



SMC ACADEMIC SENATE
Tuesday, November 6, 2007
11:15-12:35p.m. Business Building Room 144

I. Call to Order

II. Public Comments:

III. Action Items:

1. Approval of the Minutes for October 23, 2007
[http://homepage.smc.edu/randall_toni/Acad_Sen_Minutes_06_07/
AS_Minutes_23_October_2007.doc](http://homepage.smc.edu/randall_toni/Acad_Sen_Minutes_06_07/AS_Minutes_23_October_2007.doc)
2. Adoption of New Courses – Mary Colavito, Curriculum Chair
3. Request for additional financial support from the Faculty Association
4. Adoption of Ranking Committee's Recommendations
5. Adoption of Global Citizenship Definition
6. Naming of Hayward Teaching Award

IV. Information Items:

1. President's Report – Richard Tahvildaran-Jesswein
 - a. ASCCC Report
 - b. DPAC Update

V. Old Business Discussion:

1. GASB45 Task Force

VI. New Business Discussion:

1. ASR11-07 Online Student Evaluations

VII. Announcements

VIII. Adjournment

ACTION ITEM SUBJECT 1: APPROVAL OF THE MINUTES OF OCTOBER 23, 2007.

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

Minutes of the 23 October 2007 Academic Senate Meeting

Present: Eve Adler, Brenda Antrim, Jan Austin, Barbara Baird, Teri Bernstein, Mary Bober, Suzanne Borghei, Ken Buckner, Fran Chandler Mary Colavito, Tim Cramer, Jose Cue, Rebecca Curtis, Guido Davis Del Piccolo, Judith Douglas, Georgia Farber, Tina Feiger, Gilda Feldman, Kathy Flynn, Janet Harclerode, John Henderson, John Hoover, Janie Jones, Amber Katherine, Lesley Kawaguchi, John Kennedy, Lucy Kluckhohn Jones, Bill Lancaster, Helen LeDonne, Laura Manson, Melissa Michelson, Pete Morris, Peter Morse, Andrew Nestler, Melody Nightingale, Eric Oifer, Jim Pacchioli, Toni Randall, Vicki Rothman, Christine Schultz, Jacqueline Scott, Eleanor Singleton, Howard Stahl, James Stramel, Michael Strathearn, Richard Tahvildaran-Jesswein

Excused: Simon Balm, Georgia Farber, Espy Bolivar-Owen, Gary Strathearn, Candyce Goodfellow, Gordon Dossett, Richard Goldenson, Satish Singhal, Marci Spiegler, Susan Sterr

Absent: Maria Alvarado, Sara Brewer, Greg Brookins, Karen Perkins, Robert Taylor, Muriel Walker-Waugh, Bob Ware, Suellen Gauld, Ken Geddes, Terry Green, Craig Hammond, Nancy Hanson, Juan Quevedo, Lantz Simpson, Marc Trujillo, Sal Veas

Guests: Erica LeBlanc, Dennis Frisch, Mitra Moassessi, Marianne Jara (student), Susanna Lubinsky (student), Heidi Hoeck (student), Natasha Vokhshoori (student)

I. **Call to Order** – Chair Richard Tahvildaran-Jesswein called a quorum at 11:21 a.m.

II. Public Comments - Marianne Jara, Pres. of Eco-Action Club SMC, spoke in favor of *Focus the Nation*; passed out signup sheets for participation in the upcoming event. Susanna Lubinsky, Sec'y Assoc Students, passed out flyers for the *Focus the Nation* teach-in. Assoc Students have already passed the resolution to support this event 1/31/08. For more info see website: <http://www.focusthenation.org/> . Natasha

Vokshoori, Assoc Students Director of Academic Support also spoke in favor of faculty and club involvement. Heidi Hoeck, VP of Assoc Students also spoke in support encouraging faculty to work with students on this.

III. Action Items

A. Approval of the October 9, 2007 Minutes – unanimously approved.

B. Adoption of New Courses – Mary Colavito, Chair, Curr. Cmmt. Erica LeBlanc in attendance to address questions about the non-credit courses. Colavito explained and described the overall intent and focus of the CAHSEE courses below. She described the courses as self-paced and modular. Offered at Madison campus. Other colleges (Glendale, Santa Barbara) offer these types of courses as well.

Mention that the math courses (highlighted below) haven't yet been reviewed by dept faculty.

(M/S Nestler/Kennedy) move to table Math courses 900 through 907. Vote: 20 in favor; 9 opposed - motion passed and items tabled.

Approval of courses that have not been tabled: Vote: 45 in favor

Discussion:

Q if these are geared towards cohorts of the newly established transfer academy. Response is that they are not. These are specifically for students who are technically out of high school already and need to fulfill their HS degree requirements. After six months, the diploma would be issued by SMC but we're working w/high schools to see if we can have the high schools where students did most of there work award diplomas instead. Q about how many students are interested in this. Answer is that there are plenty of students who need this assistance and we're not in competition with other colleges who are doing the same. There are a number of high school dropouts who will also be able to take advantage of this program. The program is at no-cost to students. Q about the grading/teaching of these courses. Q about the hiring of faculty who teach these courses. ESL course instructors have minimum quals and the ESL Dept is in the process of taking these courses over (Nightingale liaison). Reminder that these are high school courses and that, the Hist Dept for example, is involved with the history courses offered.

Distance Education

English 39: Images of Women in Literature

New Courses: Non-Credit-Continuing Education

Note: The following preparation is recommended for all of the following courses: English language learners should demonstrate oral fluency and a basic understanding of English grammar and vocabulary. Additional recommendations are indicated for specific courses.

ENGL 900: CAHSEE English-Language Arts Prep

Prerequisite: None

This 10-week course focuses on important concepts and skills related to middle and high school English and language arts (content standards 8-10), and prepares students to pass the English-language

arts section of the California High School Exit Examination (CAHSEE).

GEOG 900: World Geography 1A

Prerequisite: None

This high-school level course surveys the world's peoples and places from a regional-historical perspective. Students will be introduced to major concepts in Geography today, while also developing basic geographic literacy in the distribution of cultural groups and their environments. Students will examine and discuss significant issues—cultural, economic, political, and environmental—facing humanity today. This course focuses on the geography of the Western world, including the United States, Canada, Latin America, Europe, and Russia. This is the first half of a one-year course and may be taken for high school credit. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course results in 5 high school credits.

GEOG 901: World Geography 1B

Prerequisite: None

Recommended Preparation: GEOG 900 or equivalent.

This high-school level course surveys the world's peoples and places from a regional-historical perspective. Students will be introduced to major concepts in Geography today, while also developing basic geographic literacy in the distribution of cultural groups and their environments. Students will examine and discuss significant issues—cultural, economic, political, and environmental—facing humanity today. This course focuses on the non-Western world, including regions of Africa, Asia, and the Austro-Pacific. This is the second half of a one-year course and may be taken for high school credit. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course results in 5 high school credits.

MATH 900: CAHSEE Math Prep

Prerequisite: None

This course focuses on important concepts and skills related to middle and high school mathematics (content standards 6 – Algebra 1), and prepares students to pass the mathematics section of the California High School Exit Examination (CAHSEE).

MATH 901: Applied Mathematics

Prerequisite: None

This course is designed to help students use mathematical principles and computations in everyday life. The course may be taken as a high school elective in math. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

MATH 902: Arithmetic 1A

Prerequisite: None

This course introduces students to whole numbers, fractions, decimals, and percent computation, and is designed to meet the needs of students who wish to improve their basic math skills and earn high school credit. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

MATH 903: Arithmetic 1B

Prerequisite: None

Recommended Preparation: MATH 902 or equivalent.

This course introduces students to higher-level arithmetic, including statistics, measurement, and geometric and algebraic principles. The course is designed to meet the needs of students who wish to improve their math skills and to earn high school credit. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

MATH 904: Algebra 1A

Prerequisite: None

Recommended Preparation: MATH 903 or equivalent.

This course is the first half of a one-year high school-level course that introduces students to algebraic vocabulary, solving equations with one variable, and working with polynomials and algebraic fractions. The course is designed to meet the needs of students who wish to begin their study of algebra and to earn high school credit.

Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

MATH 905: Algebra 1B

Prerequisite: None

Recommended Preparation: MATH 904 or equivalent.

This course is the second half of a one-year high school-level algebra course and includes solving equations with multiple variables, solving linear equations, using functions, working with rational and irrational numbers, and solving quadratic equations. The course is designed to meet the needs of students who wish to continue their study of algebra and to earn high school credit. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

MATH 906: Geometry 1A

Prerequisite: None

Recommended Preparation: MATH 905 or equivalent.

This course is the first half of a one-year high school-level geometry course and includes plane figures, basic proofs, coordinate graphing, and congruent triangles and transformations. The course is designed to meet the needs of students who wish to begin their study of geometry and to earn high school credit.

Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

MATH 907: Geometry 1B

Prerequisite: None

Recommended Preparation: MATH 906 or equivalent.

This course is the second half of a one-year high school-level geometry course and includes proportion and similarity, the Pythagorean theorem, two- and three-dimensional figures, solid geometric figures, and lines and loci in space. The course is designed to meet the needs of students who wish to continue their study of geometry and to earn high school credit. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 credits toward a high school diploma.

C. Adoption of ASR10-07: *Focus the Nation*, Amber Katherine, Chair, EAC -

Passed by EAC 10/11/07. Katherine reviewed the possible impact of this resolution and acknowledged the valuable input of students in formulating this document. This is in-sync with our

institutional sustainability SLO.

(M/S Antrim/Buckner) move to adopt this resolution. Vote: 45 in favor.

WHEREAS - Participation in the nationwide teach-in, called *Focus The Nation*, the goal of which is to generate solutions to the global climate crisis, is an exemplary act of global citizenship; and

WHEREAS - *Focus The Nation* connects SMC to local, regional, and global efforts to solve the problem of global warming; and

WHEREAS- Participation in *Focus The Nation* will offer SMC students and faculty an opportunity to take responsibility for our impact on the earth by promoting a sustainable and ethical life style; and

WHEREAS- Students on the SMC campus are already planning for the event and calling for faculty involvement; and

WHEREAS- Over 800 colleges and universities have already signed up to participate; and

WHEREAS- The United Nations report, *Climate Change 2007*, indicates immediate action is needed; and

WHEREAS- Participation in *Focus the Nation* is consistent with the Academic Senate's resolution to implement the 2005-2006 Environmental Audit recommendations;

Therefore, be it resolved, the Academic Senate endorses SMC's participation in *Focus The Nation* and encourages Santa Monica College faculty to participate.

D. Confirmation of Faculty to Hiring Committees – Richard added Eleanor Singleton for VP search cmmt for student affairs; Richard sent an email indicating that there are still positions to fill on other hiring cmmts.

(M/S Harclerode/Douglas) to confirm Hiring Cmmt members. Vote: 42 in favor; 2 opposed; 1 abstention

EEO Representative, High Tech Center Hire – Melody Nightingale
EEO Representative, Learning Disabilities Specialist – Nancy Hanson
Director, International Education – Toni Randall and Sal Veas
Project Manager, Upward Bound – Susan Sterr and Ed Markarian
Project Manager, CAHSEE – Patty Nakao and Emily Lodmer
Project Manager, Title V – Rosilynn Tilley and Daniel Cano
Project Manager, CalWORKS – Tracey Ellis and Vicki Rothman
VP Student Affairs – Richard Tahvildaran-Jesswein, Jose Cue, and Eleanor Singleton
College Police Chief – Richard Tahvildaran-Jesswein and Craig Hammond

Discussion:

Q as to how many of these are new positions. CAHSEE is the only new position and it is funded by grant \$. The Director of Bundy position is not new; the previous director (appointed) retreated to the department. International Ed Director is open as well (also not new, but they've put a hold on

that one). Q as to how many administrators we will have after these hires. We don't know. Q if project managers and directors have EEO reps as well. Admin EEO reps are provided by District and AS provides them for fac hires. Q about who requested these hires. Answer is that it is a District decision that involves a number of people. AS is consulted when grants call for a hire. Request that another counseling fac be put on the Student Affairs Hiring Cmmt. Richard responds that initially he and Cue were appointed to the cmmt and there were no objections. Since then, he received advice from Exec Cmmt from AS that a counseling person needed to be there. Richard rejects the idea. Suggestion that there is a perspective that a counselor brings to such a cmmt that a teaching fac might not. Recommendation that there be another administrative position: Webpage Administrator. Q about whether grant-funded positions disappear once the grant \$ runs out. Typically, those individuals don't leave the campus, but that particular position disappears when the \$ runs out. Suggestion that we begin to look at these positions more carefully to see if current fac could fill some of these positions with release time rather than shuffling administrators around. Richard agrees, and he'll discuss this in conjunction with FA reps. In fact, Richard has been looking at these "interim" positions and who might best fill them. Comment that there have been a number of emails about who will be on the VP Student Affairs Hiring Cmmt and that the decision has been made after much consultation. Comment that counseling in fact has teaching faculty. Urge that the cmmt become familiar with all that is entailed with student affairs. Q about how these positions are advertised. Answer is that their temporary nature is articulated.

E. Confirmation of Faculty Accreditation Team – Richard called for volunteers previously via email. The members below were passed through Exec Cmmt and the individuals were willing to step aside for others who'd like the position. These would serve as chairs of the various standards as we walk ourselves through accreditation. The areas he/she will head are as now undecided.
(M/S Nightingale/Katherine) to approve Faculty Accreditation Team. Vote: 43 in favor; 2 opposed; 1 abstention

Richard Tahvildaran-Jesswein
 Eric Oifer
 Janet Harclerode
 Sal Veas
 Toni Randall
 Lesley Kawaguchi

Discussion:

Suggestion that counselors need to be on the team. The members would each serve as a co-chair of a standard and the cmmt membership would be filled by other faculty from all areas. Suggestion that a student affairs person should be included. Q about release time for these positions; we've asked for it, but no decisions have been made. Probably a minimum of 20% reassigned time for chairs. Q whether this has been the process before. Answer is that this is the process we've followed previously. Administration and AS agree that we need to organize 18 months ahead. Administration will appoint partners to co-chair the standards cmmts. Michelson (supported by Curtis) is interested in serving as an adjunct fac if there is compensation.

IV. Information Items

A. President's Report – Richard Tahvildaran-Jesswein

1. **Faculty Ranking Cmmt** - 50 requests for FT faculty hires have been received; 11/5 cmmt meets at 3:30 in Loft; Dr. Tsang has already said he would hire 10. This recommendation from hiring cmmt goes straight to the Pres/Super and Board.
2. **Cmmt Assignments** - Richard explained how these assignments were made and encourages senate delegates to disseminate this info to their colleagues on how AS cmmt membership is determined. Need to remember that there aren't enough administrators for our joint cmmts so that we can't have more voting fac since joint cmmts must obey ratios. Rules are that the AS Pres appoints with the advice/consent of the AS. Reminder that any interested parties are welcome to attend cmmt meetings, so we can have many faculty-with-voice attending but not voting.
3. Richard will make a practice of sending the link to the AS general agenda to all campus members who might be interested. Reminder that the AS website is down for the ongoing migration, so while this is in progress (until 12/1) the agenda hardcopy can be found in the mailroom (case outside). Q if SLO's posted on Senate site are down. Answer is yes, but suggestion that one can still get to them, but the migrated info may be outdated.
4. We'll be voting on a definition of global citizenship at our next general meeting (11/6).
5. Richard will ask FA for additional funding for AS, especially for a webmaster of AS website position.
6. Thanks to Manion for putting together crosstabs and for approving the report for student evals.

B. Sabbaticals Committee Report – Eric Oifer, Chair –

Reviewed the goals of the cmmt and discussed the recent vote regarding interviews. The cmmt decided against holding interviews because: interviews would de-emphasize the role of the matrix; interviews actually make the process less transparent (how would interviews be used? Judged?); they add nothing substantive that isn't in the application; they are another element of judgment rather than objectivity; and, they present another hurdle for applicants to pass.

V. Old Business Discussion

VI. New Business Discussion

A. Online Student Evaluations – Richard presents Q: should onground evals be moved to an online platform? Second Q: how do we get District to agree to apply administrative regs that we have for onground to online instructors?

DE instructors need to be able to activate the eval process. District would leave evals open for the remainder of the session, but we want fac to be able to deactivate the eval form as well. Richard presents this for thought and for future discussion in the AS. Q about allowing fac to deactivate online/hybrid evals and AS reps will speak with VP's tomorrow to get an agreement for when this

will be addressed.

Mention that the current process and application of student evals is in confusion. There seems to be not only a DE problem but an HR problem as well in that instructors are being given the wrong evals and instructions. Instructions, which should be reviewed by AS DE cmmt and passed by them first but were not. HR claims that regulations are ambiguous on this, to which we reply that they are not. Richard reiterates that Administration (HR) isn't doing the job they had agreed to do 2 years ago. Concern that instructors of 8-week courses that have finished are just now receiving evals. The reg is clear (last 25% of course). HR insists that must be specific lang directing itself to the issue of 8 week courses. Statement that the integrity of the entire eval process is in question given all these problems.

Richard asks for a small group of senators to review the **(Stahl, Moassessi, Michelson, Bernstein volunteer) to discuss what would need to be done to put the current onground evals online.**

B. Tardy Enrollment – students add into classes up until midnight of first class meeting (this was the “Chairs’ compromise”); AR4320 states that the student must attend all sessions of the class during first week or may be dropped by instructor (faculty determine consequences of absences and late arrivals). Q if Board must adopt this and what is standing right now. Administration has rejected AS position and the AR that was agreed to and students can enroll up to the second class meeting. FA leadership is in negotiation w/District about this. Administrators have so far rejected the proposal to the chairs’ compromise mentioned above. Suggestion that AR4320 allows fac to drop students, even those who enroll after the first day. Suggestion that faculty be reminded of their option here. To make students aware of policies, these need to be on the instructors’ syllabi.

VII. Announcements

VIII. Adjournment – (M/S Douglas/Colavito) Meeting adjourned at 12:35 p.m. in honor and memory of Leon Singleton.

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

To be emailed under separate cover

ACTION ITEM SUBJECT 3: Request for additional financial support from the Faculty Association.

Proposal to request an increase in funding from the Santa Monica College Faculty Association. Currently the FA contributes \$5 per part-time faculty and \$15 per full-time faculty. The Executive Committee proposes that the Senate request an increase: \$10 per part-time faculty and \$30 per full-

time faculty or a minimum of \$17,500.

ACTION ITEM SUBJECT 5: Adoption of Global Citizenship Definition

A global citizen:

- is knowledgeable of peoples, customs and cultures in regions of the world beyond one's own;
 - understands the interdependence that holds both promise and peril for the future of the global community; and
 - is committed to combining one's learning with a dedication to foster a livable, sustainable world.
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NEW BUSINESS DISCUSSION SUBJECT 1: ASR11-07 Online Student Evaluations

DRAFT ASR11-07

Online Student Evaluations 10/30/07

Resolved that the Academic Senate call for the implementation of online student evaluations of faculty for all classes using the mutually agreed upon survey instrument,

Resolved that Faculty control both the activation and de-activation times and dates for the distribution of the online student evaluation instrument as long as such activation and de-activation is in accordance with the process outlined in the faculty contract,

Resolved that Faculty maintain a reasonable window for students to access and complete the survey and that a definition of “reasonable” be agreed upon by both the Faculty and the District.
