

CPR Administrative

A. DEPARTMENT DESCRIPTION

1. What are critical ways your department advances the mission and goals of the college? Cite some examples. Limit 500 words.

VISION: Sustainability is one of SMC's core values stated in its vision: "...a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability". The Sustainability Center (Center) fosters a culture of sustainability through events, policy development, academic program support, infrastructure improvements, demonstration sites for best management practices, and facilitating a campus-wide discussion of environmental performance.

MISSION: SMC's mission is to *teach students to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.* This mission is embedded in the very definition of sustainability, which focuses on the economic, social, and environmental impacts and tradeoffs of human development.

GOALS: Institutional Learning Outcome (ILO) #4 states, "*SMC students will take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.*" The Center supports this goal by promoting the Student Sustainability Workshops, environmentally related classes, certificates and associate degrees, as well as providing tours, class presentations, and hosting guest speakers on campus, all with the intention of helping students understand the connection between the actions in their personal and professional lives and the health of the planet.

In addition, SMC's Supporting Goal for Sustainable Physical Environment states: "*Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology.*" The Center consults regularly with Facilities on the planning and development on new construction and the upgrades and maintenance of existing infrastructure. They also work closely with the Operations department to develop environmental best practices to reduce waste, water, and energy.

2. What internal and external factors have impacted your department since the last review that would provide context for your self-evaluation report? Limit 500 words.

- When student recycling workers were not allowed on campus during covid, Custodial and Grounds staff agreed to take over collection of recycling, but they still need to be properly trained. This year we were able to hire a Recycling Program Specialist, who will take responsibility to do the trainings.
- Due to Covid, Facilities were directed to increase the amount of outside air being run through the HVAC systems on campus. This created healthier air, but it required substantially more electricity and gas to heat and cool 100% of the incoming air (instead

of re-heating and re-cooling recirculated air). This has greatly increased the amount of electricity and gas being used, even when many buildings were running at minimal occupancy.

- Funding for the Student Greening Workshops continued to be a challenge when the City of Santa Monica cut the program from their budget in 2021. In addition, holding workshops on zoom reduced the participation rates. For three years funding from the A.S., Global Citizen, and District have kept the program going but a stable, long-term funding partner is needed. Efforts were made to secure this funding from external grants, the A.S., SAEP, Foundation, and Noncredit, but none have come through.
- Due to the pandemic, commuting practices changed dramatically and many of the services we were able to promote to students and employees are no longer offered. For example, Breeze Bike Share was shut down by the City, the BBB stopped running line 44 (between main campus and Bundy) and line 42 (between main campus and PAC). Zip Car pulled out of Santa Monica, Waive Car is no longer in business, and many of the e-scooter and e-bike companies are no longer operating in the City.
- Many students and employees who used to commute sustainably have reverted to driving alone due to the lack of bus service and/or last-mile options to get to campus. We will have to increase efforts to get commuters out of their cars again.
- The BBB pass was combined with Metro's Go Pass to allow students to ride and transfer between more transit agencies, with no additional cost. This required a whole new educational campaign and process for students to get their passes.
- When the college suspended the EV charging stations in SSC due to campus closure, it created significant problems getting them back online once the campus re-opened. Only seven out of 18 stations were operable for the first year of on-ground classes.
- The full-time faculty member that ran the Solar PV and Energy Efficiency CTE programs took the retirement offer in 2020 and his position has not been replaced. The courses have languished and now that the Airport Arts campus has closed, much of the material that belonged to the program was landfilled, despite efforts to get it moved to storage.
- Now that students are allowed back on campus, rebuilding the clubs has been a challenge because of the lower student count but also because students are out of the habit of attending meetings, but is happening slowly.

B. DEPARTMENT'S CUSTOMERS

3. Whom do you primarily serve? Describe the services you provide for each of the groups you identify (for example, students, employees, Enrollment Services Department, City of Santa Monica). Limit 250 words.

- **Students** – We provide mentorship, job and leadership opportunities through on-campus work, clubs, and AS Directorships; education through the promotion of sustainability classes, certificates and degrees; promote recycling and composting services; and provide learning opportunities through the garden and Sustainability Center projects and events.
- **Employees** – We incentivize employees to commute to work sustainably and develop programs, discounts, and partnerships that help achieve that goal. We also provide recycling and composting services and ensure there are functional EV charging locations

for the rapidly expanding number of EV drivers. We provide training and awareness about sustainability best practices and initiatives like zero waste efforts.

- **Faculty** – Assistance is offered to faculty who would like to “green their curriculum”. In addition, events are offered to their students to help them learn about environmental issues and to put into practice what they are learning in the classroom.
- **Departments** – We help departments achieve the climate and sustainability goals that the college has adopted by providing guidance, opportunities for training, informing them about rebates, and providing best management practices that relate to each department.

C. ASSESSMENT AND EVALUATION

4. Describe the progress your department has made on meeting the objectives and recommendations from your last program review. (Skip if first time completing program review)
Limit 500 words.

Objectives from last review	Progress
<p>Explore funding to expand the Sustainable Works Student Greening Workshop to be able to reach more students and faculty</p>	<p>The Sustainability Department has worked to find funding for this program through the following avenues: Turn the program into a noncredit course, apply for external grants suggested by SMC’s Foundation, apply for the internal grant from SEAP, and request funding from Associated Students. Although we have been able to find bridge funding through fall 2023 from A.S., Global Council, and the District, none have yet panned out to be secure long-term funding options. At this point, expansion is no longer a short-term goal, but is still a long-term goal.</p>
<p>Work with Purchasing and Facilities to re-write a new Request for Proposal (RFP) for the college waste hauling contract. The new contract would insure that the hauler that wins provides recycle</p>	<p>The RFP was completed, and a new contract was signed. Shortly after the new contract began in January of 2020, the Covid crisis shut down the campus so the benefit of the new contract were never fully realized.</p>

bins, landfill bins and organics collection bins.	Now that we are back on campus and building up our on-ground presence, we recognize that service levels need to be adjusted to address the new patterns and waste levels. However, the new contract only allows the college to adjust service levels once a year if we need to increase or reduce pickups. This is a constraint to saving the college money on the contract.
Coordinate with Custodial departments and cafeteria vendors to ensure the waste and recycling system provided by the new hauler works efficiently and effectively. This means training staff and vendors to keep materials separate at collection points and to deposit in the proper dumpsters. It also means providing the correct receptacles, bin signage and educational materials for staff and students to make the program successful.	The correct receptacles and bin signage were provided, but no formal training took place due to a delay in the handover of Recycling to Custodial and Grounds because of campus closures. However, the hand over has now happened and training is being developed by the new Recycling Specialist.

5. Outcomes are the results your department hopes to achieve after providing services and carrying out the functions of your department. What are one to three outcomes your department has focused on since the last program review cycle? How do you assess or measure them (i.e. survey, internal tracking)? Limit 300 words.

The first outcome is to introduce compost collection containers around campus. So far we have 15 specialized containers that have been purchased, branded with signage, and placed in areas of campus where food is typically consumed. Staff and student workers have spent time outreaching to students how to use the bins and have monitored and collected the contents on a regular basis. So far, the contamination rates have been extremely low and usage slowly continues to grow.

Secondly, to help students find meaningful work that pays well, an Aquaculture certificate was developed over the course of two years to help train the workforce for a new industry in

Southern California. Over \$1 million in funding was raised through grants, faculty from SMC were recruited, new adjunct faculty with expertise in the field were hired, and advisory board was formed, partnerships were formed with the industry players, and new class outlines and certificates were developed and approved at all levels.

Finally, despite not having stable funding for the Student Sustainability Workshops since fall 2020, we have been able to keep the program offered twice a year by applying for funding from the Associated Students, Global Council, and through the District. The program has now been running, uninterrupted for 22 years.

6. Describe how your department incorporates stakeholder (student, employee groups) feedback for unit planning. Limit 300 words.

Industry Advisory Board meetings for the Sustainable Technologies Programs and for the new Aquaculture certificate are organized annually to gain feedback and direction from local industry leaders. At each meeting we present the course outlines and provide the outcomes from the past year. We carefully take their feedback on how the industry is changing and how our program should pivot to meet their new needs. Faculty earn stipends to update curriculum accordingly.

Student Transportation Survey – this annual survey assess the modes of transportation students use to get to campus and their views on how safe they feel walking or cycling, ease of using programs like the Lyft code to get to campuses, etc. We use this information to adjust offerings or provide support grant funded infrastructure projects to improve lighting and protected bike and pedestrian paths.

Employee Commuter Survey – data from this survey helps us understand trends in commuter behavior so we can see where to spend our efforts. For example, when the new Expo train line opened or when new bike share and e-scooters became available, we track the adoption rate and help to improve it by creating specific promotional material for those modes.

Student Sustainability Workshops – Each semester workshop attendees are surveyed twice, at the beginning and the end of the program. They are asked the same questions to see if what they learned has impacted their actions and if they plan to continue to incorporate what they have learned in their personal lives and professional lives. This gives us a gauge of how impactful the program is. For example the report from spring 2022 shows that 84% of students say they plan to pursue a “green career” and 100% are likely to incorporate sustainable practices into their future career.

7. Based on analyses of the data your department collects, address the following questions Limit 500 words.: a. What is your department doing well? b. What didn't work as well in your department in the last four years? c. What are the lessons you learned? What will you do differently in the future?

- Despite stable funding, we are still managing to get enough money to host Student Sustainability Workshops for about 200 students per semester. The survey responses

show that they are motivated by what they have learned to continue to incorporate new practices into their personal lives as well as their careers. About 10% of the students also decide to return to run the next round of workshops as Student Volunteer Leaders.

- The Student Sustainability Workshops are an effective way to help achieve student success and retention goals. This is especially true for black and Latin X students.
- The Organic Learning Garden remained productive throughout campus closures and is now rebuilding it's base of students who are using the garden to learn to be self-sufficient with their food. During the three Covid years, we pivoted from using students to run and maintain the garden, to using only volunteer employees to cultivate crops that were donated to the Bodega.
- During Covid the cafeteria vendors shut down and all the food scraps that fed the worm composting machine stopped being produced. For three years we were able to keep the worms alive and healthy by partnering with Bob's Market to use their waste food scraps. In the past year we have expanded the worm composting machine to include a second bin.
- We have introduced compost collection bins across campus with very little contamination rates. In addition we were able to transition the SSC building into a centralized collection system so all employees empty their own waste into centralized bins so that Custodial staff don't have to enter their offices. This happened smoothly without complaints. We plan to role it out to other buildings as a model of efficiency and safety to Custodians.
- The Free Farmer's Market that the Garden Students started as a bi-annual event, turned into a weekly event, and is now a daily Bodega where students can get free food, clothing, and more.
- Based on the AQMD survey results, which have become more stringent in the past 5 years, we are still meeting our new target.
- Based on the Student Transportation Survey and data from Big Blue Bus and Metro, we are providing enough affordable transportation options to get to campus. This is also evidenced by the awards we have won from the City of Santa Monica and the League of American Cyclists over the past 6 years.
- For three years in a row, SMC has been the top community college to enroll students into the GoPass transit program.
- We have developed a new certificate program in Aquaculture and raised over \$1M in funding to launch it.

Areas we could do better:

- As Department heads retired over the years the new replacements were not aware of the climate and sustainability goals of the college and the impacts the actions their departments had on achieving those goals.
- Securing reliable funding for the Student Sustainability Workshops has proven to be more elusive than anticipated. The constant effort put into finding funding for the program twice a year uses up too much time and effort.

D. FUTURE OF THE DEPARTMENT

8. Tell us your department's vision: Where would you like your department to be six years from now? Limit 500 words.

1. The responsibility of achieving the climate and sustainability goals for the college will no longer be the sole responsibility of the Sustainability Department, but shared by each department that has an impact on those goals (Facilities Planning, M&O, Procurement, HR, Disaster Preparedness, Events, and Auxiliary Services). Each department that has an impact on the goals will create a longer-term plan on how to achieve our adopted goals. An important outcome for these efforts will be that the ethos of sustainability will be institutionalized into the job positions of these key departments.
2. Build our department so that it has the expertise and bandwidth to properly accomplish the sustainability goals of the college. Positions include Project Manager for the Aquaculture program, Student Services Specialist to assist with clubs and students. Additional assistance from other departments to promote Transportation and manage the increase in electric vehicle (EV) charging stations will be helpful. It also includes helping M&O to hire an Energy Manager for their department.
3. Recruit advisors for the three clubs that the Sustainability Manager currently advises. This will allow them more time and attention to other critical tasks.
4. The Student Greening Workshop will have stable funding and the program will reach 800 students each year. It will also have been adopted at two other community colleges in the region.

9. What are some challenges you anticipate facing in accomplishing your department's vision? Limit 500 words.

1. Shifting responsibility of achieving the climate and sustainability goals to each relevant department will be challenging because it will require substantial education and training to learn new best practices which incorporate sustainability impacts into decision making in each area (Facilities Planning, Maintenance and Operations (M&O), Procurement, Human Resources (HR), Disaster Preparedness, Events, and Auxiliary Services). It will involve an investment in time to attend conferences and webinars. In some cases, short-term costs may increase for implementing new technologies, but these costs will generally become savings in the future.
2. Building our department to add the proper expertise will require funding that is scarce. However, an Energy Manager has been proven to pay for themselves many times over. The Aquaculture Program Manager will be paid a grant. Assistance with transportation efforts does not require a hire, but building relationships with departments, such as Basic Needs and HR, that have budgets and mandates to achieve similar goals (eg. providing access to transportation and employee retention) will be valuable, as will working with Facilities to manage the maintenance of the EV charging stations.
3. Finding full-time faculty and staff that are willing to take on the responsibility and commit the time to be an advisor is not easy. In addition, the constraints of not being allowed to use adjunct faculty or classified employees that are not managers adds an extra element of difficulty.
4. Securing stable, long-term funding for the Student Greening Workshops has been a challenge because there are elements to the program which have made it successful, but which also keep it from fitting neatly into a preexisting grant program. For example, by eliminating the extra-credit aspect of the program may allow it to be eligible to be a

noncredit course, but then it will not attract students unless they are already self-selected environmentalists.

10. What are the action steps your department needs to take to accomplish the vision? Limit 500 words.

1. Shifting responsibility of our climate goals to departments will require meeting with each respective department head to get their buy-in, education about college commitments, laws and regulations and how their department impacts our goals. A curated list of actions will be offered as a starting point and assistance will be given in planning out a 1 year, 5 year, and 10 year plan to achieve our goals. Each department will choose a path to achieve their goals and the plans will be combined into a Climate Action Plan which will be presented to Senior Staff, President and Board of Trustees.
2. Each position has different action steps:
 1. Energy Manger - case studies that document cost savings from an Energy Manager will be presented to the M&O Director and VP of Fiscal Services
 2. Aquaculture Project Manager – grants will be applied to which include a Project Manager.
 3. Student Services Specialist – This more specialized, student-centered role, would replace the Admin Assistant position and allow for more personalized attention to each student to manage mentorships, job assistance, and event coordination.
 4. Transportation – Meeting with Basic Needs and HR to review their mandates and taking time to understand the opportunities that each has to influence students and new employees will allow us to find ways they can assist in the goal of reducing single occupancy vehicles and carbon emissions. Building closer relationships with these two departments will allow for smooth communication, especially since transportation options frequently change.
3. Club advisors – Make personal appeals to faculty and staff who share interests in the clubs (gardening, cycling, and environmental issues). Ask them to join as co-advisor for the first year with the intention of having them step in to be the lead advisor the following year.
4. Secure funding for Student Workshops in the following way.
 - a. Continue to apply for grants
 - b. Meet with the Dean of Noncredit to map out steps to develop the workshop into a noncredit course. Weigh the pros and cons that a noncredit would have on a program whose success has been built on being offered as extra credit by faculty. Hire a program coordinator to run the workshops. Ensure that faculty who support the program understand the changes in how students will sign up for workshops.
 - c. Explore revamping the course to focus on intentionally serving black and Latinx students, who have shown to have higher levels of success and retention after completing the 8-week workshop, than of students who never took the workshop (based on a 5-year analysis by Institutional Research). This would include doing research into best practices for creating educational content that lands with our target audience, how to promote the workshops, cultivating black and Latinx students from previous workshops to lead these specific

workshops, providing the tools students need to eliminate barriers to trying recommended actions. (Eg. providing LED light bulbs, toilet dye tabs, low-flow shower heads, water flow meters, etc.)

11. How will you know you've successfully made progress towards your vision? What are the expected outcomes/results (transformative change in skills, attitudes, behaviors, workflow, etc.). If relevant, discuss your departments' progress towards the goals of the six-year action plan. Limit 500 words.

1. When data for our greenhouse gas, water, and waste begin to bend in the right direction and a downward trend is recorded year over year.
2. When the Sustainability department can report meeting the climate and sustainability goals of the college and the department staff are also achieving a healthy work/life balance.
3. When the eco-clubs each are thriving with new advisors and co-advisors.
4. When the first year of funding has been secured, with a promise for subsequent years of support, as long as goals are met.

E. EMPLOYEE/STAFF AND DEPARTMENTAL CULTURE

12. Who makes up your department? Describe your staffing levels including full-time/part-time status and classification (per unit, if applicable) Limit 200 words.

- Sustainability Project Manager – full time
- Recycling Specialist – full time
- Administrative Assistant I. (20 hours per week)

13. Analyze your current staffing levels in the context of your department's vision and goals for the next six years (refer to response in question #9). Limit 300 words.

1. An Aquaculture Project Manager is needed since this program manages multiple grants that exceed \$1M, so far.
2. An Energy Manager is needed because of the specialized knowledge and skills required to effectively save the college energy and money. The Sustainability Project Manager is not equipped to find energy savings and to recommend decarbonization actions at the level that is needed.
3. The current Administrative Assistant can train to be a Student Services Specialist to minimize the cost increase.
4. Working with Basic Needs and HR will make the efforts of current Sustainability staff more effective when outreaching transportation messages.

14. Describe how your department provides ongoing professional development opportunities for employees. Limit 300 words.

- Each year the Project Manager and the Recycling Specialist attend the *California Higher Education Sustainability Conference* to learn best practices from other UCs, CSUs, CCs, and private schools in California.
- We also attend the *Green Technology Summit* in Los Angeles (aimed at k-14) and take advantage of webinars offered through our membership with two organizations (*2nd Nature and AASHE*) that are focused on sustainability issues in higher education.
- The Sustainability Project Manager also attends aquaculture-related conferences such as *Blue Tech Week* and *Seaweed Festival*.
- The Recycling Specialist attends online webinars offered by *Cal Recycle* as well.
- All three department staff attend *SMC Flex Day* trainings.

15. What is the impact of professional development engagement on the effectiveness of your department? Limit 300 words.

The current conference opportunities are well suited to our needs as they focus on sustainability issues in California and in the college environment. They have helped to give us good ideas for ways to address our challenges and they provide resources for experts and funding.

We could be more effective if we spent time attending trainings which focus on helping us to be more effective in institutionalizing change. This has proven to be an issue in the past, so we hope to correct it by ensuring the changes we get departments to make don't get reversed when the leadership in the department, or their staff, change.

16. Describe the elements of your department's workplace culture and climate that significantly impact (both negatively and positively) your ability to achieve your goals. Limit 500 words. For example, a departmental culture with little opportunities for collaboration and an emphasis on independent work may mean loss of knowledge/skills on specific domains when a team member leaves. Or the positive impact of working in a state-of-the-art facility has improved the productivity of the employees in the department.

Working in the Sustainability Center allows our team to demonstrate the benefits of the actions we encourage others to take by utilizing our "living lab" as a place to showcase how to reduce waste, energy, water and chemicals. Providing tours throughout the year helps students to visualize the ideas they hear in the classroom. The only downside to our office is that it is removed from the center of campus. As the college imagines the future of the campus, we hope they consider moving the Sustainability Center to the middle of campus where we would attract more foot traffic and be closer to other departments for more collaborations.

Having the time to work with colleagues in our department and across the campus is a luxury that does not happen often enough, due to the many requests that are made on the small staff each day. As climate issues have become more pronounced, there are more and more requests for our expertise and assistance, which leaves less time for projects that help us to meet our goals. We are glad to see so much attention being given to important environmental issues but feel stretched to adequately assist with each request.

17. Discuss ways your department creates a more equitable departmental culture. Address one or more of the following points: Limit 500 words. *Creating space for discussing issues of race and racism in ways that are relevant to work *Promoting trainings and professional development opportunities focused on racial equity *Setting and enforcing departmental norms related to open, honest, and collegial communication *Ensuring staff who belong to a racially or other minoritized group (sexual orientation, gender, etc.) feel validated and respected and are part of the decision-making process on an ongoing basis *Deepening trust and sense of community amongst the diverse staff *If relevant, ensuring departmental practices, policies, and procedures do not create barriers for minoritized student groups (racially minoritized, low-income, first-generation college, undocumented, Veteran, students with disability, etc.)

In the sustainability world, the rule to achieve our goals is to make all decisions with Equity, the Environment and the Economy in mind (the 3 “E’s”). Otherwise known as People, Planet, Profit (3 P’s). Admittedly, Equity is much more difficult to define and measure and its importance has not gotten as much attention as it deserves in the past two decades. However, this has changed significantly as we, in the environmental field, acknowledge that to have a truly just transition to a clean energy economy, it is imperative to be intentional about our actions to ensure the people who have been impacted by the pollution and economic inequities are the first to be given a chance at the new jobs and cleaner neighborhoods.

For this reason, we have taken the following actions:

1. Staff have attended several racial sensitivity trainings provided by the college.
2. When hiring student workers (mostly through Federal Work Study), we provide leniency for students who are struggling with “life” issues, as we understand that each student has a unique set of challenges they are dealing with as they learn to balance work, school and family.
3. The new Aquaculture certificate program will be targeted towards underrepresented students and those who come from disadvantaged backgrounds.
4. We presented to the team who ran Equitizing Gateway Courses to find ways to collaborate and pool our resources. We also plan to create closer ties with Adelante and Black Collegians to find ways to support their efforts and explore common ground.
5. We have taken results from a 5-year study by Institutional Research, which shows that students who completed the Student Sustainability Workshop went on to have higher success and retention rates than students who did not take the workshops. Furthermore, black and Latinx students had the highest rates for both success and retention. Black students had a percentage gain of 55% for success and 20% for retention. Latinx students had percentage gains of 50% for success and 20% for retention, both substantially higher than other races. This information was presented to various groups to help find funding for the program and we are currently exploring the opportunity to revamp the program to cater directly to black and Latinx students, which will take advantage of a natural benefit of the program, while also allowing us to apply for SEAP funding through Equity, Pathways and Inclusion.
6. A major equity issue is providing affordable access to education, which we address by advocating for expanding the Big Blue Bus unlimited student pass to other transit

providers in LA County, donating 140 bicycles to low-income students who were struggling to get around during the pandemic (since many were afraid to ride public transit for a while), and finding and promoting discounts for riding e-scooters and e-bikes, for those who meet qualifications.

F. BUDGET AND RESOURCES

Human Resources and Professional Development

18. Based on your department's six-year vision and the action plans to get there, discuss the optimal staff structure to achieve your vision. Include in the discussion: Limit 500 words. a. The opportunities to revamp your workflow, procedures, and processes to increase efficiency b. Re-envisioning of existing job classifications and/or creation of new job classifications, if applicable c. Your succession and training plans (including cross-departmental training) to ensure that you have the right people in the right jobs today and in the years to come d. Knowledge management practices - documentation of key workflow and processes to ensure continuation of critical services provided by your unit

If our efforts to engage departments that have a large impact on our climate and sustainability goals are successful, then bandwidth will be freed up for staff to work on other pressing programs. This pivoting of responsibilities will effectively be a revamp of workflows from our office to the office in which we believe the responsibility resides.

Just as we are advocating for other departments to institutionalize their actions, it is equally important that our department calendar all relevant dates and actions that need to be taken each semester to ensure opportunities don't get missed. This includes updating codes and passes for transportation, promoting classes before the beginning of each semester, registering clubs and hosting annual events on time, collecting data and reporting by the deadline, applying for renewal of awards, paying invoices and maintaining memberships, etc.

During staff meetings the Sustainability Manager informs the Recycling Specialist and Admin on the various activities being pursued so that there is a shared understanding of where our time is being spent and what to prioritize. This helps to train all staff on all the various ways sustainability impacts the campus so we can all be more effective now and prepared in the years to come.

Part of our department plans are to recruit allies from across all academic and non-academic departments to help achieve our goals. This includes mapping out and identifying allies in each department that can help amplify messages to the entire department and finding faculty or staff who have unique knowledge or skills and can lend their expertise to the many varied projects across campus.

Budget and Space

19. Based on your department's six-year vision and the action plans to get there, analyze your existing space and infrastructure environment and discuss changes that would improve your unit's productivity, efficiency, and effectiveness. Limit 500 words. Examples: redesign of existing

space, additional space needed/space no longer needed, additional technology, change in technology)

Space is adequate for our needs.

20. Assess whether your current budget aligns with your plan of work for the next six years and is adequate in helping your unit meet your goals. If not, what changes in the budget need to be made? Discuss reallocation of existing budget lines, increase/decrease of overall budgets or specific budget lines. Upload document or spreadsheet, if necessary. Limit 500 words.

An increase in Student Help budget from 2 students per year, to 4 would help ensure we can have staff to assist our department in all the critical duties we perform, such as decommissioning and palletizing e-waste that the IT department generates, collecting compost waste, broken glass from the glass-blowing course, and special recycling requests, managing a learning garden which must remain presentable year round, and performing research and outreach of environmental issues with a limited staff.

This form is completed and ready for acceptance.