

**Great Basin College
FACULTY SENATE 2021-2022
Friday, May 20, 2022
9:00am**

Bluejeans link: <https://bluejeans.com/998976516/3114?src=calendarLink>

AGENDA

- 1. Roll Call**
- 2. Call to Order**
- 3. Updates from President Helens – Verbal Report**
- 4. Update from Vice President of BA, Sonja Sibert – No Report**
- 5. Updates from Vice President of AA/SA, Jake Hinton-Rivera – Verbal Report**
- 6. Senate Chair Report – Verbal Report**
- 7. Approval of April 15, 2022, Minutes - For Possible Action**
- 8. Standing Committee Reports:**
 - a. Academic Standards & Assessment.....**Written Report**
 - i. Report – Information Only**
 - b. Bylaws..... **No Report**
 - c. Compensation & Benefits.....**Written Report**
 - i. Report – Information Only**
 - d. Curriculum Review..... **Written Report**
 - i. Report – Information Only**
 - e. Instructional Technology.....**No Report**
 - f. Gen Ed Committee.....**No Report**
 - g. Personnel.....**Written/Verbal Report**
 - i. Sabbatical Policy Revisions – For Possible Action**
 - ii. Tenure Policy Revisions – Information Only**
 - h. Strategic Planning, ad hoc..... **Written/Verbal Report**
 - i. Strategic Plan – For Possible Action**
- 9. Unfinished Business:**
- 10. New Business:**
 - a. Policy 5.25 PTI Performance Review Revisions - **For Possible Action**
 - b. Senate Chair Elect – **For Possible Action**
- 11. Information Items:**
- 12. Announcements:**
- 13. Good of the Order:**

14. Adjournment.....Action

Great Basin College
FACULTY SENATE 2021-2022
Friday, April 15, 2022
9:00am

DRAFT MINUTES

1. Roll Call

Present Voting Representatives: Madison Arbillaga; Alex Kiehn; Jessica Lynch; Tami Potter; Rita Pujari (Proxy-Daniel Bergey); Dave Sexton; Jason Brick; Ryan Hathaway; Jennifer Stieger; Emily Bailey; Denise Padilla (Proxy-Lynette Macfarlan); Nicholas Cooley; Brandy Nielsen; Eric Walsh; Justine Stout; Norm Whittaker; Tim Beasley

Absent Voting Representatives: Diane Wrightman Jinho Jung; Daniel Bergey

1. Other Members Present: Kevin Seipp (Chair); Donald Jones (Secretary); Mardell Dorsa; Eleanor O'Donnell; John Rice; Brittney Maynard; Xu Duming; Sidnie Creamer; Brian Zeiszler; Michelle Husbands; Brian Danwoski; Glen Tenney; Susanne Bentley; Michelle Beecher; Angie de Braga; Laurie Walsh; Di Li; Krishna Subedi; Phillip ; Matt Nichols; Dwaine Hiles; Jennifer Brown; Ping Wang; Roger Quijada; Laura Debenham; Glen Tenney

Others Present: President Helens, Vice President Rivera, Mary Doucette, Kelli Baker

2. Call to Order: 9:03 a.m.

3. Updates from President Helens – Verbal Report

President Helens reminded everyone of the upcoming outdoor graduation ceremonies. Also, the BBQ honoring the retirees from the past two years. Ribbon cutting for the Winnemucca Health Sciences and Technology building will take place after the Board of Regents meeting in June. We would not have been able to do this without the collaboration with UNR, it saved us 3.5 million.

The Mining Center of Excellence Summit just took place in Elko. We are procuring the Armory and are collaborating with UNR MacKay School of Mines. We are hoping to renovate the center for under 1 million.

President Helens reported the Chancellor has resigned, but it does not affect the individual institutions. We want to make sure as we are moving into a budget cycle that we don't lose out.

There is an AB450 Committee that the Chancellor was co-chairing, in which the Governor wanted free college. Crystal Abba, Officer in Charge, came up with an idea for students 25 years and older. The Governor said he would give 5 million to it. Those students would still have to fill out their FASFA.

There is a special Board of Regents meeting on April 22, 2022, to go over the budget.

September's Board meeting will be in Elko.

4. Update from Vice President of BA, Sonja Sibert – No Report

5. Updates from Vice President of AA/SA, Jake Hinton-Rivera – Verbal Report

Vice President Rivera reported that enrollment is up for fall by 50% for FTE over the previous fall semester. That may come down over the next few weeks. Student Affairs and Academic Faculty are working closely with students to get them registered. We are working on dual enrollment opportunities too.

The Career Fair is on April 22nd, and we have 30 plus vendors. Committee nominations for student awards are due by April 22nd with an award ceremony on May 4th.

We are hosting a student affairs professional training and awards day on April 29th. This will highlight professional training for student affairs and will honor the student affairs staff.

Vice President Rivera reported there are a lot of grant opportunities they are looking at. Nicole Maher, Grants Director, is working with academic and student affairs to work on new and old opportunities.

At 9:16 a.m. Chair Seipp had to leave the meeting and Member Brian Zeiszler took over the meeting.

6. Senate Chair Report – Verbal Report - No Report

7. Approval of March 18, 2022, Minutes - For Possible Action

A Motion to approve the March 18, 2022, minutes was made by Justine Stout, seconded by Eric Walsh, motion passed unanimously.

8. Standing Committee Reports:

a. Academic Standards & Assessment.....**No Report**

b. Bylaws..... **Written/Verbal Report**

i. Addition to Section 2.3 Organization to include a process for mandate policies – For Possible Action

The Committee reported this was up for review last month and this just makes a clear process for what happens when mandated policies are brought forth.

A Motion to approve the Addition to Section 2.3 Organization to include a process for mandate policies was made by Dave Sexton, seconded by Brandy Nielson, motion passed. Tim Beasley abstained from the motion.

c. Compensation & Benefits.....**Written/Verbal Report**

i. Substitute Instruction Policy – For Possible Action

Committee received feedback on the policy and most of it was on the time-based comp policy, which pertains to the weeks or days when faculty would step in to take over the class.

The phrase “additional compensation equivalent to one (1) credit of overload will be awarded to a substitute instructor for each course, but not for additional sections of the same course. If the workload is especially extensive for the substitute instructor, commensurate additional compensation will be determined by the applicable dean, VPSAA, and substitute instructor” was added to the policy.

The committee reported it is hard to make a policy that gives a definite amount. It was suggested that the Department Chair should be added to the list who would make those decisions. Another member agreed, stating having the chair would provide extra support for negotiators.

A Motion to approve the Substitute Instruction Policy, with the addition to add to the policy that the Department Chair is included in the process, was made by Dave Sexton, seconded by Nick Cooley, motion passed. Tim Beasley abstained from the motion.

ii. Oversight of Student Teaching – Information Only

A statement for the Education Department was read. It was discussed that this should be changed back from 75-50 miles because that does affect those people who have to drive to Battle Mountain.

It was decided that this item will be brought back to the May meeting with the mileage change.

d. Curriculum Review..... **Written/Verbal Report**

i. Change Existing Course – Information Only

- **EMS216 – Changed from 4 fixed credits to 4-6 variable credits**
- **EMS200 - Changed from variable credits of 2-4 to fixed credits of 3**
- **EMS211 - Changed from fixed credits of 3 to variable credits of 2-4**

ii. New Programs – Information Only

- **Medical Assistant/Phlebotomy/EKG Certificate**
- **EMS Paramedic Certificate**
- **RT AAS**

No one from the committee was available for a verbal report.

- e. Instructional Technology.....**No Report**
- f. Gen Ed Committee.....**Written Report**
 - i. Report – Information Only**
- g. Personnel.....**Written/Verbal Report**
 - i. Emeritus Applications – Information Only**
- h. Strategic Planning, ad hoc..... **Written/Verbal Report**

It was announced that all applications were approved and forwarded to Vice President Rivera.

i. Strategic Planning Update – Information Only

Mary thanked everyone who worked on the committee and would like the draft to move forward. This plan contains the goals, objectives, and outcome. The adhoc report was submitted to Northwest before March 31, 2022. Notification was received that we will have midcycle visits on April 24th and April 25th and they will review assessments. If you have any comments regarding the Strategic Plan, please send them to her.

- 9. Unfinished Business:** None.
- 10. New Business:** Not having a Senate Chair-elect was brought up. This should be put on next month's meeting.
- 11. Information Items:**
 - a. Service and Support Animal policy updates – Information Only

Jennifer Brown reported the updated policies are in the packet and to let her know if you have questions.
- 12. Announcements:** Ryan Hathaway mentioned student recognition nominations are open and the deadline is April 22nd, any questions please contact him. Jennifer Brown thanked Deanna Hamilton for this year's catalog. Brian Zieszler reminded everyone of the food drive today. Emily Bailey reported they are having a book drive at the child center. Emily Bailey also reported the Child Care Center was voted #1 for Elko's Choice award. Laura Debenham reminded everyone the food drive for Pahrump is on the 22nd and it will go to different shelters.
- 13. Good of the Order:** None.
- 14. Adjournment.....Action**
Motion to adjourn by Dave Sexton at 9:47 a.m.

Academic Standards and Assessment Committee Meeting Agenda

Meeting Date: 29 April 2022, 3:10 p.m. – 3:25 p.m.

Meeting type: Zoom

Meeting Facilitator: Susanne Bentley, committee chair

Committee Members: Eric Andersen, Dorothy Callander, Stephanie Davis, Sam Lackey, Daniel Murphree, Oscar Sida, Ronald Straight, Glen Tenney, Mike Whitehead. Ex Officio: Bill Brown, Jennifer Brown, Jake Rivera, Brandis Senecal

- Item 1: Discussion of procedure for an upcoming grade appeal hearing following committee meeting
- Item 2: Discussion of request for non-traditional. Should we vote now or have an email vote next week?
- Item 3: Adjourn and return at 3:30 p.m. for grade appeal hearing
- Possible action item: vote regarding the request for non-traditional credit.

Attachments: The following documents are confidential

- Petition for non-traditional credit
- Letter of recommendation from faculty
- Certificate earned by petitioner

Academic Standards and Assessment Committee Meeting Minutes

Meeting Date: 29 April 2022, 3:30 – 5:15 p.m.

Meeting type: Zoom

Meeting Facilitator: Susanne Bentley, committee chair

Committee Members Present: Eric Andersen, Dorothy Callander, Stephanie Davis, Sam Lackey, Daniel Murphree, Oscar Sida, Ronald Straight, Glen Tenney, Mike Whitehead, Susanne Bentley, Chair. Ex Officio: Jennifer Brown

- Item 1: The committee heard a grade appeal from a student who appealed a grade in two classes. The student presented information, the professor from one class presented information, and the department chair for the program presented information for an additional class that was taught by an adjunct instructor who could not be present.

After the grade appeal presentations, committee members asked questions of the student and the professors.

When the committee members were satisfied that all of their questions were addressed, Chair Bentley asked the parties in question to leave the meeting so the committee could deliberate.

After careful discussion, Oscar Sida called for a motion to vote on the grade appeal was called. Eric Andersen seconded. The committee voted unanimously to uphold the grades in the two classes.

Chair Bentley stated that she would contact the committee members regarding a letter to the student with the decision.

Daniel Murphree moved to adjourn the meeting and Ronald Straight seconded.

Respectfully submitted by Susanne Bentley on 16 May 2022.

Academic Standards and Assessment Committee Meeting Minutes

Meeting Date: 30 April 2022

Meeting type: Email

Meeting Facilitator: Susanne Bentley, committee chair

Committee Members Present: Eric Andersen, Dorothy Callander, Stephanie Davis, Sam Lackey, Daniel Murphree, Oscar Sida, Ronald Straight, Glen Tenney, Mike Whitehead, Susanne Bentley, Chair. Ex Officio: Jennifer Brown

- Item 1: Chair Bentley recused herself from writing a letter to a student who was part of a grade appeal hearing before the Academic Standards Committee on April 29, 2022. She asked for volunteers to write the letter.

Glen Tenney and Sam Lackey volunteered to write the letter to the student.

Committee members voted unanimously to approve this.

Follow up Meeting: 6 May 2022

Meeting type: Email

Meeting facilitator: Susanne Bentley, committee chair

Committee Members Present: Eric Andersen, Dorothy Callander, Stephanie Davis, Sam Lackey, Daniel Murphree, Oscar Sida, Ronald Straight, Glen Tenney, Mike Whitehead, Susanne Bentley, Chair. Ex Officio: Jennifer Brown

- Item 1: The committee members read and unanimously approved the letter to the student regarding the finding to uphold the grades the student received in two classes.
- Chair Bentley sent the letter to the student on 6 May 2022

Respectfully submitted by Susanne Bentley on 16 May 2022.

Academic Standards and Assessment Committee Meeting Minutes

Meeting Date: 12 May 2022

Meeting type: Email

Meeting Facilitator: Susanne Bentley, committee chair

Committee Members Present: Eric Andersen, Dorothy Callander, Stephanie Davis, Sam Lackey, Daniel Murphree, Oscar Sida, Ronald Straight, Glen Tenney, Mike Whitehead, Susanne Bentley,

- Item 1: The committee read the documents presented by Jennifer Brown at our April 29 2022 meeting regarding a proposal to approve granting 15 non-traditional credits at GBC for the successful completion of a POST certificate.

Daniel Murphree moved to approve and Ronald Straight seconded.

The committee voted unanimously to approve.

Respectfully submitted by Susanne Bentley 16 May 2022

Attachments: POST Certification Proposal

Academy Curriculum Overview

The POST Academy is the only residential academy in the state; which promotes an enhanced learning process, team orientation, and the formation of long lasting friendships. The Training Division has the responsibility to train Category I, II and III peace officers, along with the development of curriculum for all basic training academies in Nevada. The academy runs concurrently with Category I peace officers staying for 17 weeks, Category II peace officers 10 weeks and Category III peace officers staying for 8 weeks.

Cadets must maintain an 80% or better overall academic average and all cadets must pass the [POST Physical Fitness Test \(PPFT\)](#) to graduate. The hours of classroom training experienced by the cadets includes such topics as court security, counter-terrorism, weapons of mass destruction, and numerous sessions of scenario based training. Cadets are administered three PPFTs; one at the start of the academy, at mid-term, and at the end of the academy. All cadets participate in the basic boxing program as part of their physical fitness improvement program.

Overview of Subjects with Approximate Hours

Subject	Category I	Category II
Law and Legal Procedures	83.5	74.5
Patrol Operations and Investigations	165	66
Performance Skills	291	191
Functions of a Peace Officer	67	63
Administration and Examinations	72.5	42.5

Compensation & Benefits Written Report: 05-17-2022

On 05-12-2022, email was sent to Compensation and Benefits Committee seven (7) members inquiring their thoughts about the suggested change to the travel distance in 3(A)1. g. from 50 to 75 miles to align with the GBC travel policy. Four (4) out of the seven (7) committee members responded via email (as of 05-17-22) and stated that the travel distance in 3(A)1. g. should remain at 50 miles. One (1) member emailed that the only reference to 75 miles in the travel policy is about reimbursement for meals, which doesn't relate to the mileage/travel distance in 3(A)1.g.

Oversight of Student Teaching

If a student teacher is hired by the school district as a long-term substitute due to the excess workload created for the supervising faculty, 1.5 WU will be received for each instead of 1.0 WU.

3(A)1. g. Oversight of Student Teaching

For student teaching where students are enrolled in a 14-credit section, faculty will receive 1.0 workload unit for each student being evaluated. If a student teacher is hired by the school district as a long-term substitute, due to the excess workload created for the supervising faculty, 1.5 WU will be received for each instead of 1.0 WU. If the supervising faculty is required to travel ~~50~~ 75 miles or more each way, 1.5 WU will be awarded per student instead of 1.0 WU.

The following items were recommended for approval in April 2022

1. New Course
 - BUS175 It will be required and replace a business elective.
2. Change Existing Program
 - AAS Accounting Emphasis/General Business. BUS175 will be required and replace a general business elective.
3. Change Existing Course
 - NURS456 – Staci explained the changes in prerequisites were to make the three tracks align better and allow all students to graduate in a timelier manner.
4. New Program
 - DEI Microsystem - Jennifer explained the difference between a microcredential and a certificate (A microcredential does not lead to a job, a certificate does).

For next school year, flowsheets and timeline forms are being developed to add to the website. We will also add a list of all deadlines to the webpage.



POLICY AND PROCEDURE

Procedure:	Sabbatical Leave
Policy No.:	2.21
Department:	Academic Affairs
Contact:	Vice President for Academic Affairs

Policy

The major purpose of a sabbatical leave is to provide faculty an opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, creative work, and travel so that teaching effectiveness may be enhanced. ~~For the purpose of this document, the term “faculty” refers to means~~ full-time counselors, librarians, ~~and~~ instructors, and professors whose primary responsibility is teaching. The number of sabbatical leaves per year is determined by the number of academic faculty positions at GBC is equal to two percent of the academic faculty of the previous academic year.

In evaluating sabbatical proposals, the Personnel Committee is charged with determining how the sabbatical leave will enhance the faculty member’s professional effectiveness.

Procedures

1.0 Guidelines

Guidelines for Sabbatical Leave are listed below:

- ✓ Eligibility for sabbatical leave commences at the end of the sixth year of service whether or not it coincides with the end of the academic year.
- ✓ Sabbatical leave is awarded either for one year at two-thirds salary or ~~for~~ one-half year at full salary.
- ✓ Faculty members awarded leave will agree to return to the college for one year upon completion of sabbatical.
- ✓ Acknowledgement of sabbatical assistance shall be given in any publications resulting from work accomplished during the leave.
- ✓ A written report concerning sabbatical leave activity shall be submitted to the President within by the end of the subsequent fall or spring semester after returning from leave. three months after the end of the leave and a verbal report shall be given to Faculty Senate within three months of returning from ~~S~~sabbatical.

Completed applications from eligible professional staff members shall be submitted to the Chair of the Faculty Senate Personnel Committee on or before the 30th-day last Friday of October each year. Those received after this deadline will not be considered. The applications will be reviewed and ranked by the Faculty Senate Personnel Committee and submitted to your the applicant's appropriate Dean, then to their Vice President, and then to the President for review by the administrative committee Leadership Council.

2.0 Eligibility

- Any tenured faculty member who has served full-time for six or more years at GBC without receiving a sabbatical leave is eligible to apply for sabbatical leave.
- Eligibility for sabbatical leave commences at the end of the semester in which the sixth full year of service at GBC is completed. A faculty member can apply during their sixth year of service at GBC. Only years of service at GBC will count toward sabbatical leave.
- Accumulation of time at GBC toward the next sabbatical leave shall not begin until the date of completion of the prior sabbatical leave.
- A faculty member who has resigned or has been terminated for reasons other than financial exigency or curricular reasons and subsequently rehired at GBC must have six full-time years of service from the time of rehiring.
- Authorized leaves (teaching, formal education, work experience, personal, medical/emergency/maternal) will not break the continuity of service, but these years shall not be credited toward a sabbatical leave.
- Any faculty member whose primary responsibility is administrative in nature is not eligible for sabbatical leave. (B/R 12/98)
- Years spent in administrative work will not be credited toward sabbatical leave.
- Short-term temporary contract supplements for special services, such as those for teaching summer sessions, shall not be considered in establishing the base for sabbatical leave.
- A year/Time will not count toward sabbatical leave if the individual spent 51% or more of his/her work time on administrative duties for that year.

3.0 Criteria to be Used in Awarding Sabbatical Leave

In evaluating sabbatical proposals, the Personnel Committee will use the following criteria.

- Applicant's accomplishments and leadership within the college or community and the proposal's inclusion of research, publication, scholarly presentation, or creative activity – worth up to 10 points.
- For every year of service, one point will be awarded up to 10 points OR For every year of service since the applicant's last sabbatical, one point will be awarded up to 10 points. Years of service must be confirmed by Human Resources.
- Likelihood that the conditions of the proposal will be met in the granted leave – worth up to 10 points.
- Benefits of the project to GBC: Project will benefit GBC students – worth up to 5 points. Project will benefit institution/meet GBC's mission – worth up to 5 points.
- Potential for growth: Project will benefit applicant's primary responsibilities – worth up to 4 points. Project will benefit intellectual development – worth up to 4 points. Project will include community service – worth up to 2 points.

There are 50 points possible and the applicant must receive at least 35 to be recommended for sabbatical. If there are more applicants than sabbatical positions the committee will rank the candidates by their points and recommend based on that.

- ~~One page summary of the proposal—worth up to 15 points.~~
- ~~Relevant value in meeting the mission of the college—worth up to 15 points.~~
- ~~Importance in helping the applicant perform his/her current duties—worth up to 15 points.~~
- ~~Contributes to the personal/professional growth of the person applying—worth up to 15 points.~~
- ~~Probability that the conditions of the proposal can be met in the granted leave time—worth up to 15 points.~~
- ~~For every year of service since last sabbatical leave, one point will be awarded. Human Resources must verify years of service.~~
- ~~Total points must be greater than 45 to be considered for Sabbatical.~~

4.0 Application Process

Applicants ~~tions shall be made must submit using~~ a Sabbatical Leave Application Form available in the human resources office or attached to this policy. All information and supporting documentation requested on the form shall be furnished by the applicant, whose responsibility it is to see that a complete application is submitted to the Faculty Senate Personnel Committee.

The completed application and all supporting materials called for in the application form must be properly prepared and filed by the application deadline (~~October 30~~ **last Friday in October**) in the academic year prior to the effective date of the requested leave.

The Faculty Senate Personnel Committee will forward the applications and ~~its~~ their recommendations to ~~the appropriate Dean. the appropriate vice president.~~

5.0 Rights of Faculty on Sabbatical Leave

The taking of ~~a~~ sabbatical leave shall in no way interfere with the continuing employment of an individual by the college, with any possible promotion or salary increases, or with any other rights normally associated with work at the college. Sabbatical leave, in some cases, may reduce retirement benefits. Persons taking sabbatical leave may wish to check with the Human resources office in this regard.

Additional income, ~~for example,~~ grants-in-aid, or fellowships, may be accepted during the leave provided the activity for which the income is received contributes to the individual's professional development or his/her future usefulness to the college. (B/R 1/92)

6.0 Obligations of Faculty Who Take Sabbatical Leave

- The most important obligation of a sabbatical leave recipient is to make every effort to accomplish the tasks set out in the application. If circumstances occur ~~prior to~~ before the start date of the sabbatical which make it impossible to fulfill the approved sabbatical proposal, the recipient will be expected either to relinquish the awarded sabbatical and perform normal duties during that year or to request authorization from the Senate Personnel Committee to proceed with an alternative project. If the Personnel Committee is not available, authorization should come from the appropriate academic administrator.
- Upon completion of the sabbatical leave, the recipient must return to college duties for a period of ~~time at least equal to that of the last annual contract prior to sabbatical leave.~~ one year.
- A written report of sabbatical leave activities shall be submitted to the appropriate ~~dean. vice president.~~ This report must be submitted by the end of the subsequent fall or spring semester after returning from leave June 30 of the end of the sabbatical year. The report should address the proposal in the application for leave, describe what was accomplished, explain the current status of the project, and future status if applicable. It may also describe other professional accomplishments during the

time of the leave. It will be the task of the appropriate Academic Administrator to assess whether the sabbatical report is satisfactory.

- Acknowledgement of sabbatical assistance shall be given in any publications, performances, or other professional activities accomplished during the sabbatical, ~~or as a result of it.~~
- A signed sabbatical leave application shall constitute acceptance of all obligations on the part of the faculty member taking sabbatical leave.

7.0 Sabbatical Leave Committee

The Personnel Committee of the GBC Faculty Senate is the Sabbatical Leave Committee.

Applicants for sabbatical leave may not serve on the Personnel Committee during the year of the application.

8.0 Procedures of Sabbatical Leave Committee

- All deliberations of the committee shall be confidential.
- Sabbatical leave applications are available online or included in this policy. These applications must be submitted to the Chair of the Personnel Committee by 5:00 p.m. ~~–October 30 on the last Friday of October.~~
- The committee shall, after thorough deliberations during which all applications are reviewed in detail, send forward to the ~~vice president~~ appropriate Dean with copies to the president and the Faculty Senate Chair, their recommendation for sabbatical leave. It is the responsibility of the president of GBC to notify the successful applicants in writing within ~~one week~~ 30 days upon receiving the recommendation from the Personnel Committee.

9.0 Responsibilities of the President

- The president shall be responsible for making sabbatical leave recommendations to the Board of Regents by the required meeting date in the year prior to the academic year during which leave is desired.
- Whenever the president's recommendations to the Board of Regents deviate from those of the committee, the changes shall be justified to the chair of the Personnel Committee before the president makes his/her recommendations to the Board of Regents concerning sabbatical leaves.
- The president shall notify those awarded sabbatical leave by the Board of Regents as soon thereafter as possible. Those applicants not being awarded sabbatical leave will also be notified in writing by the president within 30 days of the decision.

~~10.0 Responsibilities of the Faculty Senate Concerning Sabbatical Leaves~~

~~The Faculty Senate shall select new members of the Personnel Committee from the faculty at large at any time vacancies occur. It shall also select each year a chair of the committee.~~

Approved by PC: April 22, 2008

Contact the assistant to the president for any questions, corrections, or additions.

GREAT BASIN COLLEGE
Sabbatical Leave Application Form

MEMORANDUM

TO: Professional Staff Members

SUBJ: Application for Sabbatical Leave

REFERENCE: Sabbatical Leave Policy and Procedure

Guidelines for Sabbatical Leave are listed below:

- ✓ Eligibility for sabbatical leave commences at the end of the sixth year of service whether or not it coincides with the end of the academic year.
- ✓ Sabbatical leave is awarded either for one year at two-thirds salary or ~~for~~ one-half year at full salary.
- ✓ Faculty members awarded leave will agree to return to the college for one year upon returning from leave.
- ✓ Acknowledgement of sabbatical assistance shall be given in any publications resulting from work accomplished during the leave.
- ✓ A written report concerning sabbatical leave activity shall be submitted to the President by the end of the subsequent fall or spring semester after returning from leave. within three months after the end of the leave and a verbal report shall be given to Faculty Senate within three months of returning from Ssabbatical.

Completed applications from eligible professional staff members shall be submitted to the Chair of the Faculty Senate Personnel Committee on or before the 30th day of last Friday in October each year. Those received after this deadline will not be considered. The applications will be reviewed and ranked by the Faculty Senate Personnel Committee. -and Their recommendations will be submitted to the faculty member's appropriate Dean, then to the Vice President, and then to the President for review by Leadership Council. the administrative committee.

GREAT BASIN COLLEGE
Sabbatical Leave Application Form

Submit two copies of the following application, one to your appropriate Vice President, the other to the Chair of the Faculty Senate Personnel Committee. Applications must be submitted no later than ~~October 30~~ the last Friday in October.

- I. Complete and sign two copies of the accompanying cover form. Arrange the items listed below in the order listed, and attach copies of each to the cover forms.
- II. Write a separate and detailed description of how you propose to spend your sabbatical leave. The Personnel Committee will evaluate your proposal based on the criteria outlined in the Sabbatical Leave Criteria Evaluation Form provided at the end of this application. ~~It is essential that you~~ You must provide sufficient detail for the ~~C~~committee to make a proper evaluation. Discuss any pending or planned applications for additional monetary support for the proposed sabbatical leave project. Other pertinent information may be appended to the proposal.
- III. Attach letters from no more than three colleagues/department members in support of your leave proposal. The letters may address themselves to the following matters, singly or in combination:
 - a. An evaluation of the proposal and its potential benefit to you and GBC.

b. Support of the faculty member's sabbatical leave.

~~b. An estimate of the likelihood that you will be able to complete successfully the activity you are proposing.~~

~~b. An evaluation of your effectiveness in carrying out the duties of your current position.~~

IV. Provide the following information:

- a. Education
- b. Professional experience
- c. Accomplishments on any previous sabbatical leave
- d. Job responsibilities
- e. Other data which would suggest success in the project you are proposing.
- f.
- g. A timeline for which you expect to be able to complete the activity you've requested sabbatical for.

**GREAT BASIN COLLEGE
Sabbatical Leave Application Form**

Name _____ Date _____

Position held at GBC _____

"A" Contract _____ "B" Contract

~~"B" Contract~~

Request Leave:

½ year at full salary _____ full year at two-thirds salary

~~full year at two-thirds salary~~

Years of full-time salaried service at GBC since initial employment or since last sabbatical leave, including the present academic year, but not including leave of absence without pay: _____

Date of last sabbatical leave if any: _____

½ year _____ full year

~~full year~~

★ Return this form to the Personnel Committee Chair.

FOR COMMITTEE USE ONLY:

<p><u>Personnel Committee Recommendation</u> <u>Approved</u> <u>Disapproved</u></p>
<p>Confirmation of years of service for Sabbatical: _____ (Signature, Human Resources Department)</p>
<p>The candidate has satisfied the requirements for Sabbatical: _____ (Signature, VP <u>Dean</u>)</p>
<p><u>The candidate has satisfied the requirements for Sabbatical:</u> _____ (Signature, <u>VP</u>)</p>

~~Committee Response~~ — ~~Approved~~ — ~~Disapproved~~

~~Comments:-~~

Approval by President (Signature)

Date

Comments:

1)

Write a detailed (no more than two pages) summary of your proposal and include the following aspects:

- a) Describe the purpose of your sabbatical in meeting the mission of the college.
- b) ~~Explain the relevance of your sabbatical in helping the applicant perform his/her current duties.~~
- c) Describe how your sabbatical will contribute to your personal and professional growth.
- d) Explain the probability that the conditions of the proposal can be met in the granted leave time.

I agree to the obligations and conditions of sabbatical leave at GBC and NSHE Code, Title 4, Chapter 3, Section 14, and I agree that I will use the granted leave time to accomplish the proposal I have outlined above.

Signature

Date

GREAT BASIN COLLEGE
Sabbatical Leave Criteria Evaluation Form

CANDIDATE: _____

PROPOSAL'S MERIT AND PRACTICALITY	Excellent 15 points	Good 12 points	Adequate 9 points	Weak 6 points	Not-Demonstrated 0 points
Minimum Standard Requirements:					
One page summary of the proposal is complete.					
Relevant value in meeting the mission of the college.					
Importance in helping the applicant perform his/her current duties.					
Contributes to the personal/professional growth of the person applying.					
Probability that the conditions of the proposal can be met in the granted leave time.					
Total points _____					

*Greater than 60 = Excellent *Greater than 40 points = Good *Greater than 30 points = Adequate * 29 or below = Not Demonstrated _____

*Total points must be greater than 45 to be considered for Sabbatical.

YEARS OF SERVICE	
1. For every year of service since last sabbatical leave, award one point.	_____ X 1 = _____ Points
CUMULATIVE POINTS	
Merit and Practicality + Years of Service _____ =	_____ POINTS
RECOMMENDED _____ YES/NO	COMMENTS
_____ Chair, Personnel Committee _____ Date	

Great Basin College

Sabbatical Leave Criteria Evaluation Form (to be filled out by Personnel Committee Chair after discussion with committee)

Candidate:

Criteria Category

Subcategories to consider

Points Awarded

Accomplishments & Leadership - 10 points possible. Points may be awarded in any one of the subjects listed or a combination thereof.

College Leadership Activities: senate committee assignments, leadership within the department, Faculty Senate/committee/department chair

Intellectual Leadership: research, publication, scholarly presentations, or creative activity

Community activities that are related to the teaching profession or show exceptional community accomplishments

Years of Service - 10 points possible (only put points in either A or B, not both)

A. If the applicant has not received a previous sabbatical leave, one point will be awarded from every year of service at GBC to a maximum of 10 points.

B. If the applicant has received a previous sabbatical leave, one point will be awarded for every year of service since the completion of the applicant's most recent sabbatical leave to a maximum of 10 points

Adequate Timeline - 10 points possible	The likelihood that the conditions of the proposal will be met in the granted leave. The timeline is to be reasonable and appropriate for the type and scope of the project proposed, if applicable.	
Benefits of Project to GBC - 10 points possible	Project will benefit students - 5 points possible	
	Project will benefit institution/meets GBC's mission - 5 points possible	
Potential for Growth - 10 points possible	Project will benefit applicant's primary responsibilities - 4 points possible	
	Project will benefit intellectual development - 4 points possible	
	Project will include community service - 2 points possible	
Total Points awarded must be more than 35 to earn recommendation.		0
Comments:		

Recommended	Yes _____	
	No _____	
Chair, Personnel Committee		Date



POLICY AND PROCEDURE

Title:	Tenure
Policy No.:	3.60
Department:	Academic Affairs
Contact:	Vice-President for Academic Affairs

Policy

GBC faculty members may be eligible for tenure ~~in accordance with~~ per NSHE Code as provided in Title 2, Chapter 4, Section 4. NSHE Code regarding tenure must be observed in all ways except where GBC may add further definition or refinement through this Policy and Procedures section. Final authority on tenure resides in NSHE Code.

The major objectives of tenure are to provide a faculty committed to excellence and to provide a substantial degree of security to those persons who have exhibited excellent abilities, sufficient to convince the GBC and NSHE communities that their expected services and performances in the future justify the privileges provided by tenure. Faculty positions designated as tenure-track positions must follow the tenure probationary procedures provided here that lead to appointment with tenure or be denied tenure and continuing employment. Faculty positions paid fully or in part by non-state funds are not eligible for tenure. ~~Positions placed in “Range 0” (not on published the faculty pay ranges) are not eligible for tenure.~~

~~In the event that~~ If a tenured faculty member moves to non-state funding ~~or to a Range 0~~ position, tenure is forfeited and may not be reestablished.

As of the date of the full approval of this policy and the procedures, these serve as an update and clarification of GBC policies and procedures already in effect. As such, these are in immediate effect for both new tenure-track faculty and those already being evaluated within the tenure track. No retroactive evaluations are necessary.

In all matters of GBC tenure, the decisions of the President of GBC are final.

Procedures

These GBC procedures are provided as per Title 2, Chapter 4, Section 4.4.1 of NSHE Code. Standards for appointment with tenure are per Title 2, Chapter 4, Section 4.4.2. These procedures are implemented effectively ly for all tenure-track faculty members as of the time of approval.

1.0 Tenure Committee

1.1. Committee Formation. During the beginning of the first semester of hire, a ~~three~~ four-person tenure committee shall be formed for each tenure-track faculty member. The composition of the committee shall be:

- a) ~~Two~~ One tenured faculty members s selected by the department of the ~~tenure-track faculty member~~ applicant;

- b) One tenured faculty members ~~(from any department)~~ selected by the ~~tenure-track faculty member applicant;~~ and
- c) One tenured faculty member selected by the VPAA.
- d) The final makeup of the tenure committee must contain a minimum of two tenured faculty members from the department of the applicant, and at least one member from a different department. If there are not enough people in the faculty member's department, they can appoint someone from their division.

The faculty member and the member's Department Chair shall report their respective committee member choices to the VPAA. The committee should be consolidated by mid-semester of the first semester of employment.

Once faculty members are placed on ~~to~~ a committee, they may continue through sabbaticals or into retirement should they wish and they can maintain their commitment. If it is necessary to replace a committee member, the VPAA's office will coordinate the process. The vacated member from the list above will be replaced with a member in the same category, if possible.

In the event a non-tenure-track faculty member is placed in a tenure-track position after initial employment, the mentor committee will normally continue and serve as the tenure committee.

1.2. Confidentiality. Upon agreeing to serve as a member of a tenure committee, committee members must adhere to all standards of personnel confidentiality.

1.3. Committee Meetings. During each semester of the probationary period the tenure-track faculty member shall arrange for full committee meetings as described below:

- a) At the first meeting of the first semester of employment, the committee shall select a Chair who is responsible for preparing reports and forwarding those to the VPAA and supervising Dean ~~(if applicable) together along~~ with any other business that needs to be completed. If a change in Chair is required, this is approved by the VPAA.
- b) At the first meeting, the committee shall establish the time frame for applying for tenure. Application for tenure is generally in the fall semester of the fourth year after hire. When a faculty member has been hired to begin teaching full-time starting in January, that spring semester counts as the first full year towards tenure.
- c) If there should be cause to grant a new faculty member a number of years of probation years toward tenure based on prior full-time teaching experience, the committee must make that request with substantiation to the VPAA and supervising Dean ~~(if applicable)~~ in writing during the first semester of the faculty member's employment in a tenure track position. The grant of years for prior experience toward probation must be approved by the VPAA and supervising Dean ~~(if applicable)~~.
- d) During fall meetings, the committee works with the faculty member to establish role percentages for the faculty evaluation system. The VPAA or supervising Dean approves percentage settings.

1.4. Initial Screening. Before the end of February of the spring semester of the first year of employment, the committee alone shall meet with the VPAA and supervising Dean to discuss the faculty member in terms of overall initial performance exhibited by the employee. This is an important initial screening for the new faculty member.

1.5 Department Input. The committee chair will solicit anonymous input from all members of the faculty member's department twice during the tenure process: once at the end of year two and again before the final tenure committee report. The committee chair will report the department's opinions back to the tenure committee in writing and the report will be included in the final tenure report.

2.0 Probationary Period Reporting

2.1. Probationary Reports. The probationary period shall include four years of uninterrupted full-time employment. Each semester of the probationary period the tenure committee shall prepare a written report that is submitted to the VPAA and supervising Dean ~~(if applicable)~~. Each semester report shall include a general summary that includes identification of professional strengths and weaknesses with suggestions for improving performance. The combination of all semester reports from the probationary period will demonstrate in part how a faculty member is progressing in regard to requirements for tenure.

2.2. Report Content. Tenure report content and submission:

Fall Semester Report: This is due to the VPAA and supervising Dean ~~(if applicable)~~ by finals week. This progress report provides a general overview of performance including the standards listed below. At least one teaching observation of at least an hour and fifteen minutes of a class period (coordinated with the instructor), or the online equivalent, is required for this report. The observer should introduce ~~her or himself~~ themselves, explain the purpose of the visit, and encourage students to provide constructive feedback on the student rating forms at the end of the term. A short written report or completion of the teaching observation shall be included in the report.

Spring Semester Report: This is due to the VPAA and supervising Dean ~~(if applicable)~~ by finals week. The spring report is more detailed and should generally be about 2-4 pages long. The report should address student evaluation IDEAs ratings for fall courses of the academic year and spring IDEA student evaluation ratings from the previous year if available. There should be at least one teaching observation in the spring following the same guidelines as the fall observation. The report should address teaching observations for each semester, the Faculty Evaluation scores for the academic year, the Teaching and Service Standards in general, and any other relevant information.

3.0 Standards for Tenure

3.1. Standards. Standards for Tenure to be evaluated and addressed in tenure reports are in the areas of teaching and service. Rubrics for evaluating these are provided within the form at the end of these procedures.

Standard One: Teaching/Performance of Assigned Duties. Tenure-track faculty members are required to achieve an excellent rating for teaching by the third year of service.

Standard Two: Service. The measures of service shall be within the areas of: ~~student advisement, collegiality, and service to the college. Tenure-track faculty members must achieve a satisfactory rating in student advisement and service to the college and a commendable rating for collegiality.~~

- Interest and ability in advising students
- Ability to work with faculty and students in the best interests of the academic community and the people it serves, and to the extent that the job performance of the academic faculty member's administrative unit may not be otherwise adversely affected
- Service on college or system committees
- Recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement
- Recognition and respect outside the system community of participation in activities that use the faculty member's knowledge and expertise or further the mission of the institution, or that provide an opportunity for professional growth through interaction with industry, business, government, and other institutions of our society, within the state, the nation, or the world

3.2. Committee Evaluation of Standards. For Standard 1, the committee shall use Faculty Evaluation ratings for Teaching Design, Assessment, and Management and the Teaching Delivery scores from the student evaluation IDEAs reports. (The form accompanying this procedure provides more detail.) The committee shall examine fall and previous spring student rating forms for any course taught. ~~The~~

~~committee may review original IDEA forms, report summaries, the student written comments, and grades and consider these in the evaluation, but are reminded that this information is confidential. Classroom observations and student comments should be considered.~~ The committee may review student evaluations, report summaries, student-written comments and grades, and classroom observations but are reminded that this information is confidential. The committee shall use the GBC form to determine the evaluation rating.

For Standards 2A and 2C, the committee shall review the Faculty Evaluation sections that directly apply to these parts of service. The committee shall use the accompanying GBC form to determine the tenure evaluation rating.

Standard 2B is evaluated using the rating rubric found in the accompanying GBC form. This evaluation is based on discussions with department chairs, program supervisors, other department members, the supervising Dean and/or VPAA, and any other persons with direct knowledge of a faculty member's interactions with colleagues and students. The committee shall use the GBC form to determine the tenure evaluation rating.

The committee may review any information within the faculty member's personnel file during the probationary period. Any other information that may affect the overall evaluation of the tenure-track faculty member may also be reviewed. All information may be considered in all reports and evaluations regarding tenure and is confidential outside of committee discussions and reports.

3.3. Committee Reporting on Standards. For each S standard, the committee shall provide details that support the evaluation along with suggestions or recommendations for improvements as needed. For the spring semester report, include the GBC evaluation form provided at the end of this procedure to evaluate the candidate for the following Standards with a clear report heading for each:

- A. Standard 1: Teaching
- B. Standard 2A: Student advising
- C. Standard 2B: Interactions with colleagues and students (collegiality)
- D. Standard 2C: Service to the college
- E. Summary: Performance and progress toward tenure (include recommendations in this section)

Reports are reviewed and signed by all committee members and the tenure-track faculty member. By signing the report the tenure-track faculty member acknowledges receipt and review of the report but the signature does not necessarily indicate agreement with the report. If the faculty member disagrees with any aspect of the report, a written rejoinder may be attached.

3.4. Administrative Evaluation. Each year as part of the annual evaluation process, the supervising administrator (VPAA or Dean) of a tenure-track faculty member shall include a statement on progress toward tenure in the written portion of the annual evaluation. This shall be shared with the tenure committee, and shall include any concerns about performance that the administrator has and what actions should be taken ~~in regard to~~ regarding these concerns.

4.0 Application for Tenure

4.1 Faculty Member Responsibilities. At the appropriate time established for the probationary period, the faculty member shall fill out the tenure application personal data section of the tenure application form, compile all semester reports for the application packet, ~~prepare a brief~~ file that highlights accomplishments (i.e., samples of syllabi, lectures, letters of appreciation, etc.) and tenure progress reports. These materials shall be submitted in a well-organized notebook to the Tenure Committee chair.

The packet shall be submitted in a notebook (no thicker than approximately 1 to 1.5") and include tabs for the following components:

- a) Official application form;
- b) A letter of application and a complete and detailed current professional *Curriculum vitae* (reflecting all professional experience and activities at GBC and elsewhere);
- c) Letter of recommendation from tenure committee;
- d) Committee progress reports for each semester;
- e) Faculty evaluation forms for each year, including the VPAA's or supervising Dean's summary;
- f) Department opinions report;
- g) ~~IDEA R~~Student evaluation reports for each course taught; and
- h) Other materials as appropriate or needed.

4.2 Tenure Committee Responsibilities. The committee shall fill out the ~~tenure application~~ recommendation ~~for tenure~~ section of the ~~application~~ form, compose a letter of recommendation summarizing each S standard, ~~and other aspects of performance as outlined in semester reports and add any-~~ ~~along with~~ other relevant information. The recommendation from the committee must be to either 1) grant tenure, 2) extend the probationary period for one year for continued evaluation (if allowed by codified time limits), or 3) deny tenure. The chair of the committee shall submit the entire packet to the Personnel Committee chair by 5 p.m. of the last ~~business~~ Friday in October.

4.3. Review of Applications. At the time that the application for tenure has been completed by the faculty member and the Tenure Committee, the following steps shall occur:

- a) The Personnel Committee shall meet in November to review tenure applications and pass the reviewed application packet on to the VPAA and supervising Dean ~~(if applicable)~~ by the last business day in November. The Personnel Committee serves to assess adherence to the tenure process and completeness of the application, not the quality or qualifications of the applicant.
- b) The VPAA and supervising Dean ~~(if applicable)~~ shall then review the application packet. The VPAA, in consultation with the supervising Dean ~~(if applicable)~~, makes a recommendation to the President of the College to grant tenure, to extend the probationary period for one year for continued evaluation, or to deny tenure.
- c) If a recommendation is made for extending the probationary period or denying tenure, the applicant shall be informed in writing by the VPAA and/or supervising Dean ~~(if applicable)~~. If requested by the applicant, the VPAA and/or supervising Dean ~~(if applicable)~~ shall meet with the applicant to discuss the recommendation and concerns. The written request from the applicant must be received by the VPAA or Dean within 15 business days after receipt of the recommendation. If a means of resolution is possible, this shall be provided to the applicant in a written response.
- d) The President shall review the application packet and the recommendation of the VPAA and decide to grant tenure, extend the probationary period for one year for continued evaluation, or deny tenure.
- e) If a decision is made for extending the probationary period or denying tenure, the applicant will be informed in writing by the President by the first business day in January following submission. If requested by the applicant, the VPAA and/or President will meet with the applicant to discuss the decision. The written request from the applicant must be received by the President within 15 business days after receipt of the decision. If a means of resolution is possible, this shall be provided to the applicant in a written response.
- f) Upon approval by the President, the application for tenure is submitted to the NSHE Board of Regents for approval, generally at the March meeting.
- g) Upon completion of the tenure process and final approval by the Board of Regents, the faculty member may order new business cards that indicate the new title of *Professor* and retrieve the application notebook from administration. Tenure takes effect at the beginning of the contract year following approval.

GBC RATINGS FOR TENURE-TRACK FACULTY

The ratings below will be made during the spring semester when faculty evaluations are being prepared. Fall ~~student evaluation~~ ~~IDEA~~ scores and those from the spring of the previous year shall be available in the spring and shall be provided by the tenure-track committee member. Attach this form to the spring report.

The ratings made here will be discussed in detail in the spring report submitted to the VPAA and supervising Dean ~~(if applicable)~~.

Standard 1: Teaching

Tenure-track faculty members are required to earn an excellent rating in teaching by the third year of employment. Use the Faculty Evaluation Form (FEF) and ~~IDEA~~-~~student evaluation~~ rating scores for this section.

GBC Teaching Role: Design, Assessment, Management average score as indicated on the FEF	A. Excellent B. Commendable C. Satisfactory D. Unsatisfactory	Rating:
BC Teaching Role: Delivery Average of all scores in annual evaluation on IDEA student evaluation summary reports per class (fall and previous spring scores)	IDEA -Score 4.0 to 5.0 = Excellent IDEA -Score 3.5 to 3.9 = Commendable IDEA -Score 3.0 to 3.4 = Satisfactory IDEA -Score 0 to 2.9 = Unsatisfactory	Rating:
Overall Teaching Rating	The overall score is an average of the two ratings above. Both must be excellent to achieve an excellent rating.	Evaluation:

Standard 2: Service

GBC assesses performance in three areas for Standard 2. Using information from the FEF forms for guidance, along with discussions of activities with faculty member, the committee rates the following Standards. A satisfactory or higher rating is required for sections A and C and a commendable or higher rating is required for section B.

Service A—Student Advisement. Use the FEF “Service to Students” section as a guide.	A. Excellent B. Commendable C. Satisfactory D. Unsatisfactory	Evaluation:
Service B—Interactions with Colleagues and Students This is assessed by the tenure committee in conjunction with the VPAA or supervising Dean and department chair/members, program supervisors, etc., using the rubric provided here.	<u>Excellent</u> —is present in the department; works and communicates with department, programs, colleagues, and students very effectively and with professionalism, courtesy, and integrity; responds to department, program, and colleague needs in a timely fashion; volunteers for and contributes to many departmental/program activities; and completes assigned tasks in a timely fashion. Works with colleagues and students above and beyond basic needs. <u>Commendable</u> —is present in the department; works and communicates with others effectively and with professionalism, courtesy, and integrity; responds to department, program, colleague, and student needs in a timely fashion; contributes to departmental/program activities; and, completes assigned tasks in a timely fashion. Works with colleagues and students exceeding basic needs. <u>Satisfactory</u> —is present in the department on a minimal basis; works and communicates minimally with others; minimal contributions to departmental/ program activities; completes tasks in a timely fashion. Meets the basic needs. <u>Unsatisfactory</u> —does not meet the minimum requirements for a satisfactory rating.	Evaluation:
Service C—Service to the College. Use the FEF “Service to Institution” section as a guide.	A. Excellent B. Commendable C. Satisfactory D. Unsatisfactory	Evaluation:

Approved by President’s Council: September 10, 2008, September 10, 2013

Approved by Faculty Senate: August 30, 2013

Contact the assistant to the President for any questions, changes, or additions.



Strategic Plan Goals, Objectives, Strategies

Great Basin College's Mission:

Transforming lives through education

Vision: *Great Basin College prepares students for lifelong learning in an evolving global workplace.*

Philosophy:

Great Basin College matches the needs of our students, industry, and state, preparing for careers in an evolving workplace now and in the future through a robust and flexible mixture of degrees, certificates, workforce training, and community education—with open access, through innovative delivery, with an interdisciplinary and equity lens, and by dedicated faculty and staff.

Strategic Plan Themes, Goals and Objectives:

Theme 1: The Student Experience

Goal: Increase the percentage of students pursuing and completing their educational goals through Great Basin College providing affordable, flexible, and equitable opportunities.

- 1.1. Student Success: Support the student's journey from point of contact to program completion or transfer.**
 - 1.1.1. Improve and expand educational programs from dual enrollment through bachelor's degree opportunities with well-lighted pathways.
 - 1.1.2. Continue to create clear pathways, from initial recruitment to initial enrollment for all students. (Recruitment and advising).
- 1.2. Student Satisfaction: Increase student satisfaction in their variety of experiences at GBC.**
 - 1.2.1. Increase the percentage of GBC students who believe GBC has contributed to their personal and professional development by meeting their educational goals.
 - 1.2.2. Measure student job placement and solicit feedback from alumni and employers for their satisfaction with a GBC education.
- 1.3. Student Retention and Completion: Assess and improve student retention from course to degree completion or transfer.**
 - 1.3.1. Monitor student enrollment and success, with an emphasis on disaggregated data, and apply resources efficiently to meet challenges to retention and success.
 - 1.3.2. Provide an education and well-lit pathway through a rich mix of course delivery options, scheduling options, and additional approaches to student achievement.



Strategic Plan Goals, Objectives, Strategies

Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)

Goal: Enhance IDEAS across all college operations and services.

2.1. Access: Remove barriers to student access and opportunities.

- 2.1.1. Improve the college culture of understanding of student access barriers.
- 2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of all student's needs.

2.2. Diversity: Focus on inclusive and equitable practices.

- 2.2.1. Identify and provide training each semester to focus on inclusive and equitable practices.
- 2.2.2. Provide training on equitable hiring practices with selection and hiring committees.
- 2.2.3. Recruit and retain diverse exceptional faculty and staff.

Theme 3: Workforce Development

Goal: Provide a skilled and knowledgeable workforce.

3.1. Partnerships, Collaborations, and Outreach: Build relationships and collaboration opportunities to provide seamless connections between community colleges, high schools, universities, and employers.

- 3.1.1. Continue to build the relationship with University of Nevada, Reno as we converge our purpose, mission, and operations.
- 3.1.2. Identify and engage stakeholders through relevant sources of data to align a GBC education for workforce needs and to create experiential learning opportunities.
- 3.1.3. Partnership with Nevada high schools and other workforce development entities to engage with employers and industry associations to identify workforce needs to collaboratively develop a workforce ready pipeline.

Theme 4: Community (Continuing Education, Marketing, and Alumni)

Goal: Lifelong Learning and Collaborations: Create lifelong learning opportunities and partnerships with the communities we serve.

4.1. Develop and promote new continuing education and programming opportunities for community engagement.

- 4.1.1. Identify and define program offerings from target audiences and GBC service areas.
- 4.1.2. Develop an alumni-relationship program to mentor students and increase connections within the communities.

4.2. Develop an alumni-relationship program to mentor students and increase connections within the communities.

4.3. Implement data-driven marketing strategies to increase and strengthen community outreach.



Strategic Plan Goals, Objectives, Strategies

Theme 5: Institutional Effectiveness

Goal: Institutional Effectiveness: Demonstrate a continuous process to assess institutional effectiveness—from course to program to institution—using disaggregated data to define mission fulfillment.

- 5.1. Develop a continuous improvement loop that will empower the institution to make effective change.**
 - 5.1.1. Identify GBC's internal and external environments for current and emerging patterns, trends, and expectations.
 - 5.1.2. Develop leading and lagging indicators to anticipate future needs.
- 5.2. Improve and inform decision-making through increased access to comprehensive, timely, and quality data.**
 - 5.2.1. Implement the closing the loop process and annually review outcomes and the NSHE strategic plan metrics for institutional effectiveness.
 - 5.2.2. Analyze and publish disaggregated indicators of student achievement to implement strategies and deploy resources for mitigation of perceived gaps in equity and success.

Theme 6: Resources

Goal: Resources: Secure and sustain the resources necessary to maximize the College's capacity for excellence.

- 6.1. Evaluate and improve available resources annually.**
 - 6.1.1. Use data and funding as a guide to utilize resources to meet the needs of GBC students and institution.
 - 6.1.2. Assess current technology trends that lead to continuous improvement.
 - 6.1.3. Enhance transparency and usefulness of the budget process.
 - 6.1.4. Develop a diverse revenue stream to maximize success and support our long-term growth.
- 6.2. Promote a culture of professional development and the sustainable balance of mental, physical and emotional wellness.**



POLICY AND PROCEDURE

Title:	PART-TIME INSTRUCTOR PERFORMANCE REVIEW
Policy No.:	5.25
Department:	Academic Affairs
Contact:	Vice-President for Academic Affairs

Policy

Following Northwest Commission on Colleges and Universities accreditation requirements, all part-time instructors shall be evaluated the first semester of instruction and every 5th year thereafter or as deemed necessary.

The performance review process has been developed to mentor and develop part-time instructors to encourage and improve teaching strategies by providing feedback from full-time teaching faculty. Completion of the process described here does not provide any assurances of continued employment beyond those stated in individual letters of appointments.

Part-time instructors at GBC are assigned to teach specific courses on an as-needed basis as determined by academic departments. All part-time instructors are required to prepare clear course syllabi that include the learning outcomes of the course and other specifications of Great Basin College, manage their courses in an effective manner in line with GBC guidelines, and assess their students in accordance with the stated objectives of the course.

All part-time instructors must adhere to all GBC policies and guidelines in the delivery of course material and in the assessment of students and the classes being taught. Responsibilities may vary with department and specific courses, and the requirements of the departments must be followed. General responsibilities include the following:

- Create a course syllabus that addresses the requirements of the college and the department for each class taught; syllabus must be complete and available when the class is first open to the students.
- Communicate clearly the expectations of students at the beginning of each class taught.
- Engage students in meaningful and valuable educational experiences.
- Maintain complete and accurate records of student achievements and grades.
- Provide students with the appropriate course rating survey that is to be completed and submitted to the appropriate GBC staff personnel.
- Submit final grades for each class by the specified date.
- Adhere to all requirements for student privacy (FERPA).
- Adhere to all established timelines for instruction.
- Utilize the student records system and the GBC email system effectively.
- Communicate regularly with affiliated department in the required formats.

Procedures

1. Procedures during semester of review

1. The Department Chair shall be notified of which part-time instructors are subject to performance review by October 1 (fall semester) or February 1 (spring semester).
2. Department Chair or designee will notify part-time instructor of the performance review process and schedule observation. Observations must be completed by November 30 (fall semester) or April 30 (spring semester).

3. Part-time instructor shall provide syllabus and requested course materials to Department Chair or designee before scheduled observation. If the course is an online course, permission must be granted by the part-time instructor for Department Chair or designee to access course as a Teaching Assistant.
4. Department Chair or designee shall complete the “Observation” and “Instructional Design” components of the Part-time Instructor Performance Review form during the semester of observation.
5. It is strongly recommended that the Department Chair or designee provide informal feedback to the part-time instructor following the observation. This can be an informal meeting or can be completed via email.

2. Procedures following semester of review

Department Chair or designee shall complete the “Instructional Management and Coordination” and “Department Chair or Designee Review” during this time. After the formal conference, the Part-time instructor shall complete “Part-time Instructor Comments” and return the form to Department Chair or designee. Department Chair or designee must complete the entire review process and submit to the ~~Dean Vice President of Academic Affairs~~ by **December 31** (fall review) or **May 31** (spring review).

1. Department Chair or designee ensures that grades were entered in the required timeframe with the student records system.
2. Department Chair or designee reviews student ratings (IDEA or other approved form) and enters scores for both the raw and adjusted scores from the Summary Evaluation grid on the front page of the IDEA Diagnostic Form Report.
3. Department Chair or designee determines overall performance review rating, based on the definitions below.
4. The Department Chair or designee holds a conference for discussion of performance review, including student ratings, with part-time instructor.
5. Part-time instructor provides written comments, signs, and returns the performance review form to Department Chair or designee.
6. Department Chair or designee reviews part-time instructor comments addresses them as necessary and forwards the form, **along with syllabus and student ratings**, to the ~~Dean Vice President for Academic Affairs~~ for review and signature. Performance review process must be completed by **December 31** (fall semester) or **May 31** (spring semester).

3. Definitions of performance review categories:

Satisfactory: The instructor knows the subject matter and presents it in an understandable and orderly manner. Instructor meets or exceeds expectations of part-time instructor job description.

Unsatisfactory: The instructor has an academic understanding of the subject field, but has difficulty translating that understanding into an effective classroom presentation. Does not meet the expectations of the part-time instructor job description.

Revised by Faculty Senate: May 17, 2015

Last PC revision: August 11, 2015

Contact the assistant to the president for any questions, corrections, or additions.

PART-TIME INSTRUCTOR PERFORMANCE REVIEW

Complete review process due to Dean by **December 31** (fall review) or **May 31** (spring review)

Part-time Instructor: _____

Semester: _____

Department: _____

Course(s): _____

Course Format: Live Online IAV Hybrid

Yes	No	N/A
-----	----	-----

OBSERVATION (completed by November 30 or April 30)

Date of observation: _____

Content Presentation

Course/Class presentation is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses multiple techniques to present material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses ongoing feedback and review techniques to ensure student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course materials support the course/class learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents material as identified in the learning outcomes/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates relevant teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Engagement and Participation

Learning activities provide opportunities for interaction for active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities promote the achievement of the stated learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Etiquette expectations for course communication are adhered to for class discussions, email, peer and instructor interactions, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to student questions and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONAL DESIGN (completed during observation phase)

Course Syllabus

Syllabus has all the applicable elements in GBC Syllabus Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus contains the learning outcomes and measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus contains method of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus contains grading criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus contains general education criteria (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syllabus is available at beginning of course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course Materials and Curriculum Development

Instructional and course materials are relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional and course materials meet learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment tools measure learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation feedback, comments, or areas of improvement:

INSTRUCTIONAL MANAGEMENT AND COORDINATION (completed semester following observation)			
Record and maintain complete and accurate records of student grading and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students provided IDEA form or approved class rating survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final grades submitted and approved by required date using student records system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to all GBC and NSHE policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to all established timelines for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to college related email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates and cooperates with affiliated department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DEPARTMENT CHAIR OR DESIGNEE REVIEW (completed semester following observation)

Mean of Means Calculations = ___ Evaluation Kit Instructor & Course Score ___ Student Score

Overall Performance Review Rating: Satisfactory Unsatisfactory

Department Chair or designee comments:

PART-TIME INSTRUCTOR COMMENTS (completed during/after formal conference)

Reflect upon your strengths and weaknesses:

How can GBC help you with your teaching?

Provide other comments, as necessary:

Part-time Instructor Signature: _____

Date: _____

Dept. Chair or designee Signature: _____

Date: _____

Dean's Signature: _____

Date: _____