



**Shared Governance Council
July 8, 2015
Minutes**

Present

Michael Wyly, James DeKloe, Kevin Anderson, Karen McCord, Tina Abbate, Jeff Lehfeldt, Richard Crapuchettes, Dr. Shirley Lewis, Christie Speck, Peter Cammish, Stan Arterberry, Stephanie O'Brien

Absent

Dr. Leslie Minor, Peter Cammish, Yulian Ligioso, George Olgin, Casey Bess, Jolleena Lewis,

Call to Order

The meeting was called to order at 2:05 p.m. by Michael Wyly, Academic Senate President. The chair, Dr. Leslie Minor, was not able to be at the meeting.

Approval of Agenda

Jeff Lehfeldt asked that the Board Policy and Procedures 4215 Smoking on Campus draft be removed from the agenda and placed on the August 12, 2015 agenda.

It was moved by Christie Speck and seconded by Tina Abbate to approve the agenda as amended.

The motion passed unanimously.

Approval of Minutes

It was moved by Kevin Anderson and seconded by Richard Crapuchettes to approve the minutes of April 15, 2015.

The motion passed unanimously.

It was moved by Jeff Lehfeldt and seconded by Richard Crapuchettes to approve the minutes of May 20, 2015.

The motion passed unanimously.

Public Comments

There were no public comments.

Interim Superintendent/President's Report

Michael Wyly introduced Interim Superintendent-President Stan Arterberry to Council members. President Arterberry served as the Superintendent at Solano College from 1994-2002 and has agreed to serve as the Interim Superintendent/President until a permanent President is selected.

President Arterberry shared that after he retired in July 2008 as Chancellor for the West Valley-Mission Community College District, he formed an educational consulting firm providing services for community college executive searches, strategic planning, organizational review, educational master planning, community college executive coaching and seminars/training for community college trustees, administrators, staff and students. He later went on to join the executive search firm of Ralph Andersen & Associates.

President Arterberry stated that it is a pleasure to be back at Solano College and that the first order of business for the College will be to hire a permanent president with a goal of a January 2016 start date.

Human Resources Update

No report.

FF&E (Fixtures, Fitting and Equipment) Standards

Stephanie O'Brien from Dovetail DCI shared that she has been working for six months to develop strategic sourcing protocol for the College. The goal is that all FF&E products have a 30 year lifespan. Now that the functional inventory is complete, the focus will turn to prioritizing replacement needs.

Revised ILOs and GELOs

Michael Wyly reviewed the following proposed Institutional Learning Outcomes (ILOs) and General Education Outcomes (GELOs) and explained that they had been developed by the Assessment Committee and then forwarded on to the Academic Senate. There had been a lot of debate on them at the Senate level before being forwarded on to Shared Governance Council. Although the Senate felt that while not perfect, it was important that they been established and accepted the recommendation of the Assessment Committee. They were also brought to the 10+1 committee for their review. After a recommendation from the Shared Governance Council, they will move forward to the President's Cabinet and the Governing Board.

Proposed SCC Institutional Learning Outcomes (ILOs)

Given the diversity of educational goals of our students and the length of their study, they will be proficient in the following areas to the extent required of their courses and/or program of study. These outcomes are neither course nor program specific but are meant to be applicable to all students.

- 1. Communication
Students will develop their reading, writing, listening, and speaking skills.*
- 2. Critical Thinking and Problem Solving
Students will apply knowledge and skills in novel ways to discipline-specific situations.*
- 3. Personal Responsibility and Workplace Skills
Students will obtain professional skills applicable to the classroom, workplace, and/or community at large.*
- 4. Global Awareness
Students will increase knowledge of social, economic, and environmental trends from local to global perspectives.*

SCC Proposed General Education Outcomes (GELOs)

Upon completion of Solano Community College’s General Education program, a student will demonstrate competency in the following areas:

| <i>Current Language:</i> | <i>Proposed New Language:</i> |
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| <p><i>I. Communication Students will communicate effectively, which means the ability to:</i></p> <p style="padding-left: 20px;"><i>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.</i></p> <p style="padding-left: 20px;"><i>B. Write – Students demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <i>• Communicate thoughts, ideas, information, and messages in writing</i> <i>• Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and</i> | <p><i>I. Communication</i></p> <p style="padding-left: 20px;"><i>A. Reading:</i></p> <ul style="list-style-type: none"> <i>• Comprehend and interpret various types of written information.</i> <p style="padding-left: 20px;"><i>B. Writing:</i></p> <ul style="list-style-type: none"> <i>• Communicate ideas and information in writing using conventions appropriate to academic and professional settings.</i> <p style="padding-left: 20px;"><i>C. Listening:</i></p> <ul style="list-style-type: none"> <i>• Hear and respond appropriately to verbal as well as nonverbal messages.</i> <p style="padding-left: 20px;"><i>D. Speaking and Conversing:</i></p> <ul style="list-style-type: none"> <i>• Organize ideas and communicate clearly and appropriately using</i> |

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| <p><i>spelling, and using the language, style, and format appropriate to academic and professional settings</i></p> <ul style="list-style-type: none"> • <i>Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar</i> <p><i>C. Listen – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal, and/or (2) nonverbal messages</i></p> <p><i>D. Speak and Converse – Students have the ability to:</i></p> <ul style="list-style-type: none"> • <i>Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation</i> • <i>Participate in conversations, discussions, and group activities</i> • <i>Speak clearly and ask appropriate questions</i> | <p><i>verbal and non-verbal messages in appropriate media.</i></p> |
| <p><i>II. Critical Thinking and Information Competency</i></p> <p><i>Thinking critically is characterized by the ability to perform:</i></p> <p><i>A. Analysis – demonstrated by the ability to:</i></p> <ul style="list-style-type: none"> • <i>Apply appropriate rules and principles to new situations</i> • <i>Discover rules and apply them in the problem solving process</i> • <i>Draw logical conclusions based on close observation and analysis of information</i> • <i>Differentiate among facts, influences, opinions, assumptions, and conclusions</i> <p><i>B. Computation – demonstrated by the ability to:</i></p> <ul style="list-style-type: none"> • <i>Use basic numerical concepts</i> • <i>Use tables, graphs, charts, and diagrams to explain concepts</i> • <i>Use basic geometrical shapes</i> <p><i>C. Research – demonstrated by the ability to:</i></p> | <p><i>II. Information Competency and Critical Thinking</i></p> <p><i>A. Information Competency:</i></p> <ul style="list-style-type: none"> • <i>Converse in the vocabulary and concepts of the discipline;</i> • <i>Use discipline-appropriate tools to locate and retrieve relevant information efficiently; and</i> • <i>Demonstrate understanding of academic and ethical integrity.</i> <p><i>B. Analysis:</i></p> <ul style="list-style-type: none"> • <i>Discover and apply information/rules to problem solving processes;</i> • <i>Draw logical conclusions based on verifiable facts or contextualized knowledge; and</i> • <i>Differentiate among facts, influences, opinions, assumptions, and conclusions.</i> <p><i>C. Computation:</i></p> <ul style="list-style-type: none"> • <i>Solve problems using appropriate mathematical and/or statistical techniques; and</i> |

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| <ul style="list-style-type: none"> • <i>State a research question, problem, or issue</i> • <i>Use discipline appropriate information tools to locate and retrieve relevant information efficiently</i> • <i>Analyze and evaluate information for appropriateness, relevance, and accuracy</i> • <i>Synthesize, evaluate, and communicate information using a variety of information technologies</i> • <i>Recognize the ethical and legal issues surrounding information and information technologies • Demonstrate understanding of academic integrity and honesty</i> <p><i>D. Problem Solving –demonstrated by the ability to:</i></p> <ul style="list-style-type: none"> • <i>Recognize whether a problem exists</i> • <i>Identify components of the problem or issue</i> • <i>Create a plan of action to respond to and/or resolve the issue appropriately</i> • <i>Monitor, evaluate, and revise as necessary</i> | <ul style="list-style-type: none"> • <i>Create and/or use tables, graphs, charts, and/or diagrams to explain concepts.</i> <p><i>D. Problem Solving:</i></p> <ul style="list-style-type: none"> • <i>Identify possible problems and their components; and</i> • <i>Create a response to and/or resolve the issue appropriately.</i> <p><i>E. Scientific Complexities:</i></p> <ul style="list-style-type: none"> • <i>Apply the scientific method in natural and social sciences in both controlled and observational situations.</i> |
| <p><i>III. Global Awareness</i> <i>Students will demonstrate a measurable understanding and appreciation of the world including its:</i></p> <p><i>A. Scientific Complexities – Students demonstrate an understanding of:</i></p> <ul style="list-style-type: none"> • <i>The scientific method and its application in experiments</i> • <i>How experiments work</i> • <i>The major differences between social, natural and physical sciences</i> <p><i>B. Social Diversity and Civics – Students demonstrate ability to:</i></p> <ul style="list-style-type: none"> • <i>Communicate with people from a variety of backgrounds</i> • <i>Understand different cultural beliefs and behaviors</i> | <p><i>III. Global Awareness</i></p> <p><i>A. Social Diversity and Civics:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate an understanding of how cultural beliefs and practices impact behavior; and</i> • <i>Recognize important social, economic and political elements locally and globally.</i> <p><i>B. Artistic Variety:</i></p> <ul style="list-style-type: none"> • <i>Engage in creative endeavors; and/or</i> • <i>Critique one or more visual or performing arts.</i> |

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| <ul style="list-style-type: none"> • <i>Recognize important social and political issues in their own community</i> <p><i>C. Artistic Variety – Students have been exposed to:</i></p> <ul style="list-style-type: none"> • <i>The visual and performing arts of one or more cultures</i> • <i>Analytical techniques for understanding the meaning in the arts, and/or</i> • <i>Hands-on experience with creative endeavors</i> | |
| <p><i>IV. Personal Responsibility & Professional Development</i></p> <p><i>A. Self-Management and Self-Awareness –The student is able to:</i></p> <ul style="list-style-type: none"> • <i>Accurately assess his/her own knowledge, skills, and abilities</i> • <i>Motivate self and set realistic short and long-term goals</i> • <i>Accept that assessment is important to success</i> • <i>Respond appropriately to challenging situations</i> <p><i>B. Social and Physical Wellness – Students make an appropriate effort to:</i></p> <ul style="list-style-type: none"> • <i>Manage personal health and well being</i> • <i>Demonstrate appropriate social skills in group settings</i> <p><i>C. Workplace Skills – Students understand how to:</i></p> <ul style="list-style-type: none"> • <i>Be dependable, reliable, and accountable</i> <p><i>Meet deadlines and complete tasks</i></p> | <p><i>IV. Personal Responsibility & Professional Development/Workplace Skills</i></p> <p><i>A. Self-Management and Self-Awareness:</i></p> <ul style="list-style-type: none"> • <i>Accurately assess his/her own knowledge, skills, and abilities;</i> • <i>Understand the importance of self-reflection;</i> • <i>Motivate self;</i> • <i>Respond appropriately to challenging situations; and</i> • <i>Demonstrate professional behaviors including goal setting, dependability, and accountability.</i> <p><i>B. Social and Physical Wellness:</i></p> <ul style="list-style-type: none"> • <i>Manage personal health and well-being; and</i> • <i>Demonstrate appropriate social skills in group settings.</i> |
| <p><i>ILOs have to be assessed; Solano has only done them once.</i></p> | |
| <p><i>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.</i></p> | |

It was moved by Shirley Lewis and seconded by Richard Crapuchettes to approve the ILOs and GELOs as presented.

The motion passed unanimously.

Proposed Schedule for Shared Governance Meetings and Budget Meetings

Michael Wyly reviewed the proposed schedule for the 2015-16 meetings, which include the addition of meetings dedicated to budget:

| Regular Shared Governance Meeting Dates 2nd Wednesday of month | Budget Meetings Dates 4th Wednesday of month |
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| Wednesday, June 10, 2015 | Wednesday, June 24, 2015 |
| Wednesday, July 8, 2015 | Wednesday, July 22, 2015 |
| Wednesday, August 12, 2015 | Wednesday, August 26, 2015 |
| Wednesday, September 9, 2015 | Wednesday, September 23 |
| Wednesday, October 14, 2015 | Wednesday, October 28, 2015 |
| Wednesday, November 18, 2015 | TBD for November (if needed) |
| Wednesday, December 9, 2015 | TBD for December (if needed) |
| Wednesday, January 13, 2016 | Wednesday, January 27, 2016 |
| Wednesday, February 10, 2016 | Wednesday, February 24, 2016 |
| Wednesday, March 9, 2016 | Wednesday, March 23, 2016 |
| Wednesday, April 13, 2016 | Wednesday, April 27, 2016 |
| Wednesday, May 11, 2016 | Wednesday, May 25, 2016 |
| Wednesday, June 8, 2016 | Wednesday, June 22, 2016 |

Hold for additional meetings if necessary (5th Wednesday of Month)

- July 29, 2015
- September 30, 2015
- June 29, 2016

It was moved by Richard Crapuchettes and seconded by Jeff Lehfeldt to approve the proposed 2015/16 Shared Governance Council meeting schedule.

The motion passed unanimously.

Governing Board Meeting Agenda – July 15, 2015

The Governing Board agenda for July 15, 2015 will be sent out via email.

Adjournment

The meeting adjourned at 3:45 p.m.

Respectfully submitted by Laurie Gorman

SGC July 8, 2015:lg