**Environmental Affairs Committee**

**November 18, 2014**

**HSS 361**

**Attendees**: Schwartz, Baghdasarian, Wyban, Skylar (student rep), Andrea (Director of AS), Katherine, Oifer, Bertone

1. Announcements and introductions
   1. Environmental Lecture Series tonight
   2. Global Citizenship and international students want hybrid courses, could these courses be environmental.
   3. CSSC convergence was a huge success! Great for SMC student networking. SMC was the only community college attending. 27 students attending. Berkely took 50 students.
   4. LA times regarding a meeting at UCLA organized about the seating of the new John Muir chair of Geography at UCLA. International Society for Environmental Ethics listserve.
   5. G20 started with mutual promise to increase the global economy by 2.5% and fight climate change, which is illogical. I = PAT equation needs to shift to

CO2 = Population (P) x Services (S) x **Energy per service (E)** x Carbon (C)

1. Equity funds and sustainability: Focus is on African American and Latino students achievement gaps and special populations (veterans, foster youth, etc.)
   1. Ideas
      1. Part-time counselor for CEUS
      2. Transportation coordinator
      3. Environmental Justice themed Earth Week
      4. Partnering with Adelante / Black Colleges.
         1. Grants are data driven.
      5. Is there something we need?
   2. The only way to read data is passing classes, then actually gender does not have a problem. But, clearly women and power are not equal.
   3. Students from underserved communities benefit from experiential learning. Maybe we put in a proposal for environmental experiential learning opportunities.
2. Sustainability Focused and Sustainability Related Course Discussion
   1. Drawing a relationship between environmental courses and student success.
      1. Provides support for “greening the curriculum”
      2. Ties to the equity gap issues and potential funding.
   2. Are we graduating more ecologically literate student today then we were 5 years ago?
      1. Flagging courses was an important aspect of this.
   3. Is there a way we can create a question and collect data in a way that we can justify more greening of the curriculum?
   4. We need to come up with the right question. We haven’t done it yet, but these past discussions are getting there. Past recommendations:
      1. Number of students that have successfully completed w/ a C or higher the SF and flagged courses?
      2. Success rate in flagged courses versus non-flagged courses?
      3. Number of unduplicated students enrolled in SF courses?
   5. Is ecological literacy feasible at the institutional level?
      1. Is the system committed to ecological illiteracy?
      2. Can we educate the masses, or should we focus on developing a core.