administrator, upon request of the selection committee chair, shall promptly communicate in writing the reasons to the selection committee chair.

The assignment for hourly temporary faculty will not exceed sixty percent (60%) of the assignment for a full-time faculty member.

Reference: Education Code Sections 87481, 87482(b)

*Reviewed and/or Updated 9/2003*

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**ACTION ITEM SUBJECT 5: 2<sup>nd</sup> Read AR 3211.1 –**

ARTICLE 3200 ACADEMIC PERSONNEL

AR 3211 Recruitment and Selection-Permanent Faculty

AR 3211.1 Procedure for Hiring Full-Time Contract Faculty

1. Position Identification

- A. Each department shall conduct a new contract faculty needs assessment and shall submit a prioritized list of requested new faculty positions along with its assessment and justification for these requests to the Academic Senate's Joint Committee on New Contract Faculty Position Ranking.
- B. The Academic Senate's Joint Committee on New Contract Faculty Position Ranking, chaired by the Academic Senate President, or designee, and ~~the Superintendent/President or designee shall serve as vice chair,~~ shall review department requests, assessments, and justifications in light of budgetary, enrollment, and program review information provided by the Vice Presidents of Academic Affairs and Student Affairs, who are both non-voting members of the committee.
- C. The Academic Senate's Joint Committee on New Contract Faculty Position Ranking shall consist of 12 voting faculty members named by the Academic Senate President and six voting administrators named by the Superintendent/President. The Committee's Vice Chair will be named by the Superintendent/President.
- D. The Academic Senate's Joint Committee on New Contract Faculty Position Ranking shall prepare a prioritized list of recommended new contract faculty positions to be submitted to the Superintendent/President. Department Chairs and ~~or~~ Faculty Leaders shall also receive the Committee's list of recommended new contract faculty positions.
- F. The Superintendent/President shall review the Committee's recommendations and prepare a preliminary recommendation for the Board of Trustees. The preliminary recommendation shall be distributed to members of the Academic Senate's Joint Committee on New Contract Faculty Position Ranking and all Department Chairs ~~or~~ and Faculty Leaders. The Superintendent/President shall review the recommendations with the Academic Senate President and submit a list of new faculty positions to the Board of Trustees for its final determination. The Superintendent/President shall also send the recommendations to the District Planning and Advisory Council (DPAC) and Department Chairs and ~~or~~ Faculty Leaders as an information item.

4. Search Procedures

- A. The Department Chair and/or Faculty Leader or designee, appropriate area Vice President, and Office of Human Resources shall mutually develop clear and complete job descriptions, including all job-related skill requirements and any additional qualifications recommended by the faculty for each position.
- B. The Office of Human Resources shall ensure conformity with the District's equal employment opportunity and non-discrimination commitments before each position is advertised.
- C. It is the intent of the District that approval of open positions and initiation of the hiring process be early enough in the year to allow for all procedures to be undertaken in a thorough and thoughtful manner, ensuring that the hiring process is completed during the academic year, whenever possible, and well in advance of employment. The length of the advertising period shall allow for adequate distribution to obtain larger diversified pools of applicants consistent with the District's equal employment opportunity plan.

- D. The dates and deadlines associated with the hiring process shall be developed by the Office of Human Resources after consultation with the appropriate Department Chair and/or Faculty Leader or designee.
- E. Applications shall be distributed by and returned to the Office of Human Resources.
- F. Candidate applications must include at least the following: a completed SMC academic application form; a cover letter; a minimum of two recommendation letters; a curriculum vitae or resume; and unofficial college transcripts. Other supporting materials may be required.

5. ~~Composition of Screening Committee~~

- A. The screening committee shall consist of no fewer than four (when possible) and no more than six full-time faculty members from the discipline of the position to be filled. One of the faculty members may be a retired faculty volunteer. In cases where there are fewer than four faculty members from the relevant discipline available or willing to serve, faculty members from a reasonably related discipline may serve to fill the screening committee. Faculty committee members shall be appointed by the Department Chair or Faculty Leader in consultation with the Office of Human Resources.
- B. Two designated administrators shall also be members of the committee; one shall serve as Secretary (responsible for recording results of paper screening votes, preparing lists of questions and information for candidates, and checking lists of candidates for accuracy) and the other as Human Resources representative to the committee (responsible for ensuring compliance with the District's personnel policies and procedures, bringing applications to and from committee meetings, and preparing lists of candidates). ~~The Human Resources representative shall be responsible for ensuring compliance with the District's personnel policies and procedures.~~
- C. In addition, an equal employment opportunity representative shall be assigned by the Office of Human Resources to each screening committee. The equal employment opportunity representative shall be a full-time faculty member from outside the department recommended by the Academic Senate President to the Office of Human Resources. The equal employment opportunity representative shall be responsible, in cooperation with the Human Resources representative on the committee, for ensuring that the screening process is conducted in a manner consistent with the District's commitment and regulations relating to equal employment opportunity. The equal employment representative shall be a non-voting member of the screening committee. In order to serve as an equal employment opportunity representative, the faculty member must complete a training program presented by the Office of Human Resources.
- D. ~~The Department Chair and/or Faculty Leader or their designee shall be one of the faculty members on the committee and shall chair the committee. The screening committee may supplement its membership with other persons whose expertise is needed to make an appropriate selection. These additional persons shall be non-voting.~~
- E. ~~The screening committee may supplement its membership with other persons whose expertise is needed to make an appropriate selection. These additional persons shall be non-voting. The Department Chair or Faculty Leader, or their designee, shall be one of the faculty members on the committee and shall chair the committee.~~
- F. ~~Any retired faculty member may volunteer to serve on the screening committee. Of those who volunteer, the screening committee may select one to serve on the committee. The committee shall be composed of diverse membership in compliance with the District's equal employment opportunity plan.~~
- G. ~~The committee shall be composed of diverse membership in compliance with the District's equal employment opportunity plan. Individual committee members are expected to be present for each committee meeting and to be fully prepared by having read the appropriate materials. The chair of the committee shall have the authority to exclude members who fail to regularly attend.~~
- H. ~~Individual committee members are expected to be present for each committee meeting and to be fully prepared by having read the appropriate materials. The chair of the committee shall have~~

the authority to exclude members who fail to regularly attend. Committee members may choose to submit letters of recommendation provided that there is no potential conflict of interest or breach of confidentiality.

#### 4. Review of Applications

- A. ~~All screening committee members shall review all applications in a timely manner and shall select those applicants for an interview who best meet the qualifications listed on the job description, as measured by evidence of professional qualifications, including experience and educational background. All relevant academic information shall be submitted to the screening committee.~~ The Office of Human Resources will forward all complete applications to the screening committee. All screening committee members shall review the applications in a timely manner and shall select those applicants for an interview who best meet the qualifications listed on the job description, as measured by evidence of professional qualifications, including experience and educational background. All relevant academic information shall be submitted to the screening committee.
- B. The screening committee shall review all applications, transcripts and other materials submitted by candidates for the position to determine ~~that~~ whether each candidate selected for a committee interview has met the minimum qualifications for hire in that discipline; or, have qualifications at least equivalent to the minimum qualifications determined by the Board of Governors. Committee members, in making their determination as to which candidates ~~that~~ will be selected for an interview, may not review or rely on any material that is not part of the screening committee file and available to all members of the screening committee.
- C. In determining equivalency, the screening committee shall use the Guidelines for Determining Minimum Qualifications specified in Administrative Regulation AR3211.8 in consultation with the Office of Human Resources.

#### 5. Evaluation of Candidates

- A. The screening committee, in accordance with the District's equal opportunity plan, shall evaluate candidates in regard to subject area knowledge and competence, teaching and communication skills, commitment to professional growth and service, potential for overall college effectiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of the students.
- B. The screening committee shall formulate interview questions and a range of appropriate responses (including a follow-up question procedure) to ensure a thorough assessment of the candidate's qualifications. The committee may also provide for appropriate teaching/student services demonstrations, writing samples, and/or other performance indicators related to the subject area. The committee shall develop a procedure for formulating their recommendations on the selection of the final applicants.
- C. The screening committee chair shall lead the committee discussion regarding strengths and weaknesses of the candidates and summarize the final committee findings. Committee votes for candidates to be interviewed and candidates to be recommended to the Superintendent/President shall be secret at the request of any committee member. The decision as to whether a candidate is to be recommended for a final interview shall be based exclusively on information obtained by a committee member from the selection file and the committee interview of the candidate. As a condition to retaining the right to serve on the selection committee or future selection committees, each committee member agrees to maintain as

confidential, all information obtained about a candidate from the selection committee file or an interview and all discussion during a selection committee meeting to evaluate the candidates.

6. Recommendation for Final Interview

- A. Unless specifically approved by the Superintendent/President, the screening committee shall recommend no more than three and not less than two candidates per position to the Superintendent/President for final consideration. Reference checks on the final candidates shall be conducted by the Human Resources administrator or designee and the screening committee chair and shared with the screening committee before names are forwarded to the Superintendent/President. Reference checks shall include academic background, professional experience, and personal qualities relevant to performance in the faculty position.
- B. If a candidate selected for a final interview with the Superintendent/President has qualified for the position through the equivalency process, the screening committee shall include the Equivalency Certification form. This form shall be forwarded to the Superintendent/President before the final interview and filed with the Office of Human Resources.

8. Selection of the Final Candidate

- C. The Superintendent/President shall review the screening committee's recommendations and the qualifications and reference checks on the final candidates. The Superintendent/President or designee(s), in the presence of the equal employment opportunity representative or designee, shall interview the finalists and may conduct additional reference checks. The Superintendent/President may invite the Faculty Chair of the screening committee and/or other members of the college community to participate in the final interview.
- D. Final selection decisions by the Superintendent/President are made, whenever reasonably possible, during the regular academic year and the selection of the finalist to be recommended to the Board of Trustees shall be made by the Superintendent/ President after informing the screening committee chair.

8. Special Circumstances in the Hiring Process

- A. In instances where the Vice President, Human Resources, in consultation with the equal employment opportunity representative, determines that the position's applicant pool does not provide sufficient diversity or that violations of the District's equal employment regulations have occurred, or in the event the screening committee is unable to identify at least two candidates to be recommended to the Superintendent/President, or in the event that the Superintendent/President decides not to recommend a final candidate to the Board of Trustees for its election, the Superintendent/President shall consult with the screening committee chair and the Academic Senate President before determining whether:
  - 4. to extend the hiring process;
  - 5. to fill the position with a long-term substitute, or
  - 6. to take other appropriate action.
- B. When the Superintendent/President has determined to recommend to the Board of Trustees an increase in the number of authorized positions, the Superintendent/ President shall consult with the screening committee chair and the Academic Senate President before placing the item on the Board's agenda for action.

Reference: Education Code Sections 71000, 72000, 87355, 87356, 87357, 87358, 87359.5, 87360, 87400, 87426, 87454, 87457, 87458, 87482.6, 87600-87615

**ACTION ITEM SUBJECT 6: 1<sup>st</sup> Read Two AR's– AR 4111.4 Mandatory Assessment, Course Placement & Challenge Procedures – AND AR 4331 Academic Renewal – Jose Cue, Chair Student Affairs**

**Article 4100 Admission and Registration**

**AR 4111.4 Mandatory Assessment, Course Placement, and Challenge Procedures**

1. Mandatory Assessment

All first-time college students (Matriculates 1) attending Santa Monica College who meet the criteria below will be required to complete both an English/ESL and a Mathematics assessment test prior to enrolling in a fall or spring semester. Enforcement will be carried out through the college's student information system at the time of registration and will result in an "assessment hold" being placed on the student's record. The hold shall be removed once both tests are completed at SMC or appropriate prerequisite waivers granted by a counselor or department chair are entered into the system. Students with disabilities should contact the Disabled Students Center regarding accommodations.

Mandatory assessment will be enforced in the following manner:

- D. All students enrolling in more than 6 units during their first semester (fall or spring) will be required to complete the assessment tests, regardless of their academic goals.
  - E. Students enrolling in up to 6 units during their first semester (fall or spring) may enroll in such units without having to complete the assessment tests by the time the semester starts. These students, however, will be required to complete both tests before enrolling in the next regular semester.
  - F. Students who wish to enroll only in activity or performance courses may be exempt from mandatory assessment.
2. Eligibility for English/ESL and Mathematics Classes  
Before enrolling in any Santa Monica College English, ESL or Mathematics class, a student must ~~take~~ complete the Santa Monica College English, ESL or Mathematics ~~Placement Examination~~ assessment administered by the Assessment Center.

Santa Monica College assessment scores are valid for one calendar year.

Students may have one or more ~~placement~~ assessment tests waived by a counselor or appropriate department chair or designee based on the following:

- C. Placement/Prerequisite Waivers Based on Completed College Coursework  
Placement recommendations and prerequisite waivers may be issued upon completion of relevant college-level coursework with a grade of C or better. Students must present a transcript to a counselor or appropriate department chair for verification and processing. The student must file an official transcript with the Admissions Office.
- D. Waivers Based on Other Colleges' Assessment/Placement Programs  
Santa Monica College will accept placement test results from other colleges under the limited circumstances noted below, on a case-by-case basis. Only official test results mailed in or faxed

by the institution will be accepted. Placement tests must have been completed within the last calendar year preceding enrollment.

3. Out-of-State and “Out-of-Area” Students Applying to SMC: Out-of-state students may complete the English/ESL and mathematics placement test at a college of their choice to fulfill the SMC mandatory assessment requirement, provided the placement examinations are those in use at SMC. Local cut scores and multiple measures will be applied in determining placement level eligibility.
4. Students with Previous College Experience: Students who previously attended and completed coursework other than English, ESL, or mathematics at another institution may complete the English/ESL and/or mathematics ~~placement examination~~ assessment at that college, provided ~~the placement examinations~~ they are those in use at SMC. Additionally, students must have been in attendance at that college within the last calendar year preceding SMC attendance. Local cut scores and multiple measures will be applied in determining placement level eligibility.

C. Waivers Based on Advanced Placement Examinations

College Board Advanced Placement test results may be used ~~in~~ to determine a student’s English, mathematics, and chemistry eligibility. Official AP results must be filed with the Admissions Office. Facsimiles, copies, or hand carried AP results will not be accepted under any circumstances. Placement/prerequisite waivers may be issued in the manner outlined below. Unit credit applicable to the SMC Associate Degree requirements may also be granted. AP credit may be used for IGETC and CSU GE certifications; however, units granted by SMC do not reflect units granted by transfer institutions. Students are encouraged to discuss applicability of AP credit with a counselor.

8. A score of 3, 4, or 5 on the AP English Language & Composition or Composition & Literature exam will qualify a student for ~~English 1~~ English 2 and give 3 units of credit for English 1.
9. A score of on the AP English Language & Composition or Composition & Literature exam will qualify a student for English 2 and give 3 units of credit for English 1.
10. A score of 3 on the AP Calculus AB exam will qualify a student for Math 7 and give 5 units of credit for Math 2.
11. A score of 3 on the AP Calculus BC exam will qualify a student for Math 8 and give 5 units of credit for Math 7.
12. A score of 4 or 5 on the AP Calculus AB exam will qualify a student for Math 8 and give 5 units of credit for Math 7.
13. A score of 4 or 5 on the AP Calculus BC exam will qualify a student for Math 10, 11, 13, 15 and give 5 units of credit for Math 8.
14. A score of 3, 4, or 5 on the AP Chemistry exam will qualify a student for Chemistry 11 and give 5 units of credit for Chemistry 10.

3. Retesting Procedures

- E. Students who are dissatisfied with their initial English, ESL and mathematics or chemistry assessment(s) results may retest through the Assessment Center.
- F. Students may retest once anytime after a two week waiting period. Subsequent retesting is permitted once every calendar year.
- G. Students are responsible for any charges incurred for retesting.
- H. Once a student enrolls in an English, ESL or a mathematics course at SMC, the student may not re-take the ~~placement examination~~ assessment for that subject area.

4. English, ESL, & Mathematics Assessment Results Challenge Procedures

Santa Monica College has in place a *Prerequisite, Corequisite, and Advisories* policy (BP 5272). Based upon the intent of such policy, the following procedure will be followed in granting challenge requests for students dissatisfied with their English, ESL, and Mathematics assessment scores:

- F. All students must have retested before going to the appropriate department to request an assessment test results challenge.
- G. If still dissatisfied with the scores of the second test, the student may request an assessment challenge only if his/her test results' standard error of measurement (SEM) indicates that placement in a higher-level course is likely. If this criterion is met, the student may then proceed to the appropriate department to schedule a challenge examination. The Assessment Center will advise chairs if a student is eligible for an assessment challenge through the department.
- H. Students challenging their English or ESL retest results will be asked to complete a written essay in response to a topic of the department's choosing. The essay will be read and graded by three faculty members, and will be assigned a placement recommendation.
- I. Students challenging their Mathematics retest results will be asked to complete an objective exam(s) which will be scored by the department chair or designee. A score of 70% or better on the challenge test(s) is required to move to a higher level course.
- J. Placements will go into effect immediately, will be valid for a period of one calendar year, and shall be final.

5. Chemistry Challenge Examination Results and Request for Waivers

Students wishing to enroll in Chemistry 11 must first complete Chemistry 10 or successfully complete the Chemistry Challenge Examination. Students may retest once only after an initial waiting period of two weeks following the first examination.

*Reviewed and/or Updated: 12/13/2006*

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**ARTICLE 4300 STUDENT PROGRESS AND GRADUATION**  
**AR 4331 Academic Renewal**

Academic Renewal is a process intended to facilitate degree and certificate completion and/or removal from academic probation. The student must meet with a counselor and complete an academic renewal petition. A maximum of 30 semester units may be disregarded under this policy. Final approval of the petition will be granted by the [Admissions and Records Office](#).

To qualify for academic renewal, the student must meet the following criteria:

6. The student's educational objectives have changed such that repetition of [the](#) coursework [at SMC](#) is no longer appropriate.
7. [The student has not repeated the coursework at SMC or any other institution.](#)
8. Coursework to be disregarded is limited to "D" and "F" grades.
9. The student must have completed a minimum of 36 semester units of 2.0 GPA or a minimum of 24 semester units of 2.5 GPA or a minimum of 15 semester units of 3.0 GPA at an accredited college subsequent to the coursework to be disregarded. Units must be consecutive and must have begun anytime after the coursework to be disregarded.
10. There must be a lapse of at least two years since completion of the most recent coursework to be disregarded.

All coursework will remain legible on the student's permanent record ensuring a true and complete record. The student's permanent record shall be annotated so that it is readily evident to all users of the record that any course disregarded may not satisfy certificate, degree, or general education course requirements.

Reference: Title 5, Section [55044](#); Education Code Section 76224  
*Reviewed and/or Updated: [12/09/2007](#)*

**ACTION ITEM SUBJECT 7: 2<sup>nd</sup> Read AR 4332 – ARTICLE 4300 STUDENT PROGRESS AND GRADUATION**

**AR 4332 Progress Renewal**

Progress Renewal is a process intended to facilitate degree and certificate completion and/or removal from progress probation. The student must meet with a counselor and complete a progress renewal petition. All coursework will remain legible on the student's permanent record ensuring a true and complete record. A maximum of 30 semester units may be disregarded under this policy. Final approval of the petition will be granted by the Admissions and records Office.

To qualify for progress renewal, the student must meet the following criteria:

1. The student's educational objectives have changed such that repetition of **the** coursework **at SMC** is no longer appropriate.

2. The student has not repeated the coursework at SMC or any other institution.

3. Coursework to be disregarded is limited to withdrawal ("W") and no credit ("NP") grades.

4. The student must have completed a minimum of 36 semester units of 2.0 GPA or a minimum of 24 semester units of 2.5 GPA or a minimum of 15 semester units of 3.0 GPA at an accredited college subsequent to the coursework to be disregarded. Units must be consecutive and must have begun anytime after the coursework to be disregarded. Any withdrawal ("W"), incomplete ("I") or no credit ("NP") grades received during this time-frame will void the petition.

5. There must be a lapse of at least two years since completion of the most recent coursework to be disregarded.

*Reviewed and/or Updated: 3/18/2008*

**ACTION ITEM SUBJECT 8: 2<sup>nd</sup> Read for AR 3211.2, AR 3211.3, AR 3211.7, AR 3215, AR 5110, AR 5111 & AR 5113 – Richard Tahvildaran-Jesswein**

ARTICLE 3200 ACADEMIC PERSONNEL

AR 3211.2 Duties and Responsibilities of Faculty Members

All faculty members have the following duties and responsibilities:

1. To follow Board policies, administrative regulations, and mutually agreed upon departmental policies.
2. To perform assignments for their scheduled hours. Faculty members who will be absent from their assignment will give prior notice to the department chair or appropriate manager explaining the reason for absence, expected duration, and, if appropriate, the assignment for the substitute.
3. To conduct classes according to the course of study on file in the department office.
4. To maintain accurate records and to submit reports and forms as required by the assignment.
5. To maintain professional credentials along with the skills and knowledge necessary to perform the assignment. ~~Contract and Full-time regular~~ faculty members have the following additional duties and responsibilities:
6. To attend department meetings, to serve on department committees and advisory boards, and to assist the department in accomplishing its functions and responsibilities.
7. To participate in selection and evaluation of faculty members.
8. To serve on Academic Senate committees and to participate in activities related to other faculty organizations and college governance.
9. To participate in the review and revision of existing curricula and the development of new curricula in their instructional area.
10. To help ensure quality and consistency in performance of hourly faculty assignments.
11. To serve as educational advisors for students.
12. To participate in extra-curricular college activities, including student activities, and graduation.

*Reviewed and/or Updated 9/2003*

**AR 3211.3 Department Chairperson - Tenure and Selection**

1. A chairperson serves a four-year term and may be re-elected.
2. All ~~regular and~~ **full-time** contract faculty who are members of a department and are in paid status are eligible to vote for department chairperson.
3. At the beginning of the semester prior to the end of a term of office, or when a vacancy occurs for any reason, the ~~division dean~~ **Dean of Academic Affairs** will conduct an election for a chairperson **in conjunction with the Academic Senate Elections and Rules Committee.**
4. The ballot will consist of the names of all ~~regular~~ **tenured** members of the department.
5. If no department member receives a majority vote **from full-time faculty members**, the Vice-President will select two names receiving the greatest number of votes and a runoff election will be held.
6. **Results will be certified by the Academic Senate Election and Rules Committee Chair and the Vice President of Academic Affairs.**
7. Guided by the results of the election, the Vice-President will recommend a name to the Superintendent/President. If a person other than the one chosen by departmental vote is recommended, it should be done only with discussion and consultation with department members **and the Academic Senate President.**

Change of Department Chairperson

Upon petition of fifty-percent or more of **Full-time** department members or upon request of the Vice-President, a special election may be called. Such elections will follow procedures outlined for the selection of a new chairperson.

*Reviewed and/or Updated 9/2003*

ARTICLE 3200 ACADEMIC PERSONNEL

**AR 3211.7 Equivalency Process in Reassignment**

1. Faculty members being considered for reassignment to a discipline other than that for which they were originally hired or academic (instructional or student services) administrators being considered for reassignment to faculty status must possess an appropriate valid credential or meet the minimum qualifications for the discipline(s) of the proposed new assignment or be certified by a majority vote of the contract and regular faculty members in the department(s) affected by the new assignment as possessing qualifications at least equivalent to the minimum qualifications for the disciplines(s) of the new assignment according to the Guidelines for Determining the Minimum Qualifications for Faculty Positions (AR-3211.8).
  
2. A detailed statement describing the basis for the equivalency and what evidence was used in making this determination shall be forwarded to the division dean for review. If the division dean approves the department's recommendation for the reassignment through the equivalency process, the department's certification of equivalency statement along with a record of the department vote shall be filed with the joint AS Academic Senate Personnel Policies Committee.

Reference: Education Code Section 87355, 87356, 87359

*Reviewed and/or Updated 9/2003*

ARTICLE 3200 ACADEMIC PERSONNEL

**AR 3215 Sabbaticals**

1. Sabbaticals are intended to improve instruction; therefore, a wide variety of sabbatical programs will be considered, such as study, institutional research, travel, independent study, and industrial research. One type of leave shall not have greater merit than another.
2. Applicants for sabbatical leaves must have rendered service for six consecutive full-time years to be eligible for a sabbatical leave. A full-time year is defined as 75% of the days in academic year and 100% of the regular assignment.
3. The Board of Trustees reserves the right to determine the financial level of support each year for sabbaticals. The Joint Academic Senate-Administrative Sabbatical/Fellowship/Awards Committee will determine individual faculty selection and submit to the Superintendent/ President and Board of Trustees copies of all approved sabbatical applications. Prior to Board of Trustees confirmation action the Board will have received a copy of the approved sabbatical plan.
4. All faculty approved for sabbatical programs shall receive 100% of their regular contract salary.
5. Salary received in connection with sabbatical leave programs shall not exceed 100% of the faculty member's regular contract salary.
6. Sabbatical leaves shall count toward salary schedule step movement and retirement. Salary deductions shall continue in the usual manner, such as retirement, and additional health and welfare.
7. No sick leave shall be earned while the faculty member is on sabbatical leave.
8. Personnel going on sabbatical leave shall render full-time service for a period twice as long as the period of sabbatical granted and shall guarantee this service by signing a contract to that effect.
9. Any changes in sabbatical programs must be approved by the Joint A.S. Academic Senate Professional Committee prior to the commencement of the leave. The Staff Professional Development Committee must be notified in writing immediately if substantive changes occur during the leave.
10. All academic personnel going on sabbatical leaves shall be required to sign a contract guaranteeing the completion of their programs as approved by the Joint A.S. Academic Senate Sabbatical/Fellowship/Awards Committee.
11. Personnel granted sabbatical leaves shall submit to the personnel office four copies of a summary report of their activities within 60 working days of their return to service. The summary report shall include, but not be limited to, statements concerning the academic merit, relevance, and benefits of the leave.  
  
Distribution of the summary report will be as follows: One copy will be forwarded to the Superintendent/President and Board of Trustees; one copy will be forwarded to the Joint-A.S. Academic Senate Professional Development Committee and Joint Sabbatical/ Fellowship/Awards Committee; and one copy will be placed in the faculty member's permanent file.
12. Failure to substantially complete any sabbatical program for causes other than verified illness, injury, acts of God, or other reasons beyond the control of the faculty member shall be considered a breach of contract by the Board of Trustees and the faculty member will be required to repay to the District all District funds received while on sabbatical leave.

ARTICLE 5100: CURRICULUM

AR 5110 Curriculum Committee Structure, Functions, Responsibilities, Meetings

Title 5 § 55002 Standards and Criteria for Courses and Classes

Curriculum Committee: The Academic Senate Joint Curriculum Committee recommending the course shall be established by the mutual agreement of the Academic Senate and college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

**1. Committee Structure**

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board of Trustees Policy 2303 and the By-Laws of the SMC Academic Senate to include five administrators, fifteen regular or contract faculty members elected by area, two faculty appointments made by the Academic Senate President with the advice and consent of the full Senate, and two students. Each member has one vote.

6. Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.
7. Two students are selected according to the By-Laws of the SMC Associated Student Government.
8. Faculty members are selected to serve on the Committee according to the By-Laws of the SMC Academic Senate.
9. One faculty member is appointed committee chair by the Academic Senate President and represents the Senate in all committee deliberations.
10. Non-voting liaisons to the committee may include:
  - The Librarian or designee
  - The Articulation Officer or designee
  - The Matriculation Officer or designee
  - The Associated Students President or designee.

**2. Committee Functions**

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and By-Laws and in Board Policy 6410 and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula and courses;
- D. to assist faculty in preparing curricular proposals to meet Title 5 and matriculation mandates and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;

- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for the Associate in Arts (AA) degree, the **Intersegmental** General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Occupational Certificate Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College Catalog contains only those courses offered on a regular basis.
- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help assure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery systems;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

### 3. What the Curriculum Committee Handles

The following items come before the Curriculum Committee:

- B. proposed credit courses;
- B. proposed substantive changes in courses, which may include but are not limited to:
  1. prerequisites, **corequisites** and advisories,
  2. catalog description,
  3. course outline (e.g., course transformation for diversity),
  4. lecture/lab hours,
  5. number of units;
  6. alternative delivery system (e.g. distance education);
- C. proposed programs (including transfer, Associate in Arts, certificate and all other programs involving curriculum);
- D. suggestions for deletion of courses;
- E. requests for courses to be included in or deleted from IGETC, the AA degree pattern, and CSU GE certification pattern;
- F. requests for changes to or inclusion on the Disciplines List;
- G. determination of repeatability of courses according to Title 5 standards;
- H. non-credit courses;
- I. not-for-credit Community Services courses.
- J. Student Learning Outcomes

#### 4. Committee Meetings

- A. A quorum must be present to conduct official committee business. A quorum consists of eight faculty and three administrators. No students present are necessary to achieve a quorum.
- B. The committee usually meets the first, third and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
  - 3. Meetings are open to all who wish to attend.
  - 4. If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee Chair and [Vice-Chair](#).
  - 3. Agendas are distributed to committee members and the library and are posted in the mailroom at least seventy-two hours prior to each scheduled meeting and posted electronically.
  - 4. Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses, and/or programs to be considered at the meeting, and any documents that will be discussed.

#### Curriculum Committee Members: Responsibilities and Participation Guidelines

##### 1. Responsibilities

- A. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee Chair or the administrator who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
  - 6. The SMC Catalog and the SMC Vision and Mission Statement
  - 7. Relevant Title 5 and Education Code regulations,
  - 8. general educational patterns for IGETC, CSU, and SMC AA,
  - 9. the Disciplines List,
  - 10. all relevant Board of Trustees policies and Administrative Regulations.
- D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, co-requisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.
- E. Reporting regularly to the constituency from which the member was elected.

##### 2. Participation Guidelines

To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

- A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;
- B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

**Other from AR 5111: Establishment of Courses and Programs Originating Within Departments**

**3. Curriculum Committee Approval**

- A. The Curriculum Committee **Vice-Chair** determines that the proposal is complete and with the Curriculum Committee chair edits it for compliance with guidelines before putting it on the agenda. The item should be returned to the department for substantive changes.
- B. When the proposal goes on the agenda, the committee **Vice-Chair** notifies the department chair at least 72 hours in advance of the scheduled meeting.

The proposer(s) and the department chair or designee should attend the meeting at which the proposal is presented. Although the Course Data Record, or Program Proposal should be complete and self-explanatory, the proposer should be prepared to give a brief overview of the proposal justification and answer any questions about the proposed course or program in detail, including the need for such a course or program, materials used, objectives, and methods of instruction and assessment.

Any relevant texts and supporting information may be presented to the committee to augment the details contained in the proposal.

- C. After the presentation of the proposal, the Curriculum Committee discusses the proposed course and votes to either (1) recommend approval of the course to the Academic Senate and Superintendent/President, (2) recommend approval of the course contingent upon completion of specific requested changes by a designated deadline (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the course proposal has not been approved. The Curriculum Committee chair will notify the department chair orally or by email within two days of the Committee's decision.

If approved by the committee, the course will be presented jointly to the Academic Senate for approval and to the Superintendent/President.

If the course is returned to the department without approval, the proposer(s) may request a meeting with the committee chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.

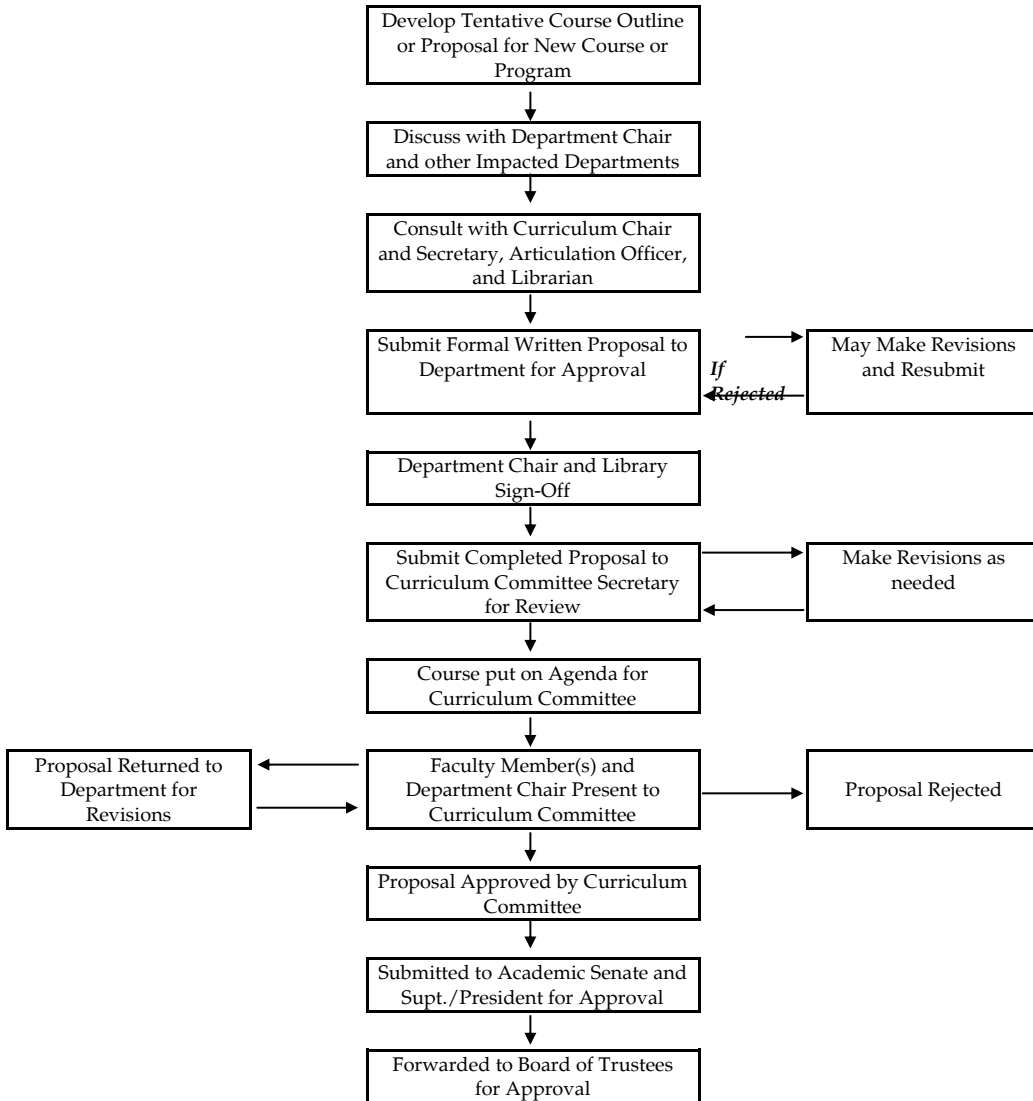
**4. Final Approval**

- A. The Curriculum Committee Chair recommends acceptance of any course the committee has approved to the Academic Senate and the Superintendent/President.
- B. The Academic Senate and Superintendent/President ratify the course.
- C. The course is presented to the Board of Trustees for inclusion in the Santa Monica College curriculum.

*Approved by the Curriculum Committee 10/01/03*

*Revised: Academic Senate approval 5/15/07, Superintendent/President approval 7/30/07*

5. THE CURRICULUM PROCESS



## **AR 5111 Establishment of Courses and Programs Originating Within Departments**

### **Step One: Definition of the Program and Communication with the College Community**

Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):

5. Related departments discuss the program and vote to support it.
6. For all occupational programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.
7. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee Chair and faculty from related disciplines are included in the membership.
8. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.

### **Step Two: Creation of the Program**

- H. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
  - create a timeline for the program to implement core courses
  - create proposals for new courses or modifications to existing ones
  - solicit community responses to the proposals and modify the proposals when appropriate.
- I. With the department's and advisory board's support, the course proposals and program overview move to the Curriculum Committee.
- J. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.
- K. Curriculum Committee receives an overview of the program which addresses the following areas:
  - Statement of Needs at SMC
  - Statement of Major Objectives of the Program
  - Schedule of Activities
  - Proposed New Courses or Modification of Existing Courses (Cross-listing, for example).
  - Proposed Program Evaluation Plan
  - Labor Data when applicable
- L. Faculty from one department or related departments form the core of the program. Future program needs may call for the creation of a new department.
- M. Upon approval by the Curriculum Committee, the program moves to the Academic Senate for approval.
- N. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

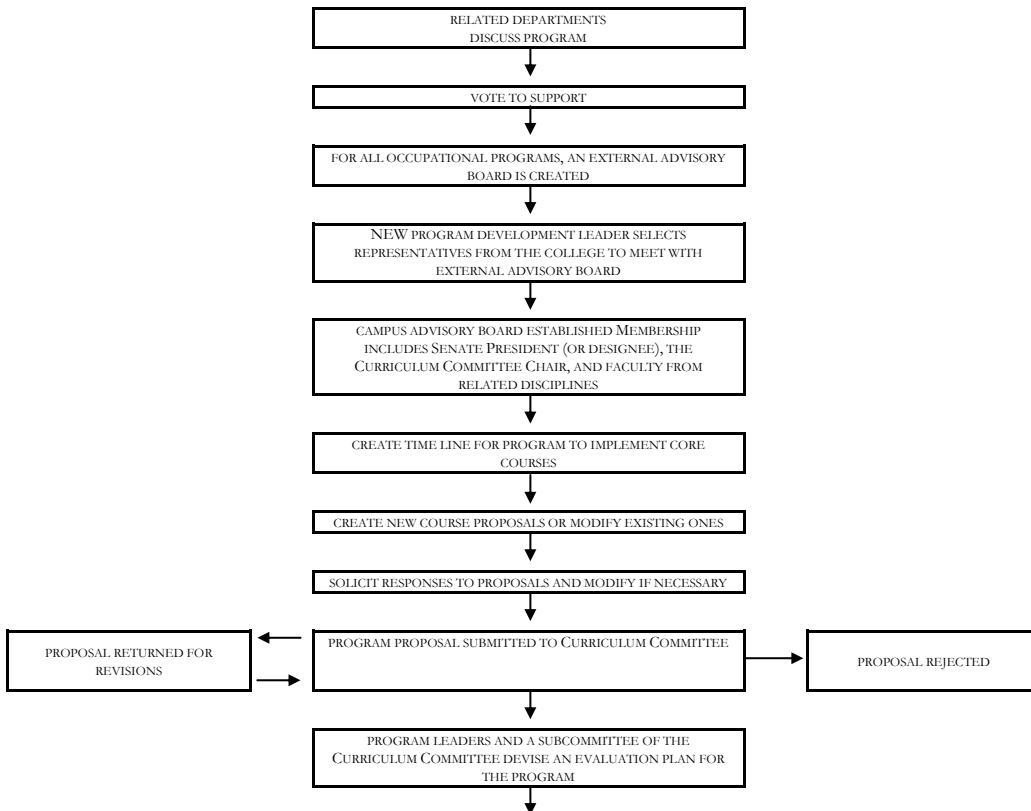
Step Three: Review of the Program by the Curriculum Committee

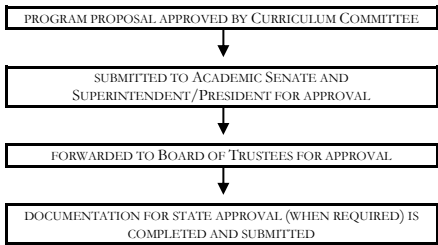
3. The program's year-end review and/or completion of cycle by the Curriculum Committee containing the following information:
  - Demonstrated strengths of the program
  - Areas for program improvement
  - Goals for the next three years
  - Proposed curricular changes and possible re-configuration of the program
4. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
  - Approve changes to the program and send them to the Academic Senate for approval
  - Approve curricular changes and send them to the Academic Senate for approval
  - Recommend discontinuation of the program.

Note: The Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

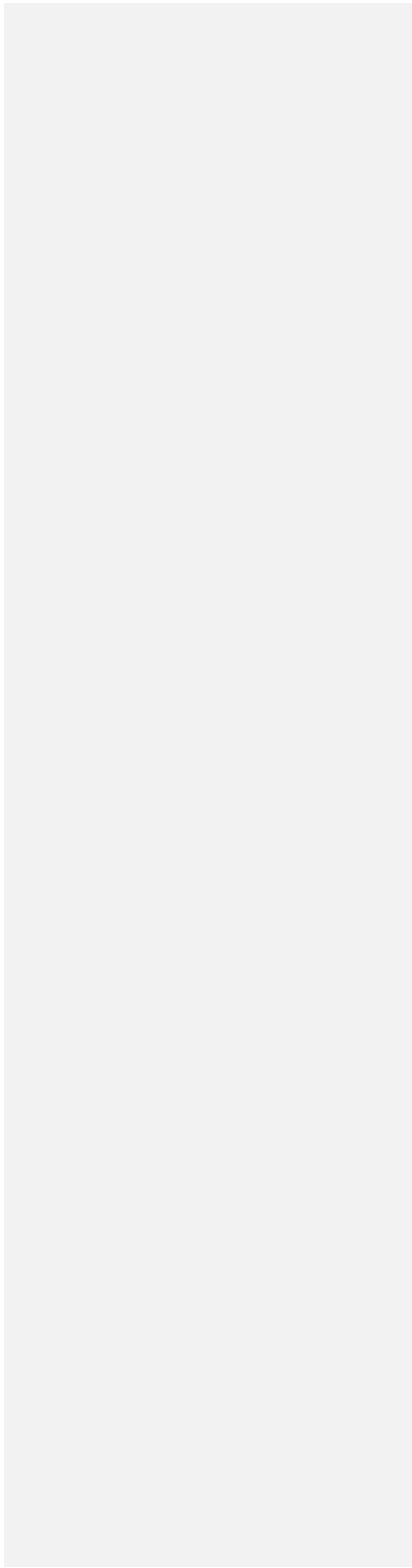
*Reviewed and/or Updated 10/02*

Establishment of Programs





10/20/00



**ARTICLE 5100: CURRICULUM**

**AR 5113 Program Discontinuance Process**

1. Identification

The appropriate senior administrator will identify a program to be considered for discontinuance based upon criteria appropriate for that program. With instructional programs, the Academic Senate and the Faculty Association will be consulted. Criteria might include, but would not be limited to, issues concerning enrollment, demand for a service, budget, facilities, staffing, and match with the college's mission or current goals and objectives. A summary of previous efforts to address the projects of the program will be included in the recommendation, which, in the case of instructional programs, will be given to the Academic Senate and Faculty Association.

2. Notification

- A. The administrator will notify the program leader(s) of the recommendation for discontinuance, explain the criteria upon which the recommendation is based, and inform the program leader(s) of the opportunity to appeal.
- B. The Vice President will notify the members of **the DPAC District Planning and Advisory Council** of the recommendation and, in collaboration with the program leader(s), establish a timeline for consideration of the recommendation by **DPAC District Planning and Advisory Council**.
- C. The appropriate senior administrator will present the criteria upon which the recommendation is based to **the DPAC District Planning and Advisory Council** for discussion.

3. Appeal

- A. Program representatives, including faculty and staff directly affected, will be given the opportunity to appeal the recommendation and provide information supporting the appeal to **the DPAC District Planning and Advisory Council**. The constituent representatives on the Collegewide Coordinating Council will be able to provide assistance on how to present the appeal if this is requested by the program.
- B. Based upon the criteria supporting the recommendation and the information presented in the appeal, **the DPAC District Planning and Advisory Council** will come to a decision to support or not support the recommendation.
- C. If **the DPAC District Planning and Advisory Council** decides not to support the recommendation, it will provide the administration and the program leadership with direction as to how the issues surrounding the recommendation for discontinuance can be resolved.
- D. If **the DPAC District Planning and Advisory Council** decides to support the recommendation, the recommendation will be submitted to the Superintendent/President.

**Action Item Subject 10 - SR02-08 - Project Manager/Director for Sustainability**

Whereas the 2005-2006 Environmental Audit recommends the development of a campus-wide sustainability plan to be integrated with the College's strategic plan, and the creation of a position for a Vice-President or Director of Campus Sustainability accountable for the implementation of that plan;

Whereas the College took an important step toward implementing this recommendation through the appointment of a one-quarter time (10 hours/week) Project Manager for Sustainability in October 2007;

Whereas the Project Manager for Sustainability is currently working 5 – 8 hours per week over her quarter-time appointment and diligently serving to advance the College in its quest to become a leader among colleges in the areas of sustainability and global citizenship;

Whereas Dr. Tsang signed the ACUPCC in January 2008 pledging the College “to a vigorous effort to reduce greenhouse gases and to become ‘climate neutral’ as soon as possible,” and “within one year, to complete a comprehensive inventory of all greenhouse gas emissions,”

Whereas the work of implementing the audit recommendations, meeting the College's ACUPCC commitment, assisting with the development of strategic plan for a sustainable campus, coordinating regional transportation solutions for SMC, assisting with the creation of green vocational education programs, supervising student workers and service-learning internships at the Center for Environmental and Urban Studies, serving on several shared-governance committees, working with facilities and purchasing, working with the SMC Foundation to recruit green donors, and leading the College to new partnership opportunities with the City of Santa Monica and Santa Monica businesses on sustainability initiatives requires a full-time project manager,

Whereas the College lost an important Vice-President with expertise and success in the area of regional transportation strategy and sustainability when Marvin Martinez left this year, and the College could make great strides in recovering from this loss by hiring or retaining a full-time, qualified Project Manager for Sustainability,

Whereas Butte Community College has Sustainability Coordinator, Kankakee Community College is now hiring a VP for Sustainability, UC Berkeley recently hired their first Director of Sustainability, the University of Illinois at Chicago hired an Associate Chancellor for Sustainability, University of Maryland hired a Vice Chancellor of Environmental Sustainability, Colorado State University hired a Vice President for Energy, Environment, and Applied Research, the University of Chicago hired a project manager to head their Sustainability Council, to name a few,

Whereas the Association for the Advancement of Sustainability in Higher Education reports that “more and more institutions of higher education are hiring sustainability officers to manage and coordinate their sustainability initiatives” and expects demand for qualified Sustainability Officers to grow,

Whereas the City of Santa Monica and the SMC Foundation are potential partners in the effort to secure funding for a full-time position for Project Manager for Sustainability,

Whereas having a full time Project Manager for Sustainability will result in improvements in the quality of life for our campus and community, as well as significant cost savings through resource use reduction and significant fundraising through private donations and government grants, in a time of budget crisis,

Be it resolved, the Academic Senate strongly encourages the administration to secure a permanent full-time position for the Project Manager/Director for Sustainability as soon as possible.

Action Item Subject 11 – Proposed to initiate Senate Dues



**Santa Monica College Academic Senate Dues**  
Only \$5/Month (for 10 months)

You may authorize a payroll deduction by completing this form and placing it in the envelope provided.

I hereby authorize Santa Monica Community College District to deduct the following amount to be disbursed to the SMC Academic Senate:

\_\_\_\_\_ \$5 per month (10 months per year), OR other: \$ \_\_\_\_\_ per month (10 months per year)

Name \_\_\_\_\_ Dept \_\_\_\_\_ Ext \_\_\_\_\_

Social Security Number (required by Payroll) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**OR:**

You may send a yearly check in the amount of \$50, payable to: SMC Academic Senate  
Mail to: Santa Monica College Academic Senate, 1900 Pico Blvd., HSS-261, Santa Monica, CA 90405  
Your cancelled check is your receipt.  
Academic Senate dues are tax deductible. Thank you for your support!

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**The Santa Monica College Academic Senate is the primary voice of the faculty in academic and professional matters** and is comprised of approximately 70 fulltime, adjunct, and emeritus faculty members, elected by their department/program colleagues. The AS includes 18 standing committees, 10 of which are joint committees (with administrators as well as faculty). The AS Executive Committee is composed of 30 members including AS officers (President, Past President, President-Elect, Recording Secretary, and Treasurer), Parliamentarian, and the chairs of standing committees and ad hoc task forces/work groups. The Senate meets every other Tuesday, 11:15-12:35, in BUS 144. These meetings are open to the public, and all are welcome.

**The Academic Senate is responsible for:** curriculum, including establishing prerequisites and placing courses within disciplines; grading policies; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles; faculty roles and involvement in accreditation processes, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and processes for academic personnel matters.

**Among the AS 2007-2008 objectives are: (Add what you want here)**

- Continue to work with the District towards 75/25 and support the implementation of adjunct faculty parity
- Work with Associated Students and the District to address the textbook crisis

Action Item Subject 12 – Proposal to Initiate Senate Dues:

Resolved, that the Santa Monica College Academic Senate shall call for voluntary dues in the amount of \$50 per faculty member annually.



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