



**Shared Governance Council
November 18, 2015
Minutes**

Present

Michael Wyly, Erin Farmer, Kevin Anderson, Karen McCord, Jeff Lehfeldt, Megan White, Shirley Lewis, Christie Speck, Leslie Minor, Yulian Ligioso, Gregory Brown, Neil Glines, Geena Marie De Los Angeles

Absent

George Olgin, Tina Abbate, Richard Crapuchettes

Call to Order

The meeting was called to order at 2:07 p.m.

Approval of Agenda

Dr. Leslie Minor will give the Vice President, Academic Affairs report and Gregory Brown will give the Vice President, Student Services report.

It was moved by Erin Farmer and seconded by Shirley Lewis to approve the agenda as amended.

The motion passed unanimously.

Approval of Minutes

It was moved by Megan White and seconded by Michael Wyly to approve the minutes of October 14, 2015.

The motion passed unanimously.

Public Comments

There were no public comments.

Interim Superintendent/President's Report

Interim Superintendent/President Stan Arterberry was unable to be at the meeting; there was no report.

Vice President, Academic Affairs Report

Dr. Leslie Minor, Vice President of Academic Affairs reported that a meeting will be held next week to begin work on the Accreditation Self Study that is due in October 2017. There are four standards; each will have co-chairs (faculty and administration).

Vice President, Student Services Report

Gregory Brown, Vice President of Student Services reported that the Student Equity report had been submitted to the Academic Senate for approval, however, it was rejected as the Senate felt that it was not detailed enough to support. The Chancellor's Office has extended the deadline to submit the report from November 30, 2015 to December 18, 2015.

Human Resources Update

No report.

Executive Management Team Report

The Executive Management Team is working on safety preparedness and talking with various companies that can assist us in updating our procedures. The Safety Committee will be reinstated.

Budget Update

Yulian Ligioso, Vice President of Academic and Business Services, gave an update on the state budget and Prop 98 funds, which should provide additional funding for SCC. It is being projected that there will be modest statewide growth statement; the sales tax revenue is due to sunset in 2016.

Currently the college is spending more than it is bringing in. FTES needs to be maximized and expenditures lowered. VP Ligioso explained the stability option that has allowed us to receive funding for 8500 FTES, even though the college only achieved 8200 FTES. The college is currently developing a comprehensive Enrollment Management Plan.

Board Policy/Procedures Updates

Dr. Yashica was unable to be at the meeting; there was no report.

Institutional Effectiveness Partnership

Dr. Leslie Minor, Vice President of Academic Affairs, shared that the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges.

IEPI will enhance the system's ability to effectively serve students. Jointly administered by the California Community Colleges Chancellor's Office and College of the Canyons, the initiative's major components include development of the statewide indicators per SB 852 and SB 860, making Technical Assistance Teams (now called Partnership Resource Teams) and implementation grants available to colleges interested in receiving assistance, and providing professional development opportunities.

Solano College is currently identifying what is going right and things/processes that could be improved. The college has identified three areas to work on: Strategic Enrollment Management, Integrated Planning process, and budget planning processes. Input is being sought campus wide. Council members provided the following input:

Budget Planning Process

- Clear, written guidelines from Fiscal Services are needed
- Planning is needed for financial implications of new programs before they are implemented (example: Auto Technology program, BA program).
- Hold budget training workshops on a regular basis
- Strategize enrollments, determine number of sections needed for FTES targets
- Determine how CTE programs will be funded after they have exceed their 3-years of Perkins funding

Enrollment Management

- Establish a one-stop location for all labs and Tutoring
- Improve the college's image in the community
- Showcase SCC programs with advertisements and mailers
- Bring high school students on campus for tours, presentations
- Increase collaborations with area high schools (wall-to-wall academies, Early College High School)
- Identify reasons students drop out and don't persist. Identify resources/assistance on and off campus so students can be successful at SCC.
- Provide students with pathway to successful completion
- Implement a degree audit program

- Provide personal outreach to students

Integrated Planning

- Require that all new programs go through planning before they are started. Follow a standard, implemented process that includes benefits and costs.
- Change the culture of how we operate; hire a coordinator to assist with this.

SCC Organizational Review

The SCC Organizational Review that was previously brought to the Council for information will be brought back at the December 9, 2015 meeting for action.

Services at SCC for Disenfranchised Students

Michael Wyly, Academic Senate President, shared the following resolution from the Academic Senate dated November 2, 2015 regarding the Learning Disabilities program and Adaptive Kinesiology courses:

RESOLUTION 11.2.15: PROVIDING EQUAL ACCESS FOR STUDENTS WITH DISABILITIES AT SOLANO COMMUNITY COLLEGE

WHEREAS, American Disabilities Act 1990 and Title V, Community College Regulations, Section 504 of the Rehabilitation Act of 1973 requires equal access for students with disabilities by the removal of architectural and academic barriers, including barriers that inhibit the participation in instruction, distance education, campus programs, activities and events;

WHEREAS, the elimination of the entire learning disabilities program including the elimination of classes, along with the elimination of the full/time position for LD Specialist/Instructor, the corresponding skill courses for evaluating students with disabilities and the subsequent development of a program of compensatory strategies for success, has severely interfered with the successful academic outcomes for student with disabilities;

WHEREAS, the elimination of the positions for an adaptive kinesiology aide and lifeguard for the adaptive kinesiology water courses, as well as the elimination of the adaptive Kinesiology courses, Kine 001A and Kine 001D has limited the participation of students with disabilities from using the college's swimming pool and severely limited many students with disabilities from taking part in the only form of physical exercise appropriate for those students;

WHEREAS, the Option A General Education pattern for an Associate's Degree at Solano College mandates all students to complete at least one (1) participatory kinesiology class;

RESOLVED, that Academic Senate of Solano Community College supports the reinstatement of the Learning Disabilities Program, the hiring of a full-time Learning Disabilities Instructor

and the development of a Learning Skills (LS) program of courses to support our students with disabilities;

RESOLVED, that Academic Senate of Solano Community College supports the reinstatement of the adaptive kinesiology courses (Kine 001A and 001D) and the hiring of a life guard and an instructional aide to support safely and lawfully students in their goals toward an Associate Degree at Solano Community College.

Status of Part-Time Emergency Hiring Policy

Human Resources is currently reviewing the Adjunct Faculty Emergency Hiring Procedures as there are some procedural problems with the process. This will be brought back at a future meeting, once Human Resources has completed their review.

ILOs and GELOs as Amended and Approved by Academic Senate

Michael Wyly, Academic Senate President, presented the following Academic Senate revisions to the GELOs.

Current Language:	Proposed New Language:
<p>I. Communication</p> <p>Students will communicate effectively, which means the ability to:</p> <p>A. Read – Students will be able to comprehend and interpret: various types of written information in (1) expository prose and imaginative literature (including essays, short fiction and novels), (2) documentation such as manuals, reports, and graphs.</p> <p>B. Write – Students demonstrate the ability to:</p> <ul style="list-style-type: none"> • Communicate thoughts, ideas, information, and messages in writing • Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings • Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar <p>C. Listen – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal, and/or (2) nonverbal messages</p> <p>D. Speak and Converse – Students have the ability to:</p>	<p>I. Communication</p> <p>A. Reading:</p> <ul style="list-style-type: none"> • Comprehend and interpret various types of written information. <p>B. Writing:</p> <ul style="list-style-type: none"> • Communicate ideas and information in writing using conventions appropriate to academic and professional settings. <p>C. Listening: Comprehension</p> <ul style="list-style-type: none"> • Hear Understand and respond appropriately to verbal as well as nonverbal messages. <p>D. Speaking Communicating and Conversing:</p> <ul style="list-style-type: none"> • Organize ideas and communicate clearly and appropriately using verbal and non-verbal messages in appropriate media. Change strikeouts to “comprehend” and “comprehension” and “communicating” and “understand”

<ul style="list-style-type: none"> • Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation • Participate in conversations, discussions, and group activities • Speak clearly and ask appropriate questions 	
<p>II. Critical Thinking and Information Competency</p> <p>Thinking critically is characterized by the ability to perform:</p> <p>A. Analysis – demonstrated by the ability to:</p> <ul style="list-style-type: none"> • Apply appropriate rules and principles to new situations • Discover rules and apply them in the problem solving process • Draw logical conclusions based on close observation and analysis of information • Differentiate among facts, influences, opinions, assumptions, and conclusions <p>B. Computation – demonstrated by the ability to:</p> <ul style="list-style-type: none"> • Use basic numerical concepts • Use tables, graphs, charts, and diagrams to explain concepts • Use basic geometrical shapes <p>C. Research – demonstrated by the ability to:</p> <ul style="list-style-type: none"> • State a research question, problem, or issue • Use discipline appropriate information tools to locate and retrieve relevant information efficiently • Analyze and evaluate information for appropriateness, relevance, and accuracy • Synthesize, evaluate, and communicate information using a variety of information technologies • Recognize the ethical and legal issues surrounding information and information technologies • Demonstrate understanding of academic integrity and honesty <p>D. Problem Solving –demonstrated by the ability to:</p> <ul style="list-style-type: none"> • Recognize whether a problem exists • Identify components of the problem or issue • Create a plan of action to respond to and/or resolve the issue appropriately • Monitor, evaluate, and revise as necessary 	<p>II. Information Competency and Critical Thinking</p> <p>A. Information Competency:</p> <ul style="list-style-type: none"> • Converse in the vocabulary and concepts of the discipline; • Use discipline-appropriate tools to locate and retrieve relevant information efficiently; and • Demonstrate understanding of academic and ethical integrity. <p>B Analysis:</p> <ul style="list-style-type: none"> • Discover and apply information/rules to problem solving processes; • Draw logical conclusions based on verifiable facts or contextualized knowledge; and • Differentiate among facts, influences, opinions, assumptions, and conclusions. <p>C. Computation:</p> <ul style="list-style-type: none"> • Solve problems using appropriate mathematical and/or statistical techniques; and • Create and/or use tables, graphs, charts, and/or diagrams to explain concepts. <p>D. Problem Solving:</p> <ul style="list-style-type: none"> • Identify possible problems and their components; and • Create a response to and/or resolve the issue appropriately. <p>E. Scientific Complexities:</p> <ul style="list-style-type: none"> • Apply the scientific method in natural and social sciences in both controlled and observational situations.
<p>III. Global Awareness</p> <p>Students will demonstrate a measurable understanding and appreciation of the world including its:</p>	<p>III. Global Awareness</p> <p>A. Social Diversity and Civics:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how cultural beliefs and practices impact behavior; and

<p>A. Scientific Complexities – Students demonstrate an understanding of:</p> <ul style="list-style-type: none"> • The scientific method and its application in experiments • How experiments work • The major differences between social, natural and physical sciences <p>B. Social Diversity and Civics – Students demonstrate ability to:</p> <ul style="list-style-type: none"> • Communicate with people from a variety of backgrounds • Understand different cultural beliefs and behaviors • Recognize important social and political issues in their own community <p>C. Artistic Variety – Students have been exposed to:</p> <ul style="list-style-type: none"> • The visual and performing arts of one or more cultures • Analytical techniques for understanding the meaning in the arts, and/or • Hands-on experience with creative endeavors 	<ul style="list-style-type: none"> • Recognize important social, economic and political elements locally and globally. <p>B. Artistic Variety:</p> <ul style="list-style-type: none"> • Engage in creative endeavors; and/or • Critique one or more visual or performing arts.
<p>IV. Personal Responsibility & Professional Development</p> <p>A. Self-Management and Self-Awareness –The student is able to:</p> <ul style="list-style-type: none"> • Accurately assess his/her own knowledge, skills, and abilities • Motivate self and set realistic short and long-term goals • Accept that assessment is important to success • Respond appropriately to challenging situations <p>B. Social and Physical Wellness – Students make an appropriate effort to:</p> <ul style="list-style-type: none"> • Manage personal health and well being • Demonstrate appropriate social skills in group settings <p>C. Workplace Skills – Students understand how to:</p> <ul style="list-style-type: none"> • Be dependable, reliable, and accountable • Meet deadlines and complete tasks 	<p>IV. Personal Responsibility & Professional Development/Workplace Skills</p> <p>A. Self-Management and Self-Awareness:</p> <ul style="list-style-type: none"> • Accurately assess his/her own knowledge, skills, and abilities; • Understand the importance of self-reflection; • Motivate self; • Respond appropriately to challenging situations; and • Demonstrate professional behaviors including goal setting, dependability, and accountability. <p>B. Social and Physical Wellness:</p> <ul style="list-style-type: none"> • Manage personal health and well-being; and • Demonstrate appropriate social skills in group settings.
<p>ILOs have to be assessed; Solano has only done them once.</p>	
<p>Other schools use the course outcomes to measure the ILOs, which would be more efficient than what has been done in the past: surveys of students and faculty and an assessment written and given to students in addition to course assignments.</p>	

It was moved by Jeff Lehfeldt and seconded by Christie Speck to approve the revisions to the General Education Outcomes.

Ayes: 7

Noes: 0

Abstain: 2 (Megan White, Geena Marie De Los Angeles)

The motion passed.

Governing Board Meeting Report

The Governing Board will be voting on the recommendation to change the name of the Shared Governance Council to College Governance Committee at their November 18, 2015 meeting. In addition, there will be a new item on upcoming board agendas, entitled Solano Faculty Showcase, in which faculty from different schools will give presentations on their programs.

Adjournment

The meeting adjourned at 4 p.m.

Respectfully submitted by Laurie Gorman

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