



SANTA MONICA COLLEGE
ACADEMIC
SENATE

Committee Reports for 2016-2017



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Adjunct Committee

Submitted by:

Michael Strathern, Adjunct Committee, Co-Chair

Joelle Adams, Adjunct Committee, Co-Chair

1. Goals

Our goals for the year were agreed in September 2016:

- a) Plan and deliver a Spring Flex Day event to support and inform adjunct faculty members about the work of the Senate and other institutional initiatives on campus.
- b) Plan and deliver an Opening Day 2017 event to support and inform adjunct faculty members, building on the success of the 2016 event and using participant feedback to improve the program.
- c) Develop resources and an infrastructure to help department Chairs facilitate the mentoring of adjunct faculty members.
- d) Secure a budget to support the work of our Committee.

2. Progress Report

- a) The Adjunct Information Session was held in the 3rd breakout period of the Spring 2017 flex day, with around 30 adjuncts attending. After the attendees were welcomed, we had short informational talks from representatives from Enrollment and from Benefits. Following each speaker we had a short question and answer period. Those in attendance heard about how an instructor manages her roster, the deadlines, and how to make the experience better for both the instructor and the student and enhancing student success. Human Resources' presentation focused on adjunct issues related to benefits, including medical, several types of insurance available and moved into other HR issues as the session closed.
- b) The Committee has used the feedback from the "Adjunct Orientation" event at the Fall 2016 Opening Day to redesign the 2017 event. The upcoming event will be at the same time (4-6pm on Opening Day) and will again feature refreshments and information. New for this year are a welcoming talk from President Jeffery and a "careers fair"-style event, where participants can seek answers to their individual questions in a more personal setting. We have also increased the budget for food and changed the venue to the Alumni Association in recognition of the excellent turnout (50+ participants) at the 2016 event.
- c) The Committee researched the theory and best practice for adjunct mentoring programs, including surveying the needs of SMC stakeholders such as adjunct faculty and department Chairs. Based on this research, Committee members developed a process and resources for a pilot adjunct mentoring program in the Business and English departments in Fall 2017. We will monitor and evaluate the pilot program and make necessary changes with the hope of a larger roll-out to the SMC community in Fall 2018.
- d) The Adjunct Committee requested and received a \$1200 budget from the Senate. This money was used to incentivize participation in the mentoring questionnaire, purchase

resources for the mentoring program, and provide refreshments at the Fall 2017 Opening Day event.

3. Looking Ahead

In 2017/18 the Adjunct Committee looks to focus resources in the following ways (subject to change depending on Senate goals and objectives agreed at the 2017 Executive Retreat):

- a)** Inform the adjunct faculty on 10+1 issues through a variety of means, including the Spring flex day event and building stronger relationships with the Faculty Association;
- b)** Increase financial contribution to the Senate from adjunct faculty;
- c)** Support the professional development of adjunct faculty by:
 - i) Building stronger relationships with other appropriate SMC bodies, such as the Center for Teaching Excellence,
 - ii) Increasing adjunct participation in the Senate, Senate Committees, and state-wide events,
 - iii) Monitoring, evaluating, and improving the mentoring program, and
 - iv) Monitoring, evaluating, and improving the Fall 2017 Opening Day event;
- d)** Rewarding and recognizing outstanding adjunct faculty members; and
- e)** Securing resources to support items a) through d).

Career Technical Education (CTE) Committee

Submitted by Fariba Bolandhemat

President Jeffery's Visit

Dr. Jeffery visited the committee during one of the meetings. A brief introduction was given of the committee members and what the goals of the committee are. Dr. Jeffery would like to see better communication regarding CTE collectively, have bigger CTE presence within the community, and would like to attend the Advisory Board meetings. Dr. Jeffery mentions CTE is still an area that is undervalued and tries to emphasize the importance of CTE as much as she can. There are many emerging CTE areas that don't require much equipment and where we can collaborate with other colleges.

Dr. Jeffery is one of five leaders to drive the *Strong Workforce Program (SWP)*. The committee was grateful to have Dr. Jeffery join the meeting.

Strong Workforce Program (SWP)

In June 2016, Governor Brown signed SB 830, the budget trailer bill, establishing the Strong Workforce Program for the California Community Colleges that grants \$200 million in ongoing funding to support and expand career technical education. This allocation will provide a welcome and much needed infusion of support for CTE and workforce programs at institutions around the state. The funding will be divided between direct distribution to colleges and regional support, and academic senates should play an important role in ensuring that the funding is used effectively and appropriately.

Five percent of the \$200 million will go to a college that will provide leadership for the program and coordination of the funds. Of the remaining funds, 40% will be distributed to the seven regions and 60% to districts. The funding emphasizes on Improving unemployment rate, CTE FTES, Job opening, Median change in earning, Attained a living wage, Number of students who transferred, and Number of students who got certificates.

As the Strong Workforce Program is implemented regionally and locally, academic senates and CTE faculty will have even greater responsibility in ensuring that their colleges' governance processes support CTE programs. These efforts are critical to securing successful outcomes for students, colleges, industry, and communities. The Dean of Workforce presented SWP to the Academic Senate in spring 2017.

Some possible ideas for SMC include the administration of the funding, industry forums, pathway development to meet enrollments, course and program development, job placement, professional development for new CTE faculty, marketing, social media marketing, project management software, and or equipment. The funding is flexible but outcomes must be shown.

Department Certificates

The committee has been looking into getting department certificates transcribed. It would take the burden off individual departments and have students petition with the Admissions and Records Office. Between 2012 and 2015, over 400 department certificates were issued. If we were to do auto awarding, we could expect that number to be around 1,500.

MIS is working on auto-awarding Department Certificates which will help with a systematic way of tracking the certificates. We have submitted a department certificate under ECE as an experiment in Degree Audit.

Recommendations for New Program Development and Approval Process – curriculum committee

Under a directive from the Chancellors Office to have a process for both local and regional certificates approval, the Curriculum identified three levels of certificates: Department certificate up to 12 units; Certificate of Achievement 12 or more (Certificates of 12-17 units may be offered as either Certificates of Achievement (preferred) or as Department Certificates. When a department feels there is a significant benefit to offering a certificate of 12-17 units as a Department Certificate, they should submit their rationale to the Curriculum Committee along with the proposed certificate); at least 18 units in area of emphasis. The plan was presented at the CTE committee meeting and received the committee approval.

The process is the same in terms of the program/course needing to go through Curriculum, Academic Senate, and the Board of Trustees. The only thing different is supplying the application with labor market information. Advisory Board minutes (a template can be found on the CTE Shared drive) should be attached to justify the creation of a new program/course but an employee survey can be used in lieu of the minutes.

We would like to capture more completions as this would increase funding. The committee expresses the importance of having stackable certificates to serve as milestones for students, as well as routing students to the correct degree/pathway based on identifying the student population – new students, or those retraining for the workforce.

Pathways

There is a national movement to create pathways at an institutional level. SMC would like to build upon the momentum created by the CTE Committee. The college as a whole is looking more deeply into *guided pathway* development and how it would benefit our students. We have a lot of internal data we can take advantage of such identifying bottlenecks and building pathways off of that.

We can also focus on Curriculum Redesign – what would those pathways look like for full and part time students. How can we incorporate MyEdPlan to help student stick to the pathway? We give students so many choices they don't know what courses to choose; the California Model simplifies options for students.

We were invited to apply for the Innovations Award – which is State funded – where one of the priorities is curriculum redesign which pathways is a part of. Arizona State University reached out to use to see how they could help with the Innovations Award – they are one of the models to follow.

CTE Winter Institute

CTE Winter Institute was conducted over 3 days in February 2017 for both full and part-time faculty. The focus was on pathways on contextualizing Math and English and for bringing all programs across the college together to promote pathways. Such as having counselors more involved with the informing students on programs, exploring what is more advantageous for departments, on and off ramp pathways and exploring curriculum that address a broad range of technical and soft skills.

Course Prerequisites

It has been discovered we are not in compliance when it comes to Advisory and Prerequisite course listings. In the past, when courses had prerequisites, we noticed a significant drop in enrollments. There needs to be a formal prerequisite challenge where instructors are not responsible and department chairs do not get inundated with requests. Admissions will work on building a database to automatically flag courses that have been contested.

CTE Data Resources (Data Coach, LaunchBoard, Tableau, Datamart)

The data is compiled from student applications, K-12, Adult Ed, MIS data, EDD, and from the Chancellor's Office.

DataMart – usually collects data from the past and is not as user friendly as other sites.

Tableau – can be used for Program Review – it shows everything DataMart does but it's more visual. All chairs should have access to it. Laura will find out if non chairs could have access.

LaunchBoard – is the newest data resource and get be accessed via the DoingWhatMatters website. It includes short videos that show how and what the data can be used for. We'll most likely be evaluated based on the information from this site. You can evaluate other colleges data, compare programs to see why and how they're doing better.

Data Coaches - With the CTE Data Unlocked Initiative Data Coaches are created to empower everyone and to not keep relying on Institutional Research.

There will be training for Launchboard and Data Coaches for faculty, stipend is available.

CTE Outcomes Survey

The primary purpose to the CTE Outcomes Survey was to see if our CTE students are actually employable. In the statewide survey, 20,474 students responded out of 101,114. In the SMC survey, 978 students out of 3,109 responded.

Only students that have earned a certificate of six or more units, had a vocational degree, or had more than 9 CTE units were asked to participate. The methodology included email, telephone, and mail.

The results show for both statewide and SMC, the primary reason students attend community college is to get certificate or associate degree. The SMC survey shows student had at least an 89% satisfaction rate with the education they received, full time employment increased, as well as hourly wage.

AR 5150 – Continuing Education

The Noncredit area was reviewed by the CTE committee and the suggested language was presented and approved at the curriculum committee.

Here is the wording:

“Santa Monica College offers a gateway into the college community through noncredit courses and programs designed to prepare adult students to achieve academic, career and lifelong learning goals, including assistance to succeed in college level work. Noncredit courses and programs must be in accordance with Title 5 § 55150 and § 58160. The noncredit categories are: (1) English as a second language, (2) immigrant education (including citizenship), (3) elementary and secondary basic skills, (4) health and safety, (5) courses for adults with substantial disabilities, (6) parenting, (7) home economics,

(8) courses for older adults, (9) short-term vocational (including apprenticeship), and (10) workforce preparation. Noncredit course and program proposals are developed in collaboration with and with the approval of instructional departments. Proposals for noncredit courses and programs are considered for approval according to Administrative Regulations 5110 and 5111. “

Perkins Applications

The departmental applications were reviewed and the requests will be awarded with Perkins funding and Lottery money.

CTE Marketing Subcommittee

For better marketability of CTE programs, marketing subcommittee is formed and the members have met twice to review various marketing tools and areas to be focused. Some are: meeting with the webmaster, looking for SEO optimization, how to plan messaging on social media and growing our audiences, CTE branding and state level strategies, career pathways development, and implementing marketing banners across campus. For better results, it was suggested to take the CTE marketing plan through Senate Executive, Executive Committee, Full Senate, and then DPAC for review and feedback. The committee recommends developing a comprehensive short term and long term marketing strategy to keep branding consistent across all CTE departments.

Curriculum Committee

Submitted by:

Guido L. Davis Del Piccolo, Curriculum Committee, Chair

Jennifer Merlic, Curriculum Committee, Vice Chair

This year the Curriculum Committee continued to explore some relatively new terrain for SMC and accomplished much toward perfecting our existing curriculum.

New Courses

This academic year, the Curriculum Committee approved the following **48 new courses** (including **13 noncredit courses (NC)**) and **8 revised and reinstated courses**:

- ACCTG 17 Income Tax Preparation (CTEC-Approved)
- ACCTG 22 Advanced Bookkeeping (reinstatement)
- AD JUS 1 Introduction to Administration of Justice (reinstatement)
- AD JUS 2 Concepts of Criminal Law (reinstatement)
- AD JUS 3 Legal Aspects of Evidence (reinstatement)
- AD JUS 5 Criminal Investigation (reinstatement)
- BCYCLE NC 901 Bicycle Maintenance Level 1 (NC)
- BCYCLE NC 902 Bicycle Maintenance Level 2 (NC)
- BUS 8 Law for the Entrepreneur
- BUS NC 901 Introduction to Business Basic (NC)
- BUS NC 902 Introduction to Business Mindset (NC)
- BUS NC 911 Customer Service Level 1 (NC)
- BUS NC 912 Customer Service Level 2 (NC)
- COM ST 310 Organizational and Small Group (upper division)
- CS 34A Game Programming 1
- CS 7 Programming for Non-Computer Science Majors
- CS 79A Introduction to Cloud Computing
- CS 79B Database Essentials in the Cloud
- CS 79C Compute Engines in the Cloud
- CS 79D Security in the Cloud
- DANCE 11 Beginning Hip Hop Dance
- DANCE 12 Intermediate Hip Hop Dance
- ECE 24 Preschool and Early Primary Development
- ECE 25 Assessment in Transitional Kindergarten and Kindergarten
- ECE 26 CA Preschool Foundations and Frameworks 1
- ECE 27 CA Preschool Foundations and Frameworks 2
- ECE 28 Practicum in Transitional Kindergarten Teaching
- ECE 29 Reflective Practice Seminar
- ECE NC 900 Early Childhood Education Communication Skills (NC)
- ECE NC 901 Introduction to Early Care & Education (NC)
- ECE NC 902 Culturally Relevant Curriculum (NC)
- ECE NC 903 Early Care Licensing & Workforce Readiness (NC)
- ENGL 28 Intensive College Writing Skills
- ET 24D Digital Previsualization
- GEOG 25 Introduction to Cartography
- GIS 26 Introduction to Remote Sensing
- GIS 27 Applications in Geographic Information Systems
- HEALTH NC 900 Introduction to the Career of a Rehabilitation Aide (NC)
- HEALTH NC 902 Clinical Practice for a Rehabilitation Aide (NC)
- HEALTH NC 904 Kinesiology for a Rehabilitation Therapy Aide (NC)
- HIST 27 History of Southeast Asia
- KIN PE 12 Olympic-Style Weightlifting
- KIN PE 34D Advanced Karate
- MATH 3 Trigonometry with Applications (reinstatement)
- MATH 4 College Algebra for STEM Majors
- OFTECH 33 Records Management (reinstatement)
- POL SC 94 Law - Experiential Learning
- PRO CR 80 Athletes and Leadership
- PSYCH 8 Community Psychology
- PV 11 Introduction to Solar Photovoltaics
- PV 12 Photovoltaic Installation Exam Preparation
- RES TH 2 Respiratory Therapy Fundamentals (reinstatement)
- TH ART 23 Projection and Lighting Design
- VAR PE 11A In-Season Intercollegiate Strength and Conditioning
- VAR PE 11B Off-Season Intercollegiate Strength and Conditioning
- VAR PE 59W Varsity Beach Volleyball for Women

New Degrees and Certificates

The Curriculum Committee approved the following degrees and certificates. This includes SMC's first ever Noncredit Certificates of Completion.

Credit

- Business Information Worker I **Associate in Science (AS) / Certificate of Achievement**
- Psychology **Associate of Arts for Transfer (AA-T)**

- Sociology **Associate of Arts for Transfer (AA-T)**
- Transitional Kindergarten **Certificate of Achievement**
- Cloud Computing **Department Certificate**
- Electronic Medical Records Clerk **Department Certificate**
- Hospital Inpatient Coder **Department Certificate**

Noncredit

- Basic Computer Operations **Certificate of Completion (noncredit)**
- Bicycle Maintenance **Certificate of Completion (noncredit)**
- Business Essentials Level 1 **Certificate of Completion (noncredit)**
- Customer Service **Certificate of Completion (noncredit)**
- Introduction to Early Care and Education **Certificate of Completion (noncredit)**
- Rehabilitation Therapy Aide **Certificate of Completion (noncredit)**

Curricular Updates

The Curriculum Committee approved nearly 170 course updates/revisions in the following 36 disciplines:

- | | | |
|-----------------------------|------------------------------------|-------------------------------------|
| • Accounting | • Engineering | • Nutrition |
| • Anthropology | • Geography | • Office Technology |
| • Art | • Geographic Information Systems | • Philosophy |
| • Art History | • Geology | • Photography |
| • Astronomy | • Graphic Design | • Photovoltaic Systems |
| • Energy Efficiency | • Health | • Physiology |
| • Communication Studies | • History | • Political Science |
| • Computer Applications | • Interior Architectural Design | • Professional Courses |
| • Computer Science | • Journalism | • Psychology |
| • Cosmetology | • Kinesiology / Physical Education | • Recycling and Resource Management |
| • Early Childhood Education | • Mathematics | • Respiratory Therapy |
| • ESL | • Media Studies | • Women's Studies |

Distance Education

The Committee approved 28 courses in the following disciplines to be offered either partially or entirely via distance education:

- | | | |
|-------------------------|----------------------------------|----------------------------------|
| • Astronomy | • Early Childhood Education | • Journalism |
| • Communication Studies | • Geographic Information Systems | • Office Technology |
| • Computer Science | • Graphic Design | • Philosophy / Political Science |
| • Cosmetology | • Interaction Design | |

Revisions to Degrees and Certificates

The Curriculum Committee approved revisions to 24 degrees and certificates based on the expertise of the area faculty, the advice of the respective Advisory Boards, and changes in industry.

- 3D Animation **Department Certificate**
- Animation **Associate in Science (AS) / Certificate of Achievement**

- Athletic Coaching **Associate in Science (AS) / Certificate of Achievement**
- Basic Solar Photovoltaic Installation **Department Certificate**
- Business **Associate in Science (AS)**
- Cosmetology **Associate in Science (AS) / Certificate of Achievement**
- Dance **Associate in Arts (AA)**
- Dance Teacher **Department Certificate**
- Digital Effects **Department Certificate**
- Early Childhood Associate Teacher **Certificate of Achievement**
- Energy Efficiency Specialist **Department Certificate**
- Game Design **Department Certificate**
- Global Studies **Associate in Arts (AA) / Certificate of Achievement**
- Interaction Design **Bachelor of Science**
- Journalism - Multimedia Storytelling **Associate in Arts (AA)**
- Kinesiology **Associate in Arts for Transfer (AA-T)**
- Mobile Apps Development - iPhone **Department Certificate**
- Psychology **Associate in Arts for Transfer (AA-T)**
- Recycling and Resource Management **Associate in Science (AS) / Certificate of Achievement**
- Respiratory Therapy **Associate in Science (AS)**
- Solar Photovoltaic and Energy Efficiency **Associate in Science (AS)**
- Solar Photovoltaic Installation **Certificate of Achievement**
- Technical Theatre **Associate in Science (AS) / Certificate of Achievement**
- Theatre **Associate in Arts (AA)**

Global Citizenship

The Committee approved the following 3 courses to satisfy the Global Citizenship degree requirement under the criteria mentioned:

- COM ST 310 Organizational and Small Group (American Cultures)
- WOM ST 20 Women, Feminisms, and Social Movements: A Global Approach (Global Studies)
- PSYCH 8 Community Psychology (Service Learning)

Additionally, the Committee approved a **new Global Citizenship category (Genders and Sexualities)** under which a course might satisfy the Global Citizenship degree requirement. Thus courses may satisfy the requirement by fulfilling the criteria under one of following 5 categories: American Cultures, Genders and Sexualities, Ecological Literacy, Global Studies, or Service Learning.

Prerequisites, Corequisites, and Skills Advisories

The Committee undertook the first of a multi-step process of evaluating our existing prerequisites and corequisites. As a result, the prerequisites and/or corequisites of nearly 300 courses were changed to advisories.

Student Transfer Achievement Reform Act (SB 1440)

SMC currently offers a total of 16 Associate Degrees for Transfer (ADT). Two other ADTs are locally approved and will be submitted to the Chancellor's Office.

Associate Degrees for Transfer offered by SMC

- | | |
|-----------------------------------|----------------------------------|
| 1) Anthropology AA-T | 9) Journalism AA-T |
| 2) Art History AA-T | 10) Kinesiology AA-T |
| 3) Business Administration AS-T | 11) Mathematics AS-T |
| 4) Communication Studies AA-T | 12) Nutrition and Dietetics AS-T |
| 5) Early Childhood Education AS-T | 13) Political Science AA-T |
| 6) Economics AA-T | 14) Spanish AA-T |
| 7) Geography AA-T | 15) Studio Arts AA-T |
| 8) History AA-T | 16) Theatre Arts AA-T |

Associate Degrees for Transfer Approved by SMC (not yet approved by the Chancellor's Office)

- 17) Psychology AA-T
- 18) Sociology AA-T

All courses related to ADTs which have a "C-ID" (common course numbering system) descriptor must be submitted for approval in tandem with the submission of the degree. SMC currently has 98 courses fully approved for C-ID. An additional 12 courses have been submitted for approval.

Unfinished Work

- We have envisioned a fairly significant revision to our **college catalog** to make it more readable and "user-friendly" for students, as well as for faculty and staff. We hope to implement this revision for the 2017-2018 college catalog.
- We intend to revise the way in which our **Program Learning Outcomes** are articulated to ensure stronger validity of those outcomes as well as facilitate improved data collection.
- The committee will continue the work it began at this past winter's **Pathways** Retreat. There is enthusiasm among the committee to redesign the college experience, particularly for our first generation students, in the interest of reducing their time to completion and increase their success.

Department Chairs Committee

Submitted by Mitra Moassessi

The Department Chairs Committee is a faculty-only committee. The membership of this committee is comprised of all department chairs. Others may be invited as non-voting interested parties.

The meetings are open meetings and faculty members appointed to the leadership positions on the campus attend the meetings on a regular basis. The committee meets monthly during the Fall and Spring semester. Under the direction of the Academic Senate President and the Committee of the Whole, the department chairs committee addresses matters that affect academic, professional, and organizational aspects of the departments and special programs and facilitates the flow of information between departments and programs, the Academic Senate, and the District.

In addition to monthly reports from both the Academic Senate President and from the Office of Academic Affairs, the committee addressed the following topics in 2016-17:

Discussions:

- Increasing diversity in hiring pools
- Rules and policies for canceling classes
- Full time faculty ranking for 2017-18
- Non-credit program
- Part-time faculty mentoring program
- 75/25 Full-Time Faculty hiring plan
- Accreditation
- 2016-17 strategic planning
- Enrollment issues
- District's Budget
- Guided Pathways

Reports & Presentations:

- Presentation from Sustainability program
- Canvas update
- Title IX presentation
- Presentation from the Center for Wellness and Wellbeing
- Section 508 of the Rehabilitation Act
- Career Services

Resolutions & Motions passed by the Committee:

- Resolution on class cancelation:

Whereas, class cancellations limit students' ability to complete their educational programs;

Resolved, that the Department Chairs Committee asks for a review of the consequences of class cancellations.

As a result of this resolution Jenny Merlic and Teresita Rodriguez presented data on class cancellations at the Academic Senate March 21st meeting.

- Motion on number of required recommendations to apply for full-time faculty positions:

The Department Chairs Committee of the Academic Senate asserts that two letters of recommendation for candidates applying for full-time positions are critical to the decision-making process for hiring committees. Furthermore, a reasonable amount of time should be given to references to submit their recommendation letters.

- Given that the information provided by the office of Academic Affairs and the office of Enrollment Management at the Academic Senate meeting on Tuesday, March 21st didn't adequately address the concerns of department chairs on the consequences of class cancellations, the following motion was unanimously passed by the department chairs:

The department chairs strongly request that the following specific questions be answered by the office of Academic Affairs and the office of Enrollment Management:

- a. What happened to the 284 students who were enrolled in the Fall 2016 cancelled classes and who didn't enroll in another section of the same course? Did these students enroll in other classes to make up for the cancelled classes?
- b. What is the impact of class cancellations on students' transferability, completion of AA/AS degree or other certificate and degree requirements, and eligibility for financial aid and/or veteran's benefits?
- c. What is the demographic profile of impacted students?
- d. What is the break-even point that covers the costs for a faculty member (using a weighted average) for a 3-unit class and a 5-unit class?

Submitted by Mitra Moassessi

Department Chair- Mathematics

Chair of Academic Senate Department Chair Committee

[Link to 2016-17 department chairs minutes and agendas](#)

Distance Education Committee

Submitted by Pete Morris

Voting members: Pete Morris (chair), Julie Yarrish (vice chair), Fabienne Chauderlot, Sheila Cordova, Dana Del George, Regina Ip, Shawn Jordison, Peggy Kravitz, Jenny Resnick

Other attending members: Laura Manson, Christine Miller, Gary Ortega, Wendy Parise, Odemaris Valdivia, Sal Veas, Hari Vishwanadha, Tammara Whitaker

The committee made the following progress on its designated goals for the year. A complete set of meeting agendas and minutes are available at [the committee's website](#).

1. Facilitate and support the transition to Canvas

Most of the college's online faculty completed Canvas training during the Spring and Summer of 2016. In addition, the Canvas Migration Team had begun building a replacement for the old FAC 101 resources, under a new Canvas course shell. This new shell, named "Canvas Central", was unveiled to the college community at Opening Day, and much of the DE Committee's attention in Fall 2016 was spent working with members of the migration team (in particular, Dana Del George and Wendy Parise) to refine and add to these resources. The long-term vision is that the DE Committee will be the body primarily tasked with maintaining Canvas Central as the primary site for faculty on campus to learn principles of, and share examples of, best practices in distance education. The focus is thus more on online pedagogy than on providing a technical how-to guide for using Canvas and its specific tools, since such technical guidance is easily available via Canvas's own resources.

2. Refine and communicate policies on regular effective contact

With a looming accreditation visit in Fall 2016, and after hearing from colleagues around the state that accreditors were paying special attention to policies and practices of "regular effective contact" in distance education, the committee reviewed Title 5 and other statewide guidelines as well as how they currently are reflected in SMC's distance-education program. While the committee found that SMC's curriculum-approval process for DE could use updating for other reasons (see below), the committee also found that the current process is already quite robust in ensuring that "regular effective contact" is central to the creation of new DE curriculum. Moreover, regular effective contact features prominently throughout the professional development materials developed for Canvas Central. Thus, no further action was taken, nor was this an issue that the accreditation team found cause for concern.

2a. Review the curriculum approval process for DE courses

As noted above, the existing language on the Curriculum Committee's form for DE course approval remains satisfactory for promoting "regular effective contact". Other elements of the form, however, are now out of date—most notably the inclusion of references to eCollege and FAC 101. With this in mind, the committee reviewed a preliminary discussion draft of a new form for approving courses for online delivery, and they were able to do so with both the current and incoming Chairs of Curriculum at the DE meeting on 16 May 2017. The current Curriculum approval form consists of eight sets of prompts, each accompanied by guidelines for promoting best practice in online course design and pedagogy. To focus and streamline that form, eliminating redundancy and updating now-obsolete information (e.g., references to eCollege and FAC 101), this discussion draft proposes shortening the form to just four sets of prompts and updating and consolidating the best-practice guidelines in a separate format. The overall goal is to facilitate a process that allows the Curriculum

Committee to fulfill its responsibility for approving courses for online delivery, as directed by Title 5 and guided by the Chancellor's Office, while also allowing the DE Committee to continuously update and promote best practices. This draft document, with annotations, will be forwarded to next year's DE committee for further discussion.

3. Support new and continuing professional development for online faculty, in both technological and pedagogical terms

With the transition to the new course management system, the committee's focus this year turned toward preparing faculty more specifically to teach on Canvas. The committee remains supportive, though, of the broader pedagogical focus of the OEI and its @ONE curriculum. Through Canvas Central and other means, the committee expects to further promote and share ideas and examples of best practice for distance education.

4. Promote and evaluate online tutoring services

The committee continued to support and review use of the SmartThinking online tutoring service. After being lightly used the previous year, SmartThinking saw much greater use by SMC students in 2016–17. Feedback from users continues to be favorable, but two issues warrant future monitoring? First, is the capacity provided by SMC's contract with SmartThinking sufficient to meet the demand of its online students, let alone the possibility of expanding the service to on-ground students as well? Second, how can SmartThinking be more smoothly and effectively integrated with the college's other tutoring and student-support services? While relevant to the DE committee's scope and function, these questions also fall under the purview of the Student Instructional Support committee.

5. Investigate online proctoring services

The committee heard concerns that our students risk having their online coursework from SMC denied articulation by schools to which they are transferring. The committee shared these concerns with the college's articulation officer, who investigated the matter. She found that such cases are exceptional, perhaps limited to just a single academic discipline at a single CSU campus (i.e., Accounting at Fullerton). Moreover, SMC transcripts do not identify classes as having been delivered online or on-ground, so it is unclear how another institution would enforce such a policy. At least for the time being, the committee does not believe this transfer-articulation concern warrants the college investing in online proctoring, especially since the proctoring provided by third parties is both expensive and invasive. While the committee will continue to monitor the availability of proctoring options, it maintains its recommendation that online faculty develop a variety of assessment methods for which proctoring is not relevant—something consistent with nationwide best practices in distance education. For those courses where traditionally proctored exams are essential, then hybrid methods of delivery offer an alternative option.

6. Investigate existing and potential options for online Supplemental Instruction

The committee failed to address this goal in 2016–17.

Election and Rules Committee

Submitted by Moya Mazarow

Members: Janet Harclerode, Moya Mazarow, Matt Musselman, Sharyn Obsatz (Spring)

During the fall semester the committee met and made changes to Bylaws Article 6 Section 6.6, Scope of Standing Committees, in response to requests from Standing Committees. These changes were passed in Senate November 1, 2016.

The primary objective of ERC this academic year was to run elections related to positions under our purview. The ballot system developed in mProfessor was again used. Our previous issues with the design of the system were addressed over the summer by MIS and direct control for the elections has been given to Jennifer Merlic and Moya Mazarow. This control means we now have the ability to enter our own elections, monitor eligible voters, and obtain election results without filling out work-order requests.

- Fall Semester: Chair Elections run in conjunction with Academic Affairs.
- Spring Semester: Elections for Senate Officers, selected Curriculum Representatives, Adjunct At-Large Senators, and selected Electoral Area Senators

Continuing Problems:

- Classification of eligible voters:
During the fall semester it was discovered that Steve Hunt, Library, was listed in Counseling where he had 30% reassigned time. Jennifer Merlic and Moya Mazarow were told that this was a result of a system default for anyone who had a partial assignment in Counseling. This was fixed for the fall election but it is unclear if this is a systematic error so further monitoring will be needed. During the spring semester, at least two faculty are being listed as full-time faculty which do not hold this status. Despite this listing, it has been verified that they received the correct ballots. Academic Affairs is working on removing retired faculty from the full-time status listing in a timelier manner.
- Overlapping Elections
The inability to run simultaneous elections or overlapping elections was theoretically addressed last summer. Four overlapping elections were scheduled Spring 2017. Elections for Senate Officers, selected Curriculum Representatives, and Adjunct At-Large Senators were set-up successfully. Unfortunately when an attempt was made to set-up the fourth election, Electoral Area Senators for selected Departments, an error message was received informing us that this created overlapping elections and was not allowed. Clarification is being sought to determine why this message was triggered by only the fourth ballot. The dates for this election were postponed to avoid the conflict.
- AR 3211.3, Department Chairperson – Tenure and Selection
AR 3211.3 was revised during the 2015-2016 academic year but did not pass on the Academic Senate floor. The proposed changes addressed issues that had arisen in the previous chair elections. Although this was not passed, the proposed changes were kept in mind as the elections were run. Additional problems encountered have been passed onto the PPC

committee for their continued discussion of revisions to AR 3211.3. In particular, clarifying that Academic Senate ERC committee should be involved in the election process not just picking the dates of the election, and that the election results should be made known to Academic Affairs, the ERC committee and Academic Senate President.

Suggestions for improvement for 2017-2018

- Confirm dates for Chair elections early in the fall semester with Academic Affairs
- Work with the Recording Secretary and the Senate President to have an up to date list of Senators, which includes term and role on Senate. This list should be available to the public and should be given to all chairs to better inform department planning processes.
- Hold elections very early in the spring semester before fall schedules are developed.

Environmental Affairs Committee

Submitted by Alexandra Tower

During academic year 2016-2017, the Student Affairs Committee spent considerable time and effort working on a number of projects throughout the year. Projects will be outlined below.

- 1) Coastal Cleanup Day: Each September, members of the committee organize student groups and other volunteers to captain the Pico/Bay Street Beach site for this annual volunteer day to clean up the beaches and waterways before the first rains. This is the largest volunteer day on the planet, and our site alone receives between 500-700 volunteers.
- 2) Sustainability video: The committee decided to pursue the production of a Sustainability Video, that would introduce prospective and current students to the many ways in which SMC is a leader in Sustainability in Community Colleges. The link to the video is here:
<https://www.youtube.com/watch?v=ZdptgzshBOo&index=19&list=PLkerlSLaelfDDoWwWQ94PKzmMGMBn0SR0>
- 3) Sustainability Week was promoted by members of the committee.
- 4) Environmental Audit and initiative: Members of the committee were involved in a 6-month workshop that was led by the outside organization, called REV Sustainability. Both the audit and building the initiative were instrumental in developing new interdepartmental relationships on campus, and more concrete commitments to sustainability initiatives. SMC's sustainability manager will be able to use this information to continue efforts toward improving sustainability on campus.
- 5) Environmental Studies AA degree: The committee examined the possibility of updating this major, however the collective expertise of the committee (more science oriented) was not a good fit for this job, and we chose to set it aside.
- 6) ACUPCC Letter: The committee requested that President Jefferey sign onto the "American College and University Presidents' Climate Commitment". This is a nationwide letter, with nearly 1000 signatories from campuses in 50 states.
- 7) Earth Week: Earth week was promoted by members of the committee.
- 8) Sustainable Works: The committee helped to trouble shoot the reduction of funding in the program. We suggested such pursuits as: SMC Foundation, Associated Students PBAR, Global

Council, Lottery money from Academic Affairs. This is an ongoing problem. The committee thinks that this is an important problem to solve, given that literally hundreds of students pass through this program every year.

- 9) Environmental Science AS degree: The curriculum for this degree was updated last academic year, and so this year the committee set out to develop a degree pathway with possible career tracks to guide the students. Further, we discussed making visuals – both interactive online and in hard copy for students to take with them. We made considerable progress with this, and look forward to working on the visuals of this project in the coming year.

Suggestions for 2017 – 2018:

- i. Apply for upgrade of bike friendly campus award
- ii. Use the garden as an entrepreneurial teaching opportunity – sell to local restaurants!
- iii. Look into ways of controlling the Roach Coaches – bad air and tough on business in cafeteria food venders
- iv. Develop a plan for better composting and recycling – more bins, more funding
- v. Examine REV initiatives
- vi. Re-visit Environmental Studies major
- vii. Invite AnnMarie Leahy to discuss student matching services in sustainability career tracks.
- viii. Increase social networking to advertise the majors, and sustainability – get more views of the video!!
- ix. Champion Coastal Cleanup Day
- x. Address the campus-wide dashboard
- xi. Develop a Sustainability dashboard
- xii. Revisit the STARS program – are we eligible for STARS certification?

Equity and Diversity Committee

Submitted by Mark Tomasic

The Equity and Diversity Committee of Santa Monica College explores academic and professional matters concerning faculty equity and diversity practices and policies at the college. It works with appropriate campus groups to develop, recommend, and assess policies, programs and strategies that promote equity and diversity in student success and to update the college's equity plan.

The Committee consists of Chair, Mark Tomasic and faculty members Sara Brewer, Kevin Chicas, Chante DeLoach, Angelica Duran and Amber Urrutia

With a new Chair and several new members, the Committee initially recognized a need to more clearly understand the work of other equity/diversity committees and subgroups on campus so as to avoid duplication of efforts and ensure maximum efficiency of the work we were to undertake. To that end several Committee members conducted information gathering and attended meetings of the Social Justice Workgroup, Student Equity Group and the Gender Resource Center.

From the above outreach efforts, the Committee defined the following objectives for 2016/17:

1. Evaluate the content of SMC's website and recommend changes as needed to reflect the equity and diversity goals of the College.
2. Review quantitative data regarding diversity of SMC Faculty and Staff in relation to diversity of student population.
3. Review quantitative data on tenure and associate status granted to faculty by demographic category.
4. Work with building management and services to identify existing space for gender neutral restrooms for faculty, staff and students on all campuses. Provide recommendations as needed.
5. Assist the Professional Development Committee to develop programming for Spring Professional Development Day.

Progress toward these objectives is listed below:

1. Evaluate the content of SMC's website and recommend changes as needed to reflect the equity and diversity goals of the College.
This objective has been tabled and will be re-examined by the Committee next year.
2. Review quantitative data regarding diversity of SMC Faculty and Staff in relation to diversity of student population.
Status: Committee member Chante DeLoach compiled data from the SMC Human Resources 2014/15 Faculty/Staff Diversity Report. This report provided evidence that disparity exists between the diversity of SMC faculty compared to the diversity of SMC student population. The data from SMC was compared to similar data from the Los Angeles Community College District.

3. Review quantitative data on tenure and associate status granted to faculty by demographic category.

This information is available for tenured faculty and included in the summary report compiled by Committee member Chante DeLoach. The demographic information for faculty granted associate status was not readily available to the Committee.

4. Work with building management and services to identify existing space for gender neutral restrooms for faculty, staff and students on all campuses. Provide recommendations as needed.

In 2013, DPAC passed a resolution that all new SMC construction should include gender neutral restrooms and all existing single use restrooms should be converted to gender neutral restrooms. The Equity and Diversity Committee has had regular contact with Greg Brown (Facilities Planning) to monitor progress toward these goals. To date, progress has been slow. The Equity and Diversity Committee has discussed partnering with the Gender Resource Center and the student led Gender Sexuality Alliance Club to aid in a more timely implementation of the DPAC resolution.

5. Assist the Professional Development Committee to develop programming for Spring Professional Development Day.

Recommendations were provided to the Chair of the Professional Development Committee.

In relation to objective #2 above, members of the Committee met with Department Chairs and the Dean of Human Resources to garner recommendations for increasing diversity in hiring pools. From these meetings and Committee reflection and deliberation, the following recommendations to increase diversity in hiring pools were developed:

Whereas Santa Monica College Human Resources Diversity Reports consistently indicate disparity between diversity of faculty versus diversity of student populations;

Whereas Santa Monica College 5-year Strategic Plan includes action to increase diversity in hiring pools;

Whereas Santa Monica College seeks to increase best practices in creating equity for its student population; now, therefore, be it

Resolved, that the Equity and Diversity Committee of the Academic Senate:

1. Recommends that Department Chairs refer to hiring procedures for adjunct faculty outlined in AR 3230 and 3230.1, particularly in regard to the thorough review of the adjunct applicant pool;
2. Recommends that Departments institute internship programs wherein SMC recruits interns as potential future hires from popular transfer institutions;

3. Recommends that Departments actively research and develop targeted lists of professional organizations that serve diverse constituents and provide these lists to HR for recruitment purposes on an ongoing and regular basis;
4. Recommends that Departments expand the range of preferred qualifications on job bulletins to include “advanced studies in” or “work history in” a specific discipline;
5. Recommends that the Professional Development Committee offer regular and ongoing professional development specifically targeted to equity in the hiring process;
6. Recommends that job bulletins prominently include wording from SMC Board Policy 3121/Diversity;
7. Recommends that Human Resources provide hiring committees tools to implement on-line (Skype, VOIP) interviews as needed for applicants that cannot attend on-ground interviews;
8. Recommends that job postings include verbiage on additional pay for teaching during summer and winter intersessions;
9. Recommends development of a process for Human Resources to regularly monitor adjunct faculty hiring pools to ensure diversity of pools;
10. Recommends Human Resources work with Department Chairs at the end of every primary semester in order to determine adjunct faculty hiring needs for the upcoming primary semester;
11. Recommends that a link to the salary schedule be included on all job postings;
12. Recommends that Administration conduct final interviews for full-time faculty positions as soon as possible following initial interviews;
13. Recommends that Administration provide additional financial support for Human Resources and faculty to attend local, regional and national conferences for faculty recruitment purposes; and
14. Recommends that Santa Monica College host an annual Department Fair wherein potential applicants learn about and visit specific Departments, meet faculty, and familiarize themselves with SMC including specifics about applying to the SMC system.

The above whereas statement was approved by the Equity and Diversity Committee at the final meeting of the semester and thus, will not move forward for review by the Executive Senate until the Executive Senate reconvenes at the start of academic year 2017/18. The Chair of the Equity and Diversity Committee wishes to thank the Committee members, interested parties and the Senate President for their dedication and service to the Committee and to issues of equity and diversity throughout our campus.

Global Citizenship Committee (Global Council)

Submitted by Gordon Dossett

Santa Monica College won two prestigious national awards in recognition of Global Citizenship including the Institute for International Education (IIE) Andrew Heiskell Award for Innovation in International Education Award and NAFSA Senator Paul Simon Award for Comprehensive Internationalization.

The work of the Global Council continues to focus on improving processes and striving to reach more students to promote global citizenship. Since Global Grants for faculty have fixed application dates, we created Global Opportunity Grants to provide flexibility. We selected faculty earlier for study abroad programs, so we could publicize programs and recruit students over a longer period. As a result all programs over the year filled. The college continues to enroll a higher percentage of Latino and African American students in study abroad programs when compared to national statistics.

Study Abroad:

Completed in 2016-17

Alex Tower (Life Sciences) and Brandon Lewis (Anthropology) to Latin America (summer 2016)

Delphine Broccard (Communications) and Wil Doucet (English) to South Africa (winter 2017)

Chris Stiles and Heather Bennett (History) to Denmark (Global Field Study—spring, 2017)

Carol Davis (English) to St. Petersburg, Russia (Global Field Study—spring, 2017)

Gordon Dossett (English) and Perviz Sawoski (Theatre) to England (theatre exchange with Bath Spa University—spring 2017)

Alex Tower (Life Sciences) to Costa Rica (Life Sciences field study—spring 2017)

Selected for 2017-18

Alex Tower (Life Sciences) and Eric Minzenberg (Anthropology) to Latin America (summer 2017)

Wil Doucet (English) and Janet Harclerode (Linguistics) to South Africa (winter 2017)

Shannon Zusman (Music) to Venice (Global Field Study—spring, 2018)

Brandon Lewis (Anthropology) and Lourdes Arevalo (Spanish) to Argentina (Global Field Study—spring, 2018)

Projects Funded and Supported:

Teaching about Global Conflict and Peacebuilding conference (October 2016) Northern Virginia Community College NOVA Professional Development (Participants included Ariane Della Dea (Anthropology), Kayla Foster (Chemistry) Siel Ju (English) and Krystle Klein (Media Studies).)

International Education Week (November 2016) World Chat Sessions (Liz Koenig, ESL); Japanese Taiko Drummers: The Taiko Center of Los Angeles

Speakers SMC Professor, author, and world traveler Kimberly James--“Cleveland to Asia to Antarctica: Connecting the World through Travel” (February, 2017); KCRW Host Tom Schnabel—“Connecting The World Through Music” (April, 2017); KCRW President Jennifer Ferro and Gordon Dossett, “KCRW and Global Citizenship” (August 2016)

Global Citizenship Symposium

The 8th annual Global Citizenship Symposium (May 2017) featured selected works from 54 student submissions (chaired by Delphine Broccard (Communications)).

Global Grants and Global Opportunity Grants:

LA Field Trips – September and October 2016 (Janet Harclerode, ESL); Quetzal: Collective Songwriting Workshop and Community Concert-September, 2016 (Marisol Moreno, History); Grammy® Award-winning Quetzal presented a two day event in September 2016; LSMCE Conference, Prism of Possibilities: Focus on the Future-October, 2016 (Roman Ferede, Physical Science); San Diego to Sudan talk by Alphonsion Deng author of *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys From Sudan* (David Burak, English); Gender In(Justice) in the International Street Art Scene – March, 2017 (Lizy Dastin, Art); Chinese Poets – March, 2017 (Hari Vishwanadha, English); 4th Annual Ecofeminism Conference – April, 2017 (Melanie Klein, Philosophy and Social Science); Transformational Resistance: Understanding and Mobilizing Against Anti-Immigrant Politics (Marisol Moreno, History); showing of the film *East Side Sushi* – April 2017 (Keiko Tsurumi and Alejandro Lee, Modern Languages) ; Annual Internship Fair – May 25, 2017 (Jenna Gausman, Career Services)--theme for 2017 is “Find Your Place, as Interns, in our Global Economy”; SMC Farmers Market – Spring 2017 (Veronica Casillas , Counseling)

Theme:

From 18 submissions the Global Council narrowed the proposed themes to two that received votes from members attending the meeting: Social Justice (1 vote) and The Promise and Peril of a Global Community (7 votes). For 2017-18 (and possibly for a two year term) the theme will be: The Promise and Peril of a Global Community. See the GC website for more information:

<http://www.smc.edu/GlobalCitizenship/Pages/2017-18-Promise-and-Peril.aspx>

Future Work:

The GC is creating a database tentatively called the Global Skills and Knowledge Inventory. The database would call for willing participants among SMC staff and faculty to allow a posting of personal knowledge of languages and experiences living in, for example, Turkey or Mozambique, or serving in the Peace Corps. This database, when created, could allow faculty creating an assignment on Holland, for example, to contact a staff member who lived in Holland for a year—or someone who speaks Dutch. Such a database could have many uses for all segments of the campus community.

Information Services Committee

Submitted by Jinan Darwiche

The ISC committee covered the following topics over the period from September 2016 to May 2017:

1. Concluding the work on the Accessibility Guideline website at the SMC website.
2. Classroom podiums use policy to be announced with instructions posted at all podiums.
3. Departmental and faculty requests for computer replacements were approved with the exception those covered by the upgrade plan for the following year or those with alternate solutions to be discussed with interim director Bob Dammer and his team.
4. Wireless printing is now available on all campus Multi-Function Device printers.
5. The Faculty Homepages server replacement process and the involvement of faculty in the future plan of the alternative through a survey which results will be shared with the faculty and the committee.

Institutional Effectiveness Committee

Submitted by Elisa Meyer

Significant Data Trends, Observations, and Recommendations of the Institutional Effectiveness Committee 2016-2017

Institutional Effectiveness (IE) is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an educational master plan. The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) provides input into the IE process, engages in activities to support the College's assessment of IE each year, and reports to DPAC the areas of the college needing attention based on the College's performance on the IE metrics. This report provides a summary of the activities of the IE Committee during the current academic year as well as significant data trends and observations based on SMC's performance on the IE dashboards to inform the development of the 2017-2018 Master Plan for Education annual objectives.

Review and Revision of the Scope of the Committee

The IE Committee reviewed and modified the committee's scope. The current scope reads:

Under the direction of the Academic Senate President and the Committee of the Whole, the committee works with district units and departments and other major committees in the continuous formulation, assessment, and analyses of effectiveness metrics used to inform departmental, program, and institutional planning and decision-making for institutional improvement.

Committee Objectives for the 2016-2017 Academic Year

The IE Committee articulated objectives for the year, which included:

- Review and revise the Institutional Effectiveness Dashboard in order to respond to and meet the College's current needs, including alignment with new goals and strategic initiatives;
- Review the College's performance on the Institutional Learning Outcomes (ILOs);
- Provide input to the College's response to the external reporting mandates that relate to institutional effectiveness (i.e., development of metrics to address the new Bachelor of Science program, campus climate);
- Monitor success and learning outcomes data for the interdisciplinary programs that are not currently reviewed through the program review process;
- Respond to recommendations as part of the accreditation process and actionable plans in our self-evaluation (that relate to the committee); and,
- Respond to the Master Plan for Education institutional objectives.

Review of the IE Dashboards

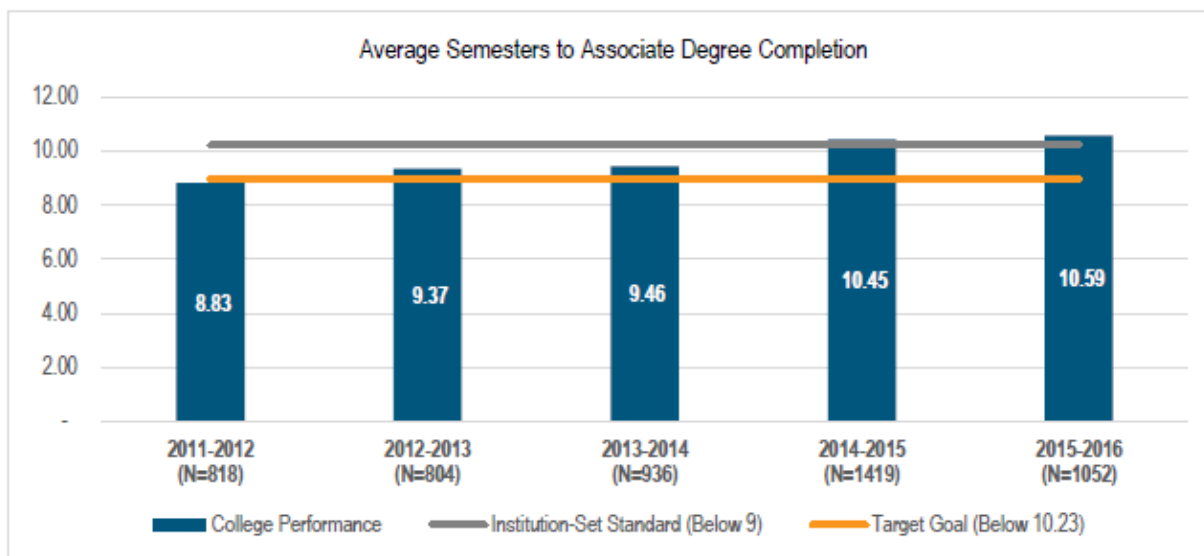
The institutional effectiveness process at Santa Monica College follows a five-year cycle as target goals are set for five year timelines. The last five-year cycle concluded in 2015-2016. The 2016-2017 year is the first in the current institutional effectiveness cycle (2016-2017 to 2010-2011). During the current academic year, the IE Committee conducted a comprehensive and systematic review of the process, indicators, institution-set standards, and targets. The review resulted in the following revisions to the IE Dashboards:

- The IE Dashboards were renamed to more accurately reflect the categories of metrics.
- Methodology for two of the IE indicators was revised:
 - Fall-to-Fall Persistence
 - 1.6 Semesters to Associate Degree
- Eight new indicators were added to the dashboards:
 - 1.20 Employment Rate
 - 1.21 Median Wage Gain
 - 1.22 Living Wage Attainment Rate
 - 1.26 Percentage of Weekly Teacher Hours Taught by Full-time Instructional Faculty
 - 1.27 Percentage of Counseling Hours Fulfilled by Full-time Counselors (Non-Teaching)
 - 3.7 FTES
 - Average Length of Service
 - Faculty Diversity Gap
- Institution-set standards and target goals were recalculated based on more recent data.
- IE indicators to be included in future IE Dashboards were identified:
 - Technology
 - Employee satisfaction/campus climate
 - Outcomes for Bachelor's degree students
 - Outcomes for non-credit/adult education students

Recommendations of the IE Committee

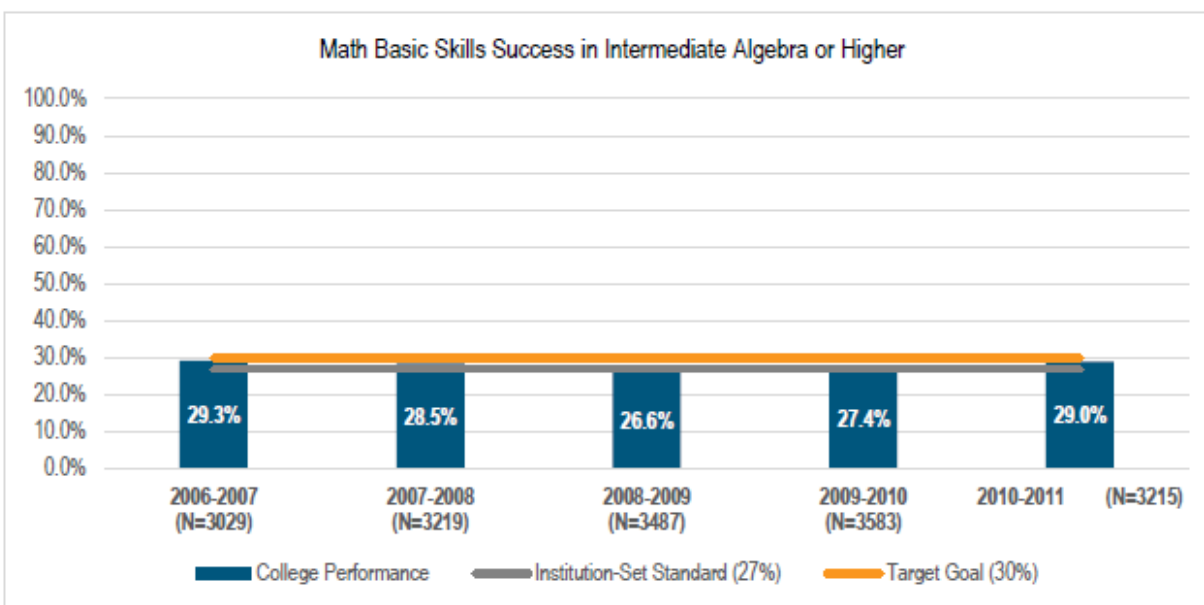
The Committee presented three recommendations to the District Planning and Advisory Council (DPAC) for consideration in the development of the 2017-2018 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data on institutional effectiveness.

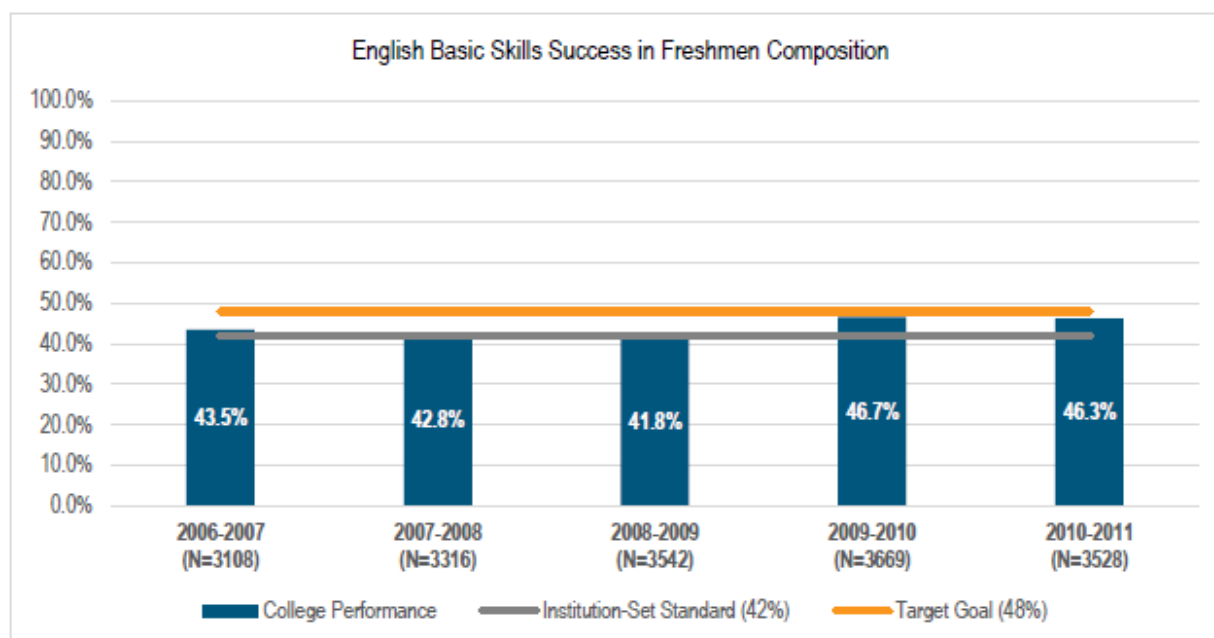
- 1) **The IE Committee recommends that the College conduct a research study to examine the institutional factors that impact time to degree completion.**



Students are taking longer to complete their associate degrees at SMC. In 2015-2016, students who earned an associate degree (excluding international and auto-awarded students) spent an average of 10.59 semesters to finish their degree, an increase of 1.76 semesters when compared to those who graduated in 2011-2012. It is imperative that the College enable students to complete their educational goals in a timely fashion as lengthy time-to-degree completion is associated with higher college costs and loss of potential wages. The IE Committee recommends that the College conduct a study to identify the **institutional** factors that help students stay on track to graduation and those that impede timely graduation. (Reference: IE Indicator 1.6)

- 2) **The IE Committee recommends that the College expand efforts to improve the success rates in basic skills English and math.**





The College's performance on two of the metrics, English Basic Skills Success in Freshmen Composition and Math Basic Skills Success in Intermediate Algebra or Higher, suggest that a large majority of students who place into basic skills courses struggle through the course sequence and successfully complete the college-level courses required for an associate degree or transfer to a four-year institution. Among students who first enrolled in a basic skills math course in 2010-2011, only three in ten successfully completed MATH 20 (Intermediate Algebra) or a higher-level math course within six years. Among basic skills English students in the same cohort year, over four in ten successfully completed English 1 within six years. Both departments have implemented numerous strategies to improve success in basic skills English and math courses. This recommendation is focused on expanding these efforts. The IE Committee recommends that the College expand efforts to improve the success rates in basic skills English and math. (Reference: IE Indicators 1.13 and 1.14)

Based on performance on the metrics of the Fiscal Dashboard, the IE Committee recommends that the College explore actions that are necessary to ensure short-term and long-term fiscal stability.

- 3) **Based on performance on the metrics of the Fiscal Dashboard, the IE Committee recommends that the College explore actions that are necessary to ensure short-term and long-term fiscal stability.**

Legislative Affairs Committee

Submitted by Kevin Menton

This year the Legislative Committee spent time examining and analyzing initiatives and bills that could affect Santa Monica College. Some of the more prominent legislation included AB 1690/SB 1379 Part-Time Faculty Due Process and Seniority, Proposition 51 California Public School Facility Bonds Initiative, Proposition 55 Extension of the Proposition 30 Income Tax Increase, Measure V Santa Monica College, Assembly Concurrent Resolution 32 75/25 and Faculty Issues, and AB 705 Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment. The discussion benefited greatly from Howard Stahl's active involvement with the legislative process on the state level.

The committee's larger concern began when the chair of the committee—Kevin Menton—attended the ASCCC Fall Plenary with President Fran Chandler and incoming President Nate Donahue and noticed that SMC appeared to have little visibility or influence at the event, apparently as a result of a lack of continuous and active engagement with ASCCC in recent years on a meaningful scale. Given that, according to the Scope and Functions of the Legislative Committee, "The committee works on behalf of the SMC Academic Senate to monitor and *effect changes* [emphasis added] in public policy on academic and professional matters," this absence of influence at the ASCCC Plenary suggests a real problem. The committee began a discussion of how to address this lack of influence as Nate Donahue begins his term as Senate President.

The committee arrived at the following tentative plan. If the Academic Senate's goal is to increase our visibility and influence, we should change our approach and commit resources to a long-term plan whose eventual goal is to see SMC representation on the ASCCC Statewide Executive Committee and the election of an SMC faculty member as ASCCC President.

This goal will require a great investment of time and effort. In order to achieve this goal, the chair of the Legislative Committee needs to commit to a long-term plan of becoming educated about statewide issues, attending numerous ASCCC and related meetings, and lobbying local and statewide politicians, while receiving education from influential individuals at the local and state levels.

- The chair (or the chair's representative) should attend Area C meetings, fall and spring ASCCC plenaries, FACCC's Advocacy and Policy Conference, Consultation Counsel, and Board of Governor's meetings.
- The chair would be put into contact with individuals including ASCCC leadership, the FACCC Executive Director, and Howard Stahl (the FA's Government Relations representative and Vice President of CCCI) in order to receive instruction on statewide issues and lobbying strategies.
- Duties would also include the studying and, when necessary, drafting of ASCCC resolutions with the support of the Legislative committee.

*Given the amount of time and effort required to achieve the goal, providing the Legislative chair with release time will be **essential**.* If the Senate can provide 40-60% and cover travel expenses, the

Legislative chair will have the ability to represent SMC at the level required to influence policy on the state level. When compared to representation by other groups on campus (e.g. administrators, FA, and trustees), it is clear that the Academic Senate is unduly underrepresented, leaving us vulnerable to state trends without the requisite ability to shape the process effectively. With the support of the district, the Academic Senate should take immediate action to begin this long and labor-intensive process of elevating SMC faculty to positions of influence in ASCCC, which will no doubt benefit the college as a whole while magnifying SMC's role as a statewide leader.

Personnel Policies Committee

Submitted by:

Dana Nasser, Personnel Policies Committee, Chair

Sherrri Lee-Lewis, Personnel Policies Committee, Vice Chair

Committee Members: Patricia Burson, Mitch Heskell, Nate Donahue, Tracy Ellis, Lisa Maier, Moya Mazorow, Marina Parise

1. AR 3215 (Sabbaticals): This Sabbatical passed on April 4, 2017.
2. AR 3211.1 (Hiring FT Faculty): The Committee focused on the number of reference letters. There was concern expressed that requiring two letters may create a barrier for having the most diverse applicant pool possible. We discussed the potential solution of reducing the required number of letters to one. This issue was taken for feedback to the Executive Committee. The result was that there was no agreement on reducing the letters of recommendation.

Part of the problem with incomplete applications may be attributed to the computer software. As it stands now, the applicant must completely finish the application and submit it before the email requests are sent to the reference writers. More investigation and research is needed to address the overall concerns with the People Admin applicant system and whether alternative software is a viable solution.

More details regarding the above concerns are outlined in the minutes.

3. AR 3230 (Recruitment and selection-hourly temporary faculty): This AR was considered, but it was decided that no changes were needed.
4. The Committee discussed the contract with Community College League of California's Policy and Procedure Service and their involvement in updating SMC's current board policies and administrative regulations. This committee will play a role in the league's review process.
5. AR 3211.3: Department Chair Elections: (Work-in progress) The committee has started the process of making changes to this AR. One change is being made so that the language in the AR mirrors the references in the FA contract. The term "faculty leader" is no longer referenced. Other changes concern clarifying the process of chair elections as a whole and what should be done in the event of a tie.

Professional Development Committee

Submitted by Nate Donahue

Members: Nate Donahue, Chair

Edna Chavarry, Vice-Chair

Vicenta Arrizon

Dione Carter

Kiersten Elliott

Gary Huff

Kristin Lui-Martinez

Marisol Moreno

Brian Rodas

1. During the 2016-17 academic year, the Professional Development Committee presented two college-wide “flex days” (program links below):
 - a. [Spring 2017 Professional Development Day Program - March 16, 2017](#)
 - b. [Fall 2016 Professional Development Day - August 25, 2016](#)

In the fall, the theme was focused on campus resources for students. In the spring, the theme was focused on closing the gap in student academic outcomes.

2. The Professional Development Committee was able to fund over 45 individual faculty professional development projects.
3. The Professional Development Committee discussed how to streamline the application process for funding. An interim solution is still being formed to ensure maximum efficiency, however the committee would eventually like to see the cumbersome process of collecting signatures move online.
4. The Professional Development Committee elected Marisol Moreno, faculty from the History Department as the new chair of the Professional Development Committee to replace Nate Donahue in the 2017-18 academic year.
5. The Professional Development Committee seeks to work closely with the Center for Teaching Excellence during the 2017-18 year to expand professional development opportunities and trainings for our faculty, on campus.

Professional Ethics and Responsibilities Committee

Submitted by Walker Griffy

This year, PERC has accomplished the following:

- Continued to develop an interactive, multi-topic newsletter named *SMC Ethics*. There were two more robust issues of *SMC Ethics* sent out over the course of the academic year. The newsletter contains a major topic of focus along with sidebar pieces and a section of resources for faculty to continue their involvement with each particular topic. The primary topics were:
 - Political Conversations in the Classroom
 - Faculty Involvement in Student Personal Issues Inside/Outside of the Classroom
- Revamped the Model Syllabus for purposes of both updated information as well as brevity and clarity. PERC also began conversations with other committee chairs about both the model syllabus as well as necessary resources such as easily accessible SLOs
- Participated in the Academic Integrity Summit hosted by the Honor Council

Possible Items for Consideration in the 2017-18 Academic Year

- Hosting a Spring Flex Day event around particularly relevant ethical conversations; PERC will be developing a proposal in early Fall 2017 to present to PDC
- Updating PERC's Senate page to be a better landing spot for both ethical questions as well as professional resources
- Working in concert with the Math and English departments to better define and address the ethical dilemmas in teaching Basic Skills courses

Respectfully submitted:

PERC 2016-17

Walker Griffy, Chair
Brian Rajski, Secretary
Valerie Narey
Catherine Miller
Lisa Farwell
Chau Tran (fall)
Natalie Hansen (fall)
Nathan Khalil (fall)

Program Review Committee

Submitted by Vicki Drake

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Programs must analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness and identify areas of improvement. Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to collect and analyze effectiveness data, and assists administrative programs to report on outcomes assessments and describe any program response to the results.

The program review process and the documentation it provides is a resource for institutional planning, decision-making, and resource allocation. Through identification of overarching trends and needs noted in the Program Review Annual Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. To provide the most current information, the report covers a *calendar year* rather than an academic year. Thus, this report includes reviews submitted during Spring and Fall of 2016.

Committee Membership

Chair: Vicki Drake, Faculty, Earth Science

Vice Chair: Erica LeBlanc, Administrator, Academic Affairs

Faculty:

Nathaniel Donahue, Art (Spring 2016)*

Carol Womack, Library (Fall 2016)*

Sandra Burnett, DSPS (Spring 2016)*

Sandra Rowe, Student Psych Services (Fall 2016)*

Sharon Jaffe, ESL

Stephanie Amerian, History (Fall 2016)**

Christopher Badger, Art (Fall 2016)**

Lesley Kawaguchi, History (Spring 2017)**

Jo Hao, Design Technology (Fall 2016)**

Vanessa Van Wormer, Dance (Fall 2016)**

*Last semester on committee

**First semester on committee

Administrators

Katharine Muller, Academic Affairs

Laurie McQuay-Peninger, Grants

Resources

Christopher Gibson, Staff, Institutional Research

Guido del Piccolo, Faculty, Philosophy and Social Science

Programs Reviewed and Reports Accepted Spring 2016 and Fall 2016.

The following programs submitted a full six-year program review report Spring 2016 or Fall 2016. All were accepted by a unanimous vote of the committee:

Spring 2016

- Education/ECE
- Math
- Emeritus College
- Modern Languages and Cultures
- Psychology

Fall 2016

- Institutional Research
- Resource Development (Foundation, Grants)
- Workforce and Economic Development with Community Ed
- Career Services
- Business Services

The following Recommendations for Institutional Support for Specific Programs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

2016 Recommendations for Institutional Support for Specific Programs

- **Education/ECE:**
 - Provide sufficient support to the department to ensure the child care center/lab school becomes the model envisioned by the collaborative entities involved in funding and developing this project (City, College, RAND).
- **Math:**
 - Address classroom overcrowding.
 - Explore the use of text messages from faculty to students to announce workshops and other special events and the feasibility of giving faculty the ability to contact all students using text blasts.
 - Track arranged hours.
 - Expand SMC's tutoring programs to address long wait times and provide training for Instructional Assistants.
 - Investigate the options for expanding the hours that DSPS test proctoring is available, especially during peak hours.

- **Modern Language**
 - Include Modern Language lab licenses in the overall list of software that is automatically renewed by the district.
 - Ensure that the total cost of ownership cycle for instructional computers and related equipment includes the Modern Language Lab.
- **Emeritus**
 - Include Emeritus College in the programming of the Malibu facility.
 - If included in the Malibu center, ensure that the staffing of Emeritus College is sufficient to support this expansion.
- **Psychology**
 - The institution should provide support to coordinate and manage an Institutional Review Board.
- **Resource Development: Grants**
 - Harness the collaborative power of the Resource Development Committee to develop priorities and strategic goals for determining which grant and other external funding resources to pursue.
 - Identify strategies for ensuring grants are in compliance with internal and external requirements.
- **Career Services**
 - Determine effective strategies to track majors.
 - Student Affairs needs to integrate the delivery of student services when they move to their new facilities.

The following Observations of Committee based on Overarching Trends and Needs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

Observations of Committee based on Overarching Trends/Needs

1. Ensure core course SLOs align with the related Program Learning Outcomes.
2. Ensure that all non-academic programs have Unit Outcomes that are assessed and measured on an annual basis. Ensure also that assessment results are evaluated and analyzed to inform decision making.
3. Develop and budget for a comprehensive total cost of ownership plan to ensure a more stable and consistent baseline of funding is identified for ongoing replacement and maintenance of technology, equipment, infrastructure, and facilities, including buildings and furnishings. Additionally, provide staff for maintenance and support.
4. Develop a process for determining priorities to support and maintain effective student success initiatives should state funding decrease or end.
5. Engage in more targeted outreach with local high schools and middle schools to promote SMC as a viable and respected higher education option.

Sabbaticals and Fellowships Committee

Submitted by Kimberly James

The Sabbatical Committee voted to approve the following:

Fellowships:

Elizabeth Dastin

As a documentarian of street art with a specific interest in the intersections between this visual material and the SMC community, I would research, prepare, film and edit a video lecture series of outdoor art in the surrounding Santa Monica neighborhood. The lecture series, called Side-walk School, will consist of roughly three-minute lectures in front of a different outdoor work in Santa Monica each episode. The content will synthesize my perspective as an art historian with my insights from conversations with the artists themselves.

Hari Vishwanadha

For this project, I propose to study Saund's autobiography, the Congressional Record, local newspapers, and histories of southern California to learn about his life and achievements and about the relationships among some of the prominent ethnic groups during Saund's professional and public life.

Susan Kolko

This project will allow me to further develop coursework materials that correlates with another new topic in the fashion department. Currently, the fashion department is in the process of integrating a *Menswear Construction* course into the curriculum.

Shanon Zusman

I propose to complete an affordable Music Fundamentals workbook to be used in my Music 1 classes. The proposed workbook would include 16 chapters, containing exercises to help students master the areas in the course SLOs, to include: notes in treble and bass clefs, accidentals, major scales, key signatures, minor scales, modes and other scales, transposition, intervals, tri-ads, seventh chords, inversions, musical analysis, cadences, and counting in simple and compound meters. I would aim to write one chapter per week in the fall 2017 semester, and to revise it during the spring 2018 semester. It would be ready for use in fall 2018.

Sabbaticals:

Dianne Berman - Spring 2018

During my sabbatical I propose to conduct an innovative critical assessment and analysis of policy developments in the post-Mandela period in South Africa. The objective is to assess whether South Africa will continue on the path towards inclusive political and socio-economic freedom, or revert to a more divisive, dictatorial government. My previous work shows that a fully inclusive democracy emerged in the 1990's; however, current events suggest that these gains are now threatened. I propose to analyze these events with newly advanced Agent Based Models (ABM). Specifically, I will use *gsCompute* and *Senturion* software that are now used extensively by US policy makers to assess policy.

Ebrahim Jahangard - Spring 2018

I would like to take a one semester sabbatical to research and learn topics in number theory and mathematical finance. Based on these topics, I want to write up at least fifteen contextualized projects, called “story puzzles” whose solutions would involve multiple areas of mathematics. I plan to use these projects in my courses to improve teaching effectiveness. Working on the “story puzzles” should convince students that they could apply their mathematical knowledge to solve real life complex problems. In the process, they could also learn how to manage their finances. Perhaps, they could be better citizens by learning how to borrow less in student loan. (Currently, the national student loan is over 1.43 trillion dollars.) I will do a presentation on my findings and advertise these “story puzzles” to colleagues and students. The projects and presentation should help raise students’ curiosity in learning mathematics and faculty’s excitement in teaching mathematics. Each “story puzzle” and its complete solution will be typed (at least 5 pages will be needed per “story puzzle”) and made available to all students and faculty who decide to utilize them for educational purposes.

*Please note that with the approval of two sabbatical applications, the total number of sabbatical applicants for 2017-2018 is 9.

Student Affairs Committee
Submitted by Beatriz Magallon

During academic year 2016-2017, the Student Affairs Committee spent considerable time and effort reviewing and revising administrative regulations that had not been reviewed within the past five years as well as those impacted by the adoption of new legislation from the State of California or regulations enacted by the California Community Colleges Board of Governors.

Adopted Administrative Regulations

All the following administrative regulations were revised by the Student Affairs Committee, in consultation with impacted program leaders, select committees or departments at the college. These administrative regulations were adopted by the Academic Senate.

- AR 4222 Remedial Coursework (pending signatures)
- AR 4310 Final Examination and Grades
- AR 4350 Graduation Requirements
- AR 4352 Recognition of Academic Excellence
- AR 4354.1 IGETC Certificate of Achievement
- AR 4354.2 CSU GE Certificate of Achievement
- AR 4355 Graduation Proficiency Assessments
- AR 4111.1 Auditing of Courses
- AR 4314 Credit by Examination
- AR 4314.1 Credit by Examination: High School Articulation

Pending Administrative Regulations

- AR 5030 Fees (17-18) Ready to be forwarded to Exec then A.S.

SAC Reviewed and now need consultation and/or implementation of new template

- AR 4320 Attendance (17-18)
- AR 4310.1 Incomplete Grades (17-18)
- AR 4311 Grade Entries (17-18)

Student Instructional Support Committee

Submitted by Jason Beardsley

Members, 2016-2017

Jason Beardsley SISC Chair Professor and Chair, English	Fabienne Chauderlot SISC Vice Chair Dean, Learning Resources	Wendi DeMorst SISC Member Director, Supplemental Instruction And Tutoring
Alejandro Lee, SISC Member Professor, Modern Languages	Stephanie Lewis, SISC Member Faculty, Disabled Students Center	Eleni Hioureas, SISC Member Vice Chair, English
Elisa Meyer SISC Member Professor, English	Gary Todd SISC Member Professor, English	

In the 2016-2017 academic year, the SISC addressed a number of issues and supported the development of new resources for tutoring services at SMC, including the following:

- Expanded SISC membership to include representatives from Math, Modern Languages, and DSS. Welcomed the chair of CS for discussions of supplemental instruction and distance education tutoring for computer science.
- Reviewed and suggested revisions to the new Tutor Handbook produced by Fabienne Chauderlot, Dean of Learning Resources
- Reviewed Vericite, an alternative plagiarism checking software, and voted *against* recommending the college adopt the platform. Shared review and discussion of Vericite with DE Committee.
- Contributed to the development of a student survey conducted by Learning Resources; the survey assessed levels of student satisfaction with LR centers on campus.
- Supported the rollout and bug-fixing of WOnline, the new tutor tracking software deployed in all tutoring centers other than Math and ESL.
- Reviewed available distance education tutoring options for SMC students, including Smarthinking, English 1E, Skype, and CCCConfer. Recognized Smarthinking as limited to core skills subjects.