



SMC ACADEMIC SENATE
Tuesday, November 27th, 2007
11:00-12:35p.m. Business Building Room 144

I. Call to Order

II. Public Comments:

III. Action Items:

1. Approval of the Minutes for November 6, 2007
http://homepage.smc.edu/randall_toni/Acad_Sen_Minutes_06_07/AS_Minutes_11_6_2007.doc
2. Adoption of New Courses – Mary Colavito, Curriculum Chair
3. Series of Administrative Regulations Revisions – 1st Reading – (Forthcoming via email on Monday evening 11/26/2007)
4. Sabbaticals Recommendations 2008-2009 -- Eric Oifer, Sabbaticals Chair
5. Endorsement of DPAC GASB45 Task Force – Guest Speaker, Dr. Susan Aminoff, Chair of the Santa Monica College Board of Trustees
6. Academic Senate Joint Student Affairs Committee Directive – Administrative Regulations

IV. Information Items:

1. President's Report – Richard Tahvildaran-Jesswein
 - a. DPAC Update
 - b. Full-Time Faculty Hiring Update
 - c. Senate Constitution
2. IDS & Curriculum Committee Report/Update, Associate of Arts Degree(s) – Guido Davis Del

Piccolo, IDS Chair & Mary Colavito, Curriculum Chair

V. Old Business Discussion:

1. Online Student Evaluations Resolution, ASR11-07

VI. New Business Discussion:

1. Winter Intersession Meetings of the Academic Senate

VII. Announcements

VIII. Adjournment

Next Scheduled Meeting: One Week from Today on Tuesday, Dec 4th 2007

ACTION ITEM SUBJECT 1: APPROVAL OF THE MINUTES OF November 6, 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 **6 November 2007** Academic Senate Meeting

Present: Eve Adler, Maria Alvarado, Brenda Antrim, Jan Austin, Barbara Baird, Teri Bernstein, Suzanne Borghei, Greg Brookins, Fran Chandler, Mary Colavito, Tim Cramer, Jose Cue, Rebecca Curtis, Guido Davis Del Piccolo, Gordon Dossett, Judith Douglas, Tina Feiger, Gilda Feldman, Kathy Flynn, Suellen Gauld, Ken Geddes, Candyce Goodfellow, Terry Green, Craig Hammond, Janet Harclerode, John Henderson, Janie Jones, Amber Katherine, Lesley Kawaguchi, John Kennedy, Lucy Kluckhohn Jones, Laura Manson, Melissa Michelson, Pete Morris, Peter Morse, Melody Nightingale, Eric Oifer, Toni Randall, Christine Schultz, Jacqueline Scott, Satish Singhal, Eleanor Singleton, Howard Stahl, Susan Sterr, James Stramel, Gary Strathearn, Michael Strathearn, Richard Tahvildaran-Jesswein, Marc Trujillo, Sal Veas, Bob Ware

Excused: Simon Balm, Mary Bober, Espy Bolivar-Owen, Ken Buckner, Georgia Farber, Richard Goldenson, Nancy Hanson, John Hoover, Vicki Rothman, Michelle Scholefield, Marci Spiegler

Absent: Sara Brewer, Bill Lancaster, Helen LeDonne, Andrew Nestler, Jim Pacchioli, Karen Perkins, Juan Quevedo, Lantz Simpson, Robert Taylor, Muriel Walker-Waugh

Guests: Hari Vishwanadha, Georgia Lorenz, Mitra Moassessi, Kathy Sucher, Lisa Lewis Burns

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

II. Public Comments – Hari Vishwanadha expressed concern that the Global Citizenship Initiative has been moving along as it has. He understands that \$600,000 over 3 years (\$200,000/yr.) has been set aside to support it. He believes that global citizenship involves critical thinking, competency literacy, and persuasive communication. He's concerned about this “new focus” moving us away from concentrating on our primary mission of educating our students. He will explain further in his [email](#) to us.

III. Action Items

A. Approval of the October 23, 2007 Minutes – unanimously approved.

B. **Adoption of New Courses** – Mary Colavito, Chair, Curr. Cmmt. The courses below are returned to the Senate agenda following a review by the Mathematics Department.

**(M/S Kluckhohn Jones/Antrim) to pull math courses off the table. Vote: 50 in favor
Vote to approve adoption of the new courses: Vote: 49 in favor; one abstention**

Math Dept asks that these courses be listed separately from regular departmental offerings in order to avoid confusion. Dept recommends that, in the future, continuing ed courses that overlap current courses be forwarded to appropriate depts. in order to avoid future confusion and/or misunderstanding.

Discussion:

Q about who will evaluate these instructors. FA contract requires that non-credit members of the faculty be evaluated. Q about how these faculty are hired. Response is that the non-credit director in consultation with dept chairs hire them. Reminder that anyone who is hired in this program must meet minimum quals. Comment that historically there was a lot of cooperation between non-credit program and depts. but no longer. Statement that 95% of fac in non-credit programs statewide are PT. Statement that community service is not part of the union, but everyone else is, so they must be evaluated and the hiring process is currently different from that which is followed for other faculty. Clarification that community services faculty are not part of the bargaining unit. Suggestion that the distinction between “not for credit” and “non-credit” be explained. Richard will follow up.

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.

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. Request for additional financial support from the Faculty Association – There are about 25 million in FT salaries. We pay 6/10ths of 1% to FA for dues. If the FA paid 6/100 of 1% of our salaries to the Senate (a 10% tithe to be redundant), that would be \$15,000. Part time salaries are about 11 or so million x 0.0003 (this is 3/100ths of 1%) (half the amount), that is \$3300 more: Maybe \$18,300.

Approval of the proposal to go to FA and make a formal request. Vote: 36 in favor; 9 opposed; 2 abstentions

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.

Discussion:

Stahl has provided a [chart](#). Bernstein and Stahl explained the current need and rationale. Stahl explains that the amount from FA dues that would contribute to AS is currently roughly \$1/monthly for a 10-month schedule and would go up to around \$2-3. Q as to the plan for this extra revenue. Richard explains that AS needs additional independent monies. The District currently contributes \$200,000 for our basic requirements yearly. AS needs money that could be used independently. Veas explains that some monies might be spent on “gifts” and office equipment upgrades; also, we’ve given more flexibility to fac who participate in flexday activities that we now fund. PDC and Social Development Cmmt members currently spend their own money on needed items. Suggestion that each cmmt should have available funds to help fac avoid spending their own funds. Suggestion that we not specify where all the money will go because the idea is that this be “independent.”

Comment that when FA dues went up, it was decided that when the FA no longer needed the extra \$, there would be a vote to have the increase rescinded. Therefore, maybe not appropriate to now spend that \$. Richard clarifies that there is an \$800,000 surplus that the FA has. Q if Senate has considered other fund-raising efforts like LA Tech does for example. There could be a yearly fee of say \$15/year. Richard reports that AS dues, if ever applied, should be voluntary. But there's a problem here if fac know that there is an \$800,000 surplus that already exists from their FA dues. Comment that FA needs \$ for negotiations and lawsuits. Reminder that the District has \$1.5 million in funds for lawyer fees. Q about whether some of the extra AS \$ might go to PT fac stipends. Richard responds that he asked FA for additional \$ to be used to pay PT senators a stipend and for governance across the campus and AS has proposed this to the FA. Richard also responds that \$ is needed for a website manager. This would cost about \$7000 if comparable to the FA webmaster. Richard clarifies that we're not discussing the reserve funds here. This is a proposal to be carried forward to the FA. Dossett explained the history of the AS on this issue. Comment that FA dues have specific purposes. Comment that we should not use faculty \$ for things that the District should be paying for (professional development). Richard asks that those who voted in favor go back to their departments and discuss this with their peers.

**D. Adoption of Ranking Committee's Recommendations –
(M/S Kawaguchi/Cue) to receive the recommendations and carry them forward to the Pres/
Super.: Vote: 48 in favor; 2 opposed**

RANK	POSITION
1	English – Basic Skills Writing (1)
2	Mathematics – Basic Skills Developmental (1)
3	Music – Piano/Fundamentals
4	English – Reading
5	Accounting (1)
6	Chemistry (1)
7	English – Developmental/Transfer (1)
8	Nursing – General
9	Anthropology – Cultural
10	Biology – Majors/Microbiology
11	Art – Foundation Drawing
12	Physical Education
13	Mathematics – Applied (1)
14	Physics (1)
15	Music – Voice/Opera

There was one categorical (psychologist) which was removed from the ranking list.

Discussion:

Q about cluster hiring. Richard responds that AS passed a regulation that there would be no cluster hiring. When this ranking goes to the Pres/Super, he may re-arrange the list, but he will not be able to hire clusters. Q about the parenthetical numbers. Response that there were multiple requests in

that area; the number corresponds to the dept's ranking of those multiple requests. Richard was commended for running an efficient and transparent faculty ranking mtg. Reminder that AS will forward this ranking doc to the entire faculty.

E. Adoption of Global Citizenship Definition – Gordon Dossett and Georgia Lorenz, Co-Chairs – Gave an overview of the process used to arrive at this definition. If approved, it will be brought to DPAC.

(M/S Bernstein/M. Strathearn) to adopt the language of the definition. Vote: 49 in favor; 1 abstention

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.**

Discussion:

Feldman read the statement from Vishwanadha that was later emailed to everyone (see Public Announcements). Dossett responded that participation has been substantial. Comment that this represents what we've been doing in our teaching, but that it focuses it more clearly. Reminder that we are being asked to approve the definition only, having already voted to move forward on the initiative earlier in the year. Recommendation that the wording be changed to plural to remove the problem between "a global citizen" and "one." Also bullet 3 has too many prepositions – should be simplified. Borghei reminds us that the SLO's are also a statement of our core mission and they include the spirit of this initiative. Reminder that global citizenship includes activities outside the classroom (clubs, study abroad, etc.). Reference to "customs and cultures" and "livable and sustainable world," but "interdependence" alludes to what? Response was that this spurred a lot of discussion amongst task force members. They attempted to convey the concept that people are connected in a lot of ways and tried to keep it general. There was a suggestion in the task force that there be an accompanying list of "value statements" that would help explain some of these ambivalences. Reminder that this is going forth to DPAC where others will weigh in on it. Richard announced that March flexday we will unfold our definition and Dr. Tsang will contribute \$20,000 to an international food fair that day.

IV. Information Items

A. President's Report – Richard Tahvildaran-Jesswein

1. ASCCC Report – Richard, Harclerode, Oifer, Kawaguchi, Veas, Burns attended. Richard announced that there will be \$655,000 for Basic Skills.

2. DPAC Update – Dr. Tsang will give DPAC timely written responses to its

recommendations

3. Hayward Teaching Award - There has been a call for nominations for the Hayward award. Sabs Cmmt is still working on these. Next meeting we will present recipient's name.

V. Old Business Discussion

A. GASB45 Task Force – Richard met with Trustee Aminoff and Dr. Tsang and asked if they had made a decision to pre-fund GASB45. If so, FA and AS presidents need to know. They responded that the decision to pre-fund had been made (5-2 vote of BOT in favor). Meeting this Friday to determine ways to educate community about GASB45 and what streams of revenue might exist that will allow this. Q about what pre-funding means. They've designated \$2 million for an irrevocable trust and pay-as-we-go for current retirees so that at some point we'll have amassed the monies needed to continue to fund it. There will be a new actuarial report as the current one is flawed. The \$ goes into a PERS fund and it can only be used for retiree health benefits. Stahl announced that he has resigned from the task force and asked to be replaced upon learning that the decision to fund had already been made.

VI. New Business Discussion

A. **ASR11-07 DRAFT Online Student Evaluations** – Richard asks senators to take this resolution to their peers. Bernstein presented an amendment developed in Exec (fourth bullet). This would not touch the eval tool; it's only about putting it online with some of the concerns that were articulated to begin with. This will be emailed to all faculty for discussion.

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.

Resolved that the Senate recommends that Faculty refrain from performing student evaluations online until all these evaluation features are fully implemented.

Discussion:

This is for all classes, not just online classes. Q about the cmmt being established to discuss this. Suggestion that this is an FA issue, not AS. Richard responds that this is not overstepping AS responsibility because it is to see if fac want evals to go online. Richard responds that the cmmt never met even though some people volunteered. So, the body as a whole and the individual depts. will carry the burden of discussion. Michelson is interested in serving on this cmmt. Q about how fac can get paper evals. Richard will follow up. Comment that the “paperless” issue seems minute compared to all the other problems this could create. Suggestion that we discuss the rest of the problems first. Richard responds that he'd prefer for fac to be part of the discussion rather than

allow others to decide. This will return to us in the spring and there will be a campuswide discussion. AS can only make recommendations as FA will end up dealing with this. Q about whether the EAC should talk about whether paperless is in fact more “sustainable” than paper forms. Richard responds that yes, if it seems appropriate. Eval Cmmt may have more work to do on modifying the current eval – this was an ad hoc cmmt and AS Exec should see if we need to create an ongoing cmmt. Reminder that there is a tech-divide and the issue of equal access is important. Comment that the online format changes the way that students evaluate online. Comment that *ratemyprofessor.com* has a new feature called “faculty fire back.”

VII. Announcements – no senate meeting the week of Thanksgiving, so last two meetings of the AS are 11/27 and 12/4, back to back.

VIII. Adjournment – (M/S Zehr/Bernstein) Meeting adjourned at 12:37 p.m.

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

Distance Education

CIS 54: Web Page Development and Scripting

CS 36: FORTRAN Programming

Psychology 1: General Psychology

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.

Note: All courses are self-paced course in an open-entry, open-exit lab environment. Successful completion of each course results in 5 high school credits.

ECON 900: Economics. This high-school level course is designed to meet the needs of students who wish to earn high school credit for economics. This is an elementary course covering both microeconomics and macroeconomics. Microeconomic topics include supply and demand, elasticity, costs and production, and theory of profit maximization under various market structures (perfect competition, monopolistic competition, monopoly, and oligopoly). Macroeconomics involves study of the overall performance of the economy. Specifically it will cover national income, unemployment, inflation, international economics, and the use of various government policies in combating and minimizing economic fluctuations.

Total Hours of Instruction: 100 Prerequisite: None

GOVT 900: American Government. This high-school level course is designed to meet the needs of students who wish to earn high school credit for American Government. The course covers the principles behind American government and explores American political processes. Students explore each of the three branches of government, as well as local government systems, the role of the media, and methods of political participation.

Total Hours of Instruction: 100 Prerequisite: None

HIST 900: World History 1A. This high-school level course is designed to provide an overview of world history, covering the period beginning with the first humans up to the Scientific Revolution and Enlightenment, as well as the influence of Hinduism, Buddhism, Confucianism, Judaism, and Christianity. This is the first half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

HIST 901: World History 1B. This high-school level course is designed to provide an overview of world history, beginning with the Scientific Revolution and Enlightenment, up to present day. This is the second half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

Recommended Preparation: HIST 900 or equivalent.

HIST 902: United States History 1A. This high-school level course is designed to provide an overview of United States history, from exploration of the new world to the Progressive Era. This is the first half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

HIST 903: United States History 1B. This high-school level course is designed to provide an overview of United States history, from the Progressive Era to present, and describes the important role religion has played in U.S. history. This is the second half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

Recommended Preparation: HIST 902 or equivalent.

LSCI 900: Life Science 1A. This high-school level course is designed to provide students with an overview of life science from cells through the plant kingdom. It includes the characteristics of life, cell structure and function, heredity, evolution, and the classification of plants. This is the first half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

LSCI 901: Life Science 1B. This high-school level course is designed to provide students with an overview of life science from animal diversity to human body systems and ecology, including conserving resources. This is the second half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

Recommended Preparation: LSCI 900 or equivalent.

Certificate

Title: Noncredit Certificate of Competency in Secondary Basic Skills (Adult High School Diploma)

Description of the Sequence of Courses: This program will be individualized to meet the unique

needs of each student. Based on their high school transcript and other records, students will enroll in the specific courses needed to make up high school level unit deficiencies and/or to prepare for and pass the English Language Arts and/or Mathematics portions of the California High school Exit Examination. Upon completion of the needed courses and, as needed, passage of either or both parts of the CAHSEE, students will be awarded a high school diploma and will have the requisite skills needed to succeed in Santa Monica College's credit and transfer programs.

List of Courses Included in the Sequence:

ECON 900: Economics
ENGL 900: CAHSEE English-Language Arts Prep
ENGL 909: English 9A/9B
ENGL 910: English 10A/10B
ENGL 911: English 11A/11B
ENGL 912: English 12A/12B
GEOG 900: World Geography 1A
GEOG 901: World Geography 1B
GOVT 900: American Government
HIST 900: World History 1A
HIST 901: World History 1B
HIST 902: United States History 1A
HIST 903: United States History 1B
LSCI 900: Life Science 1A
LSCI 901: Life Science 1B
MATH 900: CAHSEE Mathematics Prep
MATH 901: Applied Mathematics
MATH 902: Arithmetic 1A
MATH 903: Arithmetic 1B
MATH 904: Algebra 1A
MATH 905: Algebra 1B
MATH 906: Geometry 1A
MATH 907: Geometry 1B

ACTION ITEM SUBJECT 3: AR Revisions – 1st Read – Attachment forthcoming via email.

ACTION ITEM SUBJECT 4: Sabbatical Recommendations 2008-2009

Greg Brookins - Business
Makiko Fujiwara-Skrobak - Modern Languages
Nancy Grass-Hemert - Communications
Nathalie Laille - Counseling
Brandon Lewis - Earth Science

Anne Powers - Library
Saul Rubin - Communications
William Selby - Earth Science
