

EAC Meeting Notes

April 4th

I. Announcements

- a. AS public comment to BOT
 - i. Expo Line naming, 17th/SMC success!
- b. Earth Week
 - i. Ron Finely will be the guest speaker
 - ii. GB to send digital flyer to EAC
- c. Fracking symposium interest was discussed
 - i. Faculty to provide guidance to student on mechanisms for achieving their goal
 1. Examples include:
 - a. Associated Students
 - b. EcoAction Club
 - c. Most successful when supported by a faculty passionate about working with students, campus events (Sustainability Week, Earth Week)
 - d. Earth Science / Environmental Lecture Series

II. Outreach to local High Schools (Diana Inglemen, English Faculty)

- a. Palisades High AP Environmental Studies courses (5 classes)
 - i. 140-150 students
 - ii. Pali High is a Charter
 - iii. E.A.S. T
 1. Environmental and Spatial Tech Class (18 students)
 - iv. Need to know what the AS classes are
 - v. Need to know what the options are:
 1. Public Policy: Eco track
 2. PV
 3. RRM
 4. Enviro. Sci / Enviro Studies
 - vi. Need an environmental degrees and certificates flyer

III. Faculty survey for sustainability related courses

- a. Goals of the survey:
 - i. Flagging Courses
 - ii. Identify faculty that are interested / in need of help in greening the curriculum
- b. Other uses:
 - i. Faculty flex day topics
 - ii. STARS program
- c. Survey results:
 - i. Reviewed by department
 - ii. Purpose of the survey is to flag the courses in the schedule of classes / catalog (used primarily by students):
 - iii. Next steps
 1. Resend the survey through department chairs

- a. Chairs meeting (include talking points, explaining the survey goals, and ask for their help in increasing the response rate and ideas)
 - b. English department model
2. Review responses and create a list of faculty that requested help and decide how to best serve them.
3. Create EAC recommendation process to determine which courses should be flagged:
 - a. Review data
 - b. Create a short list of “definitely flag” and “maybe flag” or “no flag”
 - c. Based on the review, compare what percentage of content is needed to qualify for a flag (flagging criteria). One example, one unit, or consistent
 - i. Review the data and compare with criteria for sustainability related and sustainability focused courses / STARS.
 - ii. Global citizenship EL criteria
 - d. Follow up to “maybe flag” list
 - i. Committee to draft email? Talking points?
 - ii. Send email, “we’re responding to the information you provided in the greening of the curriculum faculty survey...”
 - e. If response or criteria is too general, we may need to request further documentation (syllabi, assignments, etc.)
 - i. Ecological Literacy Criteria:
 1. environmental values, debates and /or challenges
 2. A scientific understanding of the Earths natural systems with respect to humanity’s impact on these systems?
 3. Analysis of human activity with respect to Earth’s livability or sustainability?
 4. Analysis of environmental problems and / or solutions with respect to technology.

SUGGESTED FUTURE AGENDA ITEMS

- Invite Faculty Flex Day attendees
- Ask Leslie to present on Environmental History
- Revisit the Public Policy Model for Enviro Studies / Sci degrees
 - Review the data
 - Write / send the email
 - Which 2 classes did we decide on
 - Future Enviro Sci 95
 - Develop relationships with employers
 - Consists of 10 project based, 10 job shadow, 10 community service
 - Academic Lit and Tech review / Annotated Bibliography
 - Consider RRM 95

BOOK LIST FROM PREVIOUS MEETING

Back to Earth

The Philosopher and the Wolf

Primates and Philosophy

The Great Disruption

The cred guide

Silent Spring

American Earth

The Lorax

Sand County Almanac

Blue Planet

The Hockey Stick and Climate Change Wars

Without Hot Air

Collapse

Small is beautiful

Plato's revenge

Eco-republic

Earth in Mind

Ishmael

Sustainability on Campus, Rarlett and Chase Editors

FUN

Private History of Awe