

## **SMC ACADEMIC SENATE**

**Tuesday, April 15, 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 -

[http://homepage.smc.edu/randall\\_toni/Acad\\_Sen\\_Minutes\\_06\\_07/AS\\_Minutes\\_3\\_25\\_08.doc](http://homepage.smc.edu/randall_toni/Acad_Sen_Minutes_06_07/AS_Minutes_3_25_08.doc)

2. Adoption of New Courses – Mary Colavito, Curriculum Committee Chair

3. Global Citizenship Associates Degree Requirement (Divided Motion) – Mary Colavito, Curriculum Committee Chair

4. Administrative Regulations -- First Reads:

a. Student Affairs - AR 4332 – Student Progress & Graduation – Progress Renewal

b. Personnel Policies – AR 3211.1 – Procedures for Hiring New Contract Faculty

c. Review of Non Substantive Corrections (various series please note attachments)

5. Part-Time Senator 2008 Run-Off Election Ratification – Howard Stahl, Elections and Rules Committee Chair

6. Academic Senate Dues Proposal

IV. Information Items:

1. President's Report – Richard Tahvildaran-Jesswein

2. Strategic Planning Initiatives Update

a. Vocational Education

b. Global Citizenship

c. Environmental Affairs Committee and Campus Sustainability

d. Basic Skills

e. Distance Education

V. Old Business Discussion:

a. ASR11-07 - Student Evaluations

b. Academic Senate Dues

c. Textbook rental program

VI. New Business Discussion:

VII. Announcements

Please see attachment at end of Agenda

VIII. Adjournment

**Next Scheduled Meeting: April 29<sup>th</sup>,**

**2008**

**ACTION ITEM SUBJECT 1: APPROVAL OF THE MINUTES OF March 25, 2008**

**Action Item:** *15 April 2008*

<b>TO:</b>	<b>ACADEMIC SENATE</b>
<b>FROM:</b>	<b>EXECUTIVE COMMITTEE</b>
<b>PREPARED BY:</b>	<b>RECORDING SECRETARY</b>
<b>SUBJECT:</b>	<b>APPROVAL OF MINUTES</b>

**Recommendation Number 1:**

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

**Minutes of the 25 March 2008 Academic Senate Meeting**

**Present:** Maria Alvarado, Brenda Antrim, Jan Austin, Barbara Baird, Mary Bober, Suzanne Borghei, Greg Brookins, Ken Buckner, Fran Chandler, Mary Colavito, Jose Cue, Rebecca Curtis, Guido Davis Del Piccolo, Judith Douglas, Georgia Farber, Tina Feiger, Gilda Feldman, Suellen Gauld, Ken Geddes, Candyce Goodfellow, Craig Hammond, Nancy Hanson, Janie Jones, Amber Katherine, Lesley Kawaguchi, John Kennedy, Bill Lancaster, Helen LeDonne, Suzanne McDonald, Pete Morris, Peter Morse, Andrew Nestler, Eric Oifer, Jim Pacchioli, Pauli Peter, Toni Randall, Christine Schultz, Jacqueline Scott, Lantz Simpson, Satish Singhal, Eleanor Singleton, Marci Spiegler, Howard Stahl, Susan Sterr, Michael Strathearn, Richard Tahvildaran-Jesswein

**Excused:** Simon Balm, Teri Bernstein, Espy Bolivar-Owen, Gordon Dossett, Kathy Flynn, Janet Harclerode, John Henderson, John Hoover, Lucy Kluckhohn Jones, Laura Manson, Melissa Michelson, Melody Nightingale, Vicki Rothman, Marc Trujillo, Sal Veas, Bob Ware

**Absent:** Eve Adler, Sara Brewer, Tim Cramer, Richard Goldenson, Terry Green, Karen Perkins, Juan Quevedo, Michelle Scholefield, James Stramel, Gary Strathearn, Robert Taylor

**Guests:** Dana Morgan, Dennis Frisch, Jo Kidd, Mitra Moassessi, David Zehr, Benny Blaydes, Edward Wilkinson, Natasha Vokhshoori, Melody Overstreet, Kristoph Oedman, Harlan Hayes, Luis Suarez, Tess Cutler, Moya Mazorow, Colleen McGraw, Betty Wong, Gail Edington, Sara Boosheri, Gary Taka, Brian Rodec, Katerina Cerovic, Lisa Lewis Burns

I. Call to Order – Chair Richard Tahvildaran-Jesswein called a quorum at 11:22 a.m.

II. Public Comments – Colleen McGraw (Math Dept), who was accompanied by a number of her department colleagues, stated that: “In regards to the recent Academic Senate election, several of the Mathematics Department faculty would like it to be acknowledged that there were some issues with how the electronic ballots were issued and used. We hope that elections in the future will be more well-defined, equitable and fair to all departments.”

III. Action Items

A. **Approval of the Minutes for March 11, 2008.** Unanimously approved without amendment. Nestler requested that the minutes be modified to include Stahl’s referral to the Senate elections as a “cesspool.” Richard had asked that this particular term not be used. Stahl preferred not to comment. Oifer suggested that if the term is put in the minutes, the context for its use should accompany it. Chandler asks Stahl to describe the context. Stahl replied that he said it the elections were a “cesspool of my own making” and that is why he insisted on reviewing

the procedures at that meeting. According to Stahl, this time there were many more problems than the time before and that this time he did not achieve the “level of perfection that we demand,” and he therefore wanted to review procedures with the Senate.

Vote to amend the minutes to include Stahl’s referral to the Senate elections as a “cesspool.” **Vote:** 5 in favor; majority opposed (voice vote)

*Discussion:*

Q as to why we would put this in the minutes when we don’t normally quote people. This isn’t required by the Brown Act. Response from Richard is that because a senator has brought this forward, we must consider it. Clarification that at any time a senator may request that specific language be quoted in the minutes.

**B. Approval of New Courses – Curriculum Committee**, Mary Colavito, Chair

Chandler gave a brief statement in favor of the business courses below and provided some background information. **Vote: 45 in favor**

*Discussion:*

Q about whether this is a new field. Response by Chandler that it is not new but it is a new configuration under the term “logistics.” Businesses are very excited about this as it provides solid grounding for future employees. Comment that the two classes (BUS 81 and BUS 82) are indispensable to any position in manufacturing. Q regarding other courses that students who wish to matriculate to university might take. Chandler responds that there is a list of such classes.

*New Courses*

*BUS 81: Transportation Management*

The class provides an overview of the alternative modes, systems, rates, services, and regulations in global transportation. Transportation systems and providers will be examined including ocean, air, and surface carriers, as well as intermodal and special carriers. Units: 3 Department Vote: 10-0-3 Prerequisite: None

*BUS 82: Supply Chain Management*

This course is an overview of the entire supply chain and its key elements. Students are exposed to concepts, models, and terminology used in demand planning, inventory planning, material planning, distribution planning, fulfillment planning and related components of a supply chain are examined.

Units: 3 Department Vote: 10-0-3 Prerequisite: None

*BUS 83: Operations Management*

Introduces concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. The course examines operations and the coordination of product development, process management, and supply chain management. Students are exposed to topics in the areas of process analysis, materials management, production scheduling, quality management, and product design.

Units: 3 Department Vote: 10-0-3 Prerequisite: None

Distance Education

**BUS 81: Transportation Management**

**BUS 82: Supply Chain Management**

**BUS 83: Operations Management Certificate**

*Title: Logistics/Supply Chain Management (24 units)*

Description of the Sequence of Courses: The student will complete 12 units of core courses, and 12 units of courses with a concentration in Logistics/Supply Chain Management. Additional recommended courses are available for students desiring background in specialized areas.

**List of Courses Included in the Sequence:**

*Core Courses*

BUS 1: Introduction to Business (3)

BUS 31: Business English (3) or English 1 (3)

BUS 32: Business Communications (3)

CIS 1: Computer Concepts with Applications (3) or CIS 4: Introduction to Computers with Business Applications (3)

### **Logistics/Supply Chain Management Concentration Courses**

BUS 80: Principles of Logistics (3)

**BUS 81: Transportation Management (3)**

**BUS 82: Supply Chain Management (3)**

BUS 83: Operations Management (3)

### **Additional Recommended**

BUS 50: Introduction to International Business (3)

BUS 53: Importing and Exporting (3)

BUS 55: Southern California Connections (3)

BUS 51: Intercultural Communication (3)

BUS 52: International Marketing (3)

## IV. Information Items

### A. President's Report – Richard Tahvildaran-Jesswein

1. **Dana Morgan, Chair, Garden Advisory Council** - this is an Assoc Student project; she introduced Natasha Vokhshoori and other students who talked about the plans for putting a garden on campus. They gave background and an overview of the project. The initial impetus for developing the garden was focused on healthy food production on campus, but given the geographic constraints, they turned their attention to sustainability, logistics, and the educational value of establishing a garden on campus. They see the garden as a symbol of interdisciplinary teaching and learning. They then explained the bureaucratic hurdles that they've surmounted to get this far. The plan was presented to DPAC, EAC, and now the AS. They ask for AS support and involvement in their project. They'd like to see their garden integrated into the curriculum so that it continues even after these particular students have left SMC. The Garden Advisory Council would be an interdepartmental organization including staff, faculty, students, and administrators. It would supervise the garden over the long haul. Richard announces that the EAC has agreed (with the District) and has approval from DPAC to move ahead. He asks for a motion of endorsement by the AS of this project.

**(M/S Antrim/Buckner) Motion to endorse the plan being presented coming from EAC and spearheaded by Assoc Students. Vote: 44 in favor; one abstention**

#### *Discussion:*

Q about the location of the proposed garden. Response that the wall near the Art Dept would stay in place. Q about how faculty who'd like to incorporate the garden into their courses but are not sure about how to do that could get information. Response is that UC Santa Cruz, for example, has an extensive handbook suggesting ways of doing this. Q about what they'll do with the garden produce. Response that the Advisory Council would address this issue. Possibilities are a farmer's market, harvest celebration, or food donation. Q about whether they'll plant native species. Response that they would in order to conserve water.

2. **Global Citizenship Task Force – Gordon Dossett, co-chair** – in Dossett's absence, Richard states that the report (information for BOT 4/14 mtg) is nearly completed. AS doesn't meet until 4/15, so an electronic draft copy will be distributed to all senators and Exec Cmmt (meeting next Tuesday) and it will be addressed in detail at the 4/15 meeting. All interested parties are welcome to attend the Exec meeting. This will be informational only and in draft form and not voted on by the BOT or Pres/Super until after it has been voted on by the AS.

3. **Strategic Planning Update** – Mission, Vision, Goals were presented to the AS where they were nearly unanimously adopted. Dr. Tsang has received those from DPAC and we are awaiting his response. If approved, they go to the BOT on 4/14. The Task Force will disband at the close of the semester. Right now they are working to identify strategic initiatives that can be addressed over the next 3-5 years. Due to the current budget crisis, we won't be able to attend to all the initiatives that have been presented, but the AS will be asked to weigh in on this at the end of the semester and to prioritize goals.

4. **Upcoming AS meetings:** First reads of AR's will be presented by Personnel Policies Cmmt 4/15 pertaining to PT fac hiring policies. These address the issue of whether or not chairs can write letters of rec for members of their dept applying for FT positions. We have reached agreement with Admin that they are allowable. Another issue concerns whether or not we should allow one drop period for students at the end of 12 weeks. Typos are also being corrected. First read on 4/15. AA requirements for Global Citizenship. List of recs from the Global Citizenship Task Force. IDS proposals will come forth and Student Learning Outcomes Task Force will bring forth issues as well. Richard wants senators to be aware of the amount of work that needs to be accomplished by the end of this semester. Richard alerts Dept Chairs (this will be done via Chair of Chairs) pertaining to ACCJC reports.

Individual chairs will be notified and reps need to notify their depts. that the report must be addressed by 4/18. Q about the proof that will be needed. Schultz replies (in consultation with Borghei) that she'll send out a form and ask chairs to respond if they have that ready. Borghei indicates that mostly confirmation that the work has been done would be sufficient at this point. Richard says the evidence of mapping needs to be held in the Academic Affairs Office.

5. **Professional Development Money** - Richard announced that right now the new contract provides for \$20,000/year for professional development monies available to faculty who may work through Professional Development Cmmt (forms are downloadable). (AS website is under construction and there will be a major update in the near future.) Clarification that maximum amount is \$500 per applicant.

#### V. Old Business Discussion

A. **Student Evaluations ASR11-07** – deals with the Q of online evals. Richard reports that there is no consensus about having them online and we haven't had an overall discussion in the AS though departments were asked to talk about this. Richard asks for new information that should be considered as Admin is asking us how to move forward on the new eval form. Richard says there's been a recommendation that fac have the option to use or not use an online version.

#### **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.**

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

#### *Discussion:*

Bernstein updated DE position since they must do online version of evals. HR has allowed DE instructors to decide on the activation and deactivation of the form online and the correct form is now online. There are different dates depending on the class dates. HR wants to send out the instructions at the same time. Their plan for spring is to do all evals hardcopy except for the new provision for the online form. Q about whether the "beta tested" new form is being offered. Response from Richard is that yes, but only the front page because the comments on the reverse side are still problematic in terms of tallying, etc. Also there are still concerns about whether we want to go online with the form or not. Clarification that at the next meeting with the District, this will be discussed. Comment that online fac should be able to activate the evaluation, but Q about what Dept Chairs would do about online fac who don't activate it. FA reps prefer not to respond right now. Comment that the Chair doesn't know until the following semester that an instructor hasn't activated his/her eval forms. R says that generally this is an HR, not AS, issue. As with Sabs reports that aren't submitted, AS forwards that info to HS. Clarification that right now DE has advised fac not to activate now if they haven't yet. Q about whether the program to tabulate the number can do so accurately. Richard states that AS established the parameters for tabulation, but that he will check into the efficacy of the mechanics of it. Comment that fac are mixed on this. Those who don't want evals online feel strongly about it. Having the option to continue with hardcopy evals may be acceptable though. Richard asks that senators go back to their departments and address this directly and ask whether or not the voluntary option would be acceptable, specifically that there is activation and deactivation controlled by the individual fac member. Not deciding this today will allow the AS and FA to meet about it and discuss it further. Clarification that the "pros/cons" doc that was emailed to Richard and that which he forwarded to senators was developed by Michelson, Stahl, and Moassessi. While not an exhaustive list of pros and cons, it indicates some things to consider. Q about where the info from online evals would be stored and who would have access. Richard responds that the process is articulated in the contract, which states that the VP of Acad Affairs, Chairs, and individual faculty member are the only individuals who see them. It never goes to the individual's personnel file unless the instructor requests this of HR. Clarification that student evaluation is part of the faculty evaluation process, so peer evals and student evals occur at the same time.

**B. Full-Time Faculty Growth Proposal and Matrix** – Dept Chairs have created a workgroup to draw up a matrix for the FT Faculty Ranking Cmmt. They are a joint committee that meets once yearly in order to prioritize applications for new hires. There were concerns from some departments, especially Physics who watched their position go from 4 to 14 from the first to the second vote, so Physics Dept suggested that there be a matrix to indicate more clearly how positions are ranked. Dept Chairs all agreed and now there is a group of chairs to work on the matrix. It met last Friday and will meet at the end of April once again and present to the Ranking Cmmt the weighted variables. The Fac Ranking Cmmt will then work with the District to finalize it. Good that we have agreement to develop a plan on FT faculty hiring. Dr. Tsang is committed to growing FT fac positions at SMC for the years after we emerge from stabilization. There's an \$86 million deficit of which our share is \$1.6 million of money we thought we would get but will not. L.A. property taxes have potentially been miscalculated and we don't know what that will mean at this point. Clarification that the reduction is for this year's budget, not next.

Regarding the plan between AS and the District: we have no agreement yet; we do have an agreement to "tread water." Retiree positions will be filled. Q about whether we should replace retirees in the Dept from which they retired (which we now don't currently do – positions are opened for any program/dept). We would like, over three years, to get to 60% and build on retiree numbers in order to achieve this. Q about getting a copy of the matrix. Richard responds that it will be available as soon as it's created. Q about the ranking cmmt changing membership each year. Richard states that it does right now but it wouldn't have to. It could remain seated for the duration of a plan that was developed. That way, a matrix could be created with a long-term plan in mind. Reiteration that the chairs are developing a recommendation for a matrix that will be considered in the Joint Faculty Ranking Cmmt and then will come to AS for ratification. Q about whether in the program review process we do anything to gather info about growing/shrinking trends due to fac retirement. Richard answers that Program Review does take this into consideration when listing recommendations and considering the resources that the dept/program has or needs. Recommendations don't translate into action though. Reminder that Program Review is every 6 years, so some of that data is old by the time it comes to the Ranking Cmmt. Ranking Cmmt gets data about growth from the College. Comment that a standing fac ranking cmmt would have some continuity. Also the matrix would need to be tweaked each year. There were some objections to having the same members serve for longer duration. Suggestion that there are several depts. that haven't had retiree replacements over the years and thus might not benefit from the new matrix. R says that the Cmmt won't be looking to replace previous retirees. Q of fairness of this. Historically, Lawson and Shimizu present data reflecting how many fac have joined and left the dept/program and data enrollment about program growth, so the data is there. Statement that it's difficult for a dept to lose someone through retirement, but the maintaining the flexibility of filling the position in another discipline is important. Regarding objections to keeping the same people long-term, from the standpoint of the Senate it's always good to have new perspectives on cmmts. It's important to generate new leadership through our structure. Keeping the same people would not be good – maybe half of them should be changed out each year. Another possibility is having the same Cmmt members sit for more than one semester, but not year after year. AS rules require that all appointments come before AS in any case. Comment that there is unstated bias and some depts. lose faculty and thus lose clout and can't recover the individuals they've lost. Suggestion that we attack this subtle bias, which exists in Admin as well as faculty. Once the matrix is out, Q about whether that will be enough because there is an underlying bias. Richard responds that he has always stated to the Ranking Cmmt that those with the data (Admin) frame the priorities which bias the rest of the committee, so that as a fac we've been trying to address variables in ways that are important to our individual areas, which the matrix is designed to help. Statement that the info provided by Admin is of great help. Important that fac interest, not just Administration, be reflected in decisions by the Fac Ranking Cmmt. Agreement that the Fac Ranking Cmmt shouldn't be fixed. Richard would encourage each member of the Senate speak with dept chairs and get some input in time for the matrix when it comes back to this body for a vote. For the District, 75/25 issue is not a mandate but a goal. The Statewide Task Force's position is the same. AS knows the goal must be less than 75, but we need to decide what the % should be. Reference to Manion's earlier calculation as to how much it costs to hire FT vs. PT faculty. As we head towards parity, it lessens the divide in terms of profitability. We should bring this data forward with us to the Fac Ranking Cmmt.

**C. Academic Senate Dues** – Exec Cmmt is working on academic dues proposal we hope to have by 4/15. Considering voluntary dues structure but also waiting to see the timeline for the FA referendum and elections. These will be announced at the FA meeting next Thursday, so we'll have something here by 4/15 for the AS regarding the amount of dues. Richard asks that senators email Richard or any other member of Exec with ideas so the Exec has all the needed info.

## VI. New Business Discussion

**A. Textbook Rental Program** – Fall 2008 – Heidi Hoeck (AS) has met with Dr. Tsang, and AS and Assoc

Students will work together to develop a textbook rental program (already endorsed by AS) by Fall 2008. Richard invites any other fac to join him and the students in working this out. Eric Oifer and Tina Feiger volunteer.

*Discussion:*

Q about whether it would be coordinated through the bookstore or library. Response that it will go through the bookstore. \$250,000 allocation (by Assoc Students) will support necessary staff.

VII. Announcements

- A. Salsa Dance & Potluck @ Judith Douglas' home. Tentative 4/27/08
- B. Sports Night (Dodgers) – Info to follow from Terry Green

VIII. Adjournment – (M/S Antrim/Kawaguchi ) Meeting adjourned at 12:35 p.m.

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

*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)**

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**ACTION ITEM SUBJECT 3: Degree Requirement – Global Citizenship  
Global Citizenship AA Requirement**

**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>	

# DRAFT

**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.

# DRAFT

- 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.

# DRAFT

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. degree requirement.

**ACTION ITEM SUBJECT 4: First Read - Administrative Regulations –**

- a. AR 4332 – Student Progress & Graduation – Progress Renewal
- b. AR 3211.1 – Procedures for Hiring New Contract Faculty
- c. AR 3200 – Academic Personnel

**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*

**Article 3200 Academic Personnel**

*AR 3211 Recruitment and Selection-Permanent Faculty*

**AR 3211.1 Procedures for Hiring New 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, 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

and/or 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.

I.

~~Composition of Screening Committee~~

3.

Screening Committee

~~1. 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. 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.~~

~~1. Two designated administrators shall also be members of the committee; one shall serve as secretary and the other as Human Resources representative to the committee. The Human Resources representative shall be responsible for ensuring compliance with the District's personnel policies and procedures.~~

~~1. 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 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.~~

~~1. 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.~~

~~1. 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.~~

~~1. 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.~~

~~1. The committee shall be composed of diverse membership in compliance with the District's equal employment opportunity plan.~~

~~1. 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.~~

A.

The screening committee shall include 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).

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 opportunity 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 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 Department Chair or Faculty Leader, or their designee, shall be one of the faculty members on the committee and shall chair the committee.

F.

The committee shall be composed of diverse membership in compliance with the District's equal employment opportunity plan.

G.

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.

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.

The Office of Human Resources will forward ~~All screening committee members shall review~~ 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 ~~whether that~~ 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 ~~chair~~ 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~~~~opportunity~~ representative or designee, shall interview the finalists and may conduct additional reference checks. The Superintendent/President may invite the ~~chair~~~~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

### **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~~~~will~~ be absent from their assignment ~~will~~~~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 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.

~~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 advisers for students.

12. To participate in extra-curricular college activities, including student activities, and graduation.

*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.

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.

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~~election will be ~~held~~held.

6.

Results will be certified by the Academic Senate Election 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** ~~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~~

~~**A.S. 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 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~~[co-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.

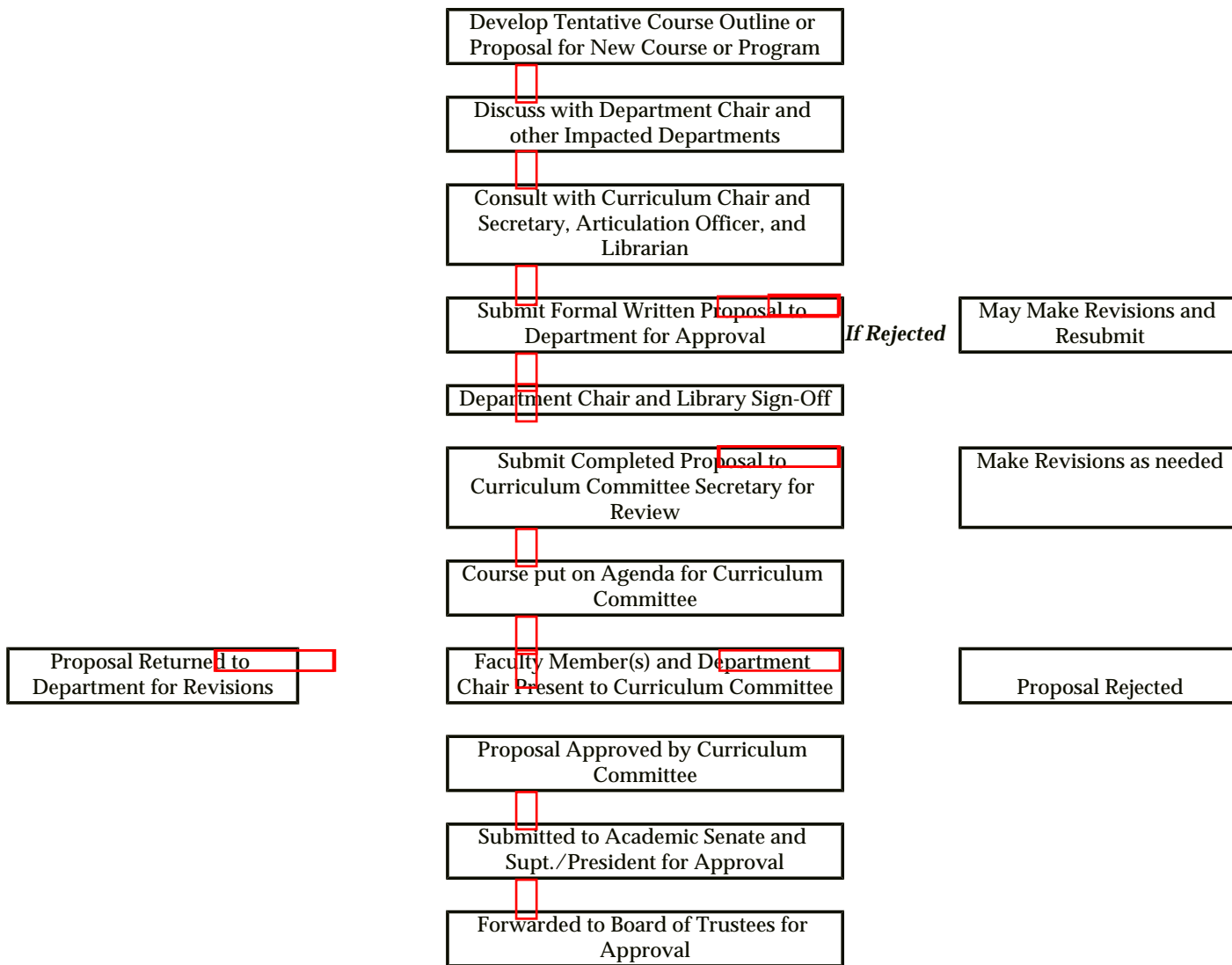
B. The Academic Senate and Superintendent/President ratify the course.

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



**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):

1.2. Related departments discuss the program and vote to support it.

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.

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.

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.

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
- 

solicitSolicit 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

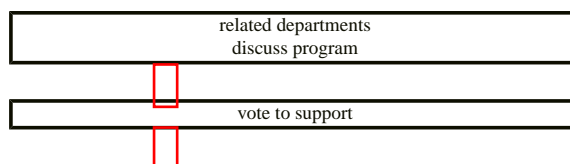
2. The Curriculum Committee reviews the program’s effectiveness in accomplishing its stated objectives and takes appropriate action.

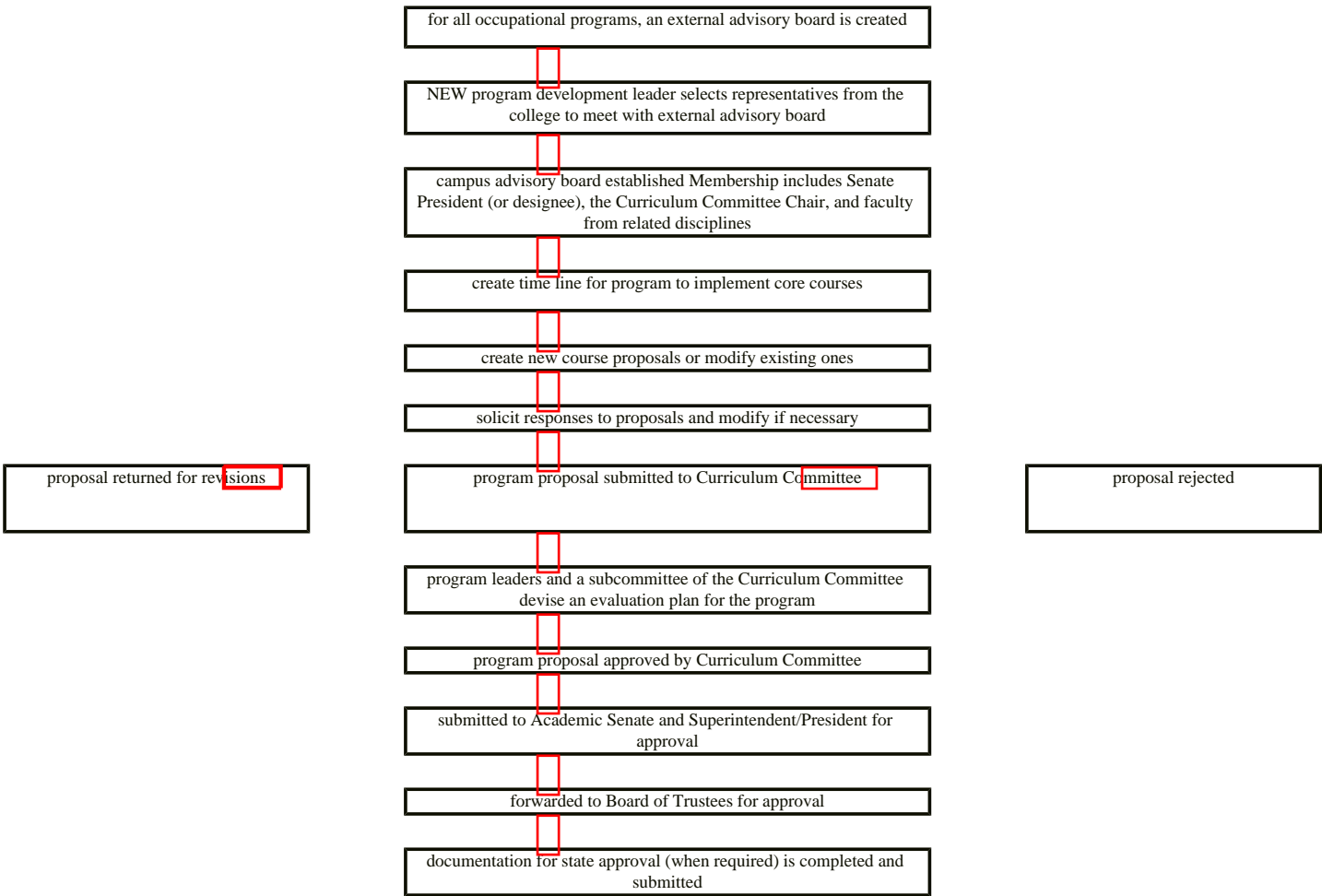
- Approve changes to the program and send them to the Academic Senate for approval
- Approve curricular changes and send them to the Academic Senate for approval
- Recommend discontinuation of the program.

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 **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

**Collegewide College 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*

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## ACTION ITEM SUBJECT 5: Ratification Vote

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

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## INFORMATION ITEM 2A – Vocational Education:

### 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

## **INFORMATION ITEM 2B: Global Citizenship**

### **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 profile [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.

## **INFORMATION ITEM 2C: 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 (CO2), 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 consitencies.

**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 to 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.

## **INFORMATION ITEM 2D: Basic Skills – Please see second email attachment (PDF)**

## **INFORMATION ITEM 2E: Distance Education**

Distance Education's role in Strategic Planning  
(note: red numbers refer to Institutional Goals listed on page 3)

The rapid growth of the Distance Education program at Santa Monica College has been a significant factor in enrollment recovery (3) and is crucial to the current and future financial stability of the College. The distance education environment, however, is not static; continued success and growth can occur only if the following challenges and opportunities are addressed and incorporated into strategic planning objectives.

1. **Outside Factors:** The small amount of campus real estate and the increasing traffic congestion in the Los Angeles basin are factors beyond the control of campus decision-makers. In addition, the College's unmet parking needs are prohibitively expensive to remedy. Environmental considerations are now a major factor in College decision-making. (4) Distance education expansion is a cost-effective and sustainable way to build our programs.
2. **Maintaining effective student contact:** (1), (2) Rapid growth in any field stretches existing resources and creates challenges. Because technology is ever-changing, both current and future online instructors need continuous professional development training to ensure that SMC online course offerings are consistently strong. Effective online teaching requires implementing sound pedagogical practices in the context of an online delivery system. The joint Distance Education Committee has developed Best Practices guidelines which provide an outstanding framework to help existing faculty maintain the high quality of their courses and to help new faculty build excellent courses and develop online teaching skills. Administrators and faculty need to continue such work toward mutually agreed upon guidelines—including personnel support—to ensure effective student contact.
3. **(New JY+) Administrative and Technical Infrastructure:** (1),(2) The SMC Distance Education Department serves as the primary point of contact for all current and future online students, faculty, and other campus constituencies including financial aid, admissions, counseling, ombudsperson office, disciplinarian, to name a few. This department is also the sole conduit between all online faculty and SMC's current Course Management System (CMS), eCollege, and provides course content development support and faculty training. Although the number of classes and sections offered has grown exponentially (as has the corresponding number of faculty and students served through online education), the staffing in the department has not. In spring 2001, the Distance Education staff included an associate dean, a program manager, a multimedia specialist and an administrative assistant. The staff has since shrunk by one position (the program manager), despite an increase of more than 500% in the number of class sections offered online and a commensurate increase in the number of faculty and students served. To offset this demand, additional support is vital if the program is to continue to provide the same level of service and contribute to the college's enrollment growth goals. Specifically, additional support is needed in the areas of program coordination, admissions/student services and multi-media development.
4. **Mentoring Faculty:** (5) Recent experience has shown that mentoring from an experienced colleague is of critical importance to new online instructors in creating a vital online teaching environment. Consistent funding is needed to support an appropriate number of mentors for our growing distance education offerings.
5. **Community Building:** (5) Peer-to-peer sharing of knowledge and constructive feedback needs

to be institutionalized to foster an environment of support in the face of rapidly changing technologies.

6. **Student Readiness: (2)** The College must also plan to ensure student readiness to take online classes, by providing learning style testing, counseling and training in how to succeed in an online course.
7. **Counseling and other student services: (2)** Statistics regarding student use of cyber counseling (available from within active courses) and online counseling (available to all students) need maintained so that services can be monitored and adapted as the online student population grows.
8. **Marketing: (3)** As other colleges enter the online market, SMC must plan for the market niches it wishes to serve. Just as SMC has been known as the "# 1 transfer institution," SMC's distance education program will need to present a clear "face" to prospective students who are surfing the internet to find a college that suits their needs and can help them meet their goals. We need to be special to be noticed in cyberspace.
  - a. Will we be the "quality online" program, where all instructors are "certified to teach online"?
  - b. Will we be a college that offers a complete AA program online?
  - c. Will we specialize in certain programs?
  - d. Will we build on our transfer reputation by offering online class sequences that are fully matriculated?
  - e. Will we market our online classes to our on-ground students, to complement their programs?
9. **Accessibility: (2)** Our innovative distance education faculty are incorporating more multimedia of increasing complexity into our courses to enhance the learning experience for diverse learners. Some of these multimedia formats require added features (e.g., captioning) to ensure they are accessible to everyone including people with disabilities. Maintaining technological currency and legal compliance in our distance education courses requires a multimedia design team devoted to distance education.
10. **Infrastructure support: (1),** Loanable Macs and audio/visual/post-production support can make the online experience closer to a classroom experience. Hardware, software and personnel are needed to provide expertise. Saving money by not utilizing technologies that enhance communication can limit or destroy our future growth.
11. **Community support: (2),(4)** We can use our commitment to our distance education program to enhance our relationship with the local community, by addressing their desire for less student-generated car traffic. We can also do specific outreach to meet the needs of qualified local high school students, who will communicate their successes back to the community. (The local high school currently recommends that students enrich their high school experience by taking online education courses through other institutions.)
12. **The Bleeding Edge: (1),(2)** Looking to the future, gaming technologies are being merged with adaptive learning frameworks to teach academic subjects in a video game environment, and are supported by grants from CCC's Economic Workforce Development group. Courses using these technologies might be developed to expand our Distance Education offering into programs that teach basic skills to underserved populations using the appealing "serious gaming" and "m-learning" technologies.

### **Institutional Goals from DPAC Strategic Planning Committee Feb 2008**

1. Innovative and Responsive Academic Environment
2. Supportive Learning Environment
3. Stable Fiscal Environment
4. Sustainable Physical Environment
5. Supportive Collegial Environment

**ANNOUNCEMENTS:**

April 20 is A MIDSUMMER NIGHT'S DREAM.

April 27 is Salsa dancing and pot luck at Judith Douglas's.

May 9: New event: Dodger game!

June 11: Recognition barbecue.