

**Great Basin College
FACULTY SENATE 2024-2025
Friday, September 20, 2024
9:00 am**

Elko –GTA 130; Ely – GBC 118; Pahrump- PVC 122; Winnemucca – GBC 123/124.

To Join Meeting via Zoom:

<https://gbcnv-edu.zoom.us/j/86535990152?pwd=L6wDV1JqVqoDbvVa8mrUga3bbcMYu8.1>

AGENDA

- 1. Call to Order:**
- 2. Roll Call:**
- 3. Nominate and Elect the Parliamentarian**
- 4. Welcome New Faculty**
- 5. Approval of May 17, 2024 minutes - For Possible Action**
- 6. Senate Chair Report – Verbal Report**
- 7. Standing Committee Reports:**
 - a. Academic Standards & Assessment..... **Verbal Report**
 - i. Reminder: Assessment Plans for Gen Ed**
 - b. Bylaws..... **No Report**
 - c. Compensation & Benefits..... **No Report**
 - d. Curriculum Review..... **Verbal Report**
 - i. New Curriculum Review Committee Forms are Live**
 - e. Instructional Technology..... **No Report**
 - f. Gen Ed Committee..... **No Report**
 - g. Personnel..... **No Report**
- 8. Unfinished Business:**
- 9. Information Items:**
 - i. Tenure Policy – Sense of the Senate – Arysta Sweat**
 - ii. General Education Assessment Plans – Daniel Murphree**
- 10. Announcements:**
 - i. “Love Letters” October 8th – 12th – John Rice**
- 11. New Business:**
- 12. Public Comment:**
- 13. Adjournment..... Action**

Great Basin College
FACULTY SENATE 2023-2024
Friday, May 17th, 2024
9:00 am

Elko –GTA 130; Ely – GBC 118; Pahrump- PVC 122; Winnemucca – GBC 123/124.

DRAFT MINUTES

When speaking or making a motion, please identify yourself.

- 1. Roll Call: Sam Lackey, Dean Straight, Robert Cowan, Steven Scilacci, Norm Whittaker, Di Li (Proxy for Madison Arbillaga, Jamie Carlson, Jessica Lynch, Eleanor O'Donnell, Tami Potter, Ping Wang, Rita Pujari, Laurie Walsh, Jason Brick, Brenda Gonzales, Eric Walsh, Kimberly Noah, Donald Jones (Proxy for Tim Beasley)**

Other Members Present: Chair Dave Sexton, Vice-Chair Dan Bergey, Tami Mette, Karl Stevens, Konstantinos Travlos, James Kendall, Ethan Hawkley, Kristin Heath, David Antonini, Mardell Dorsa, Glen Tenney, Leslie Maple, Laura Debenham, Michelle Beecher, Jonathan Foster, Xunming Du, Krishna Subedi, Dodi Callander

Others Present: President Helens, Vice President Rivera, Vice President Dr. Donnelly, Elizabeth Stanley, Sharon Butterfield, Kimberly Myers

- 2. Call to Order: 9:05**
- 3. Senate Chair Report – Verbal Report – Congratulations to Oscar Sida, our new Vice Chair!**

Chair Sexton sent out an email, reminding everyone that it's time to build Senate committees for next year. He has a great start but knows that there will be some turnover, so hopefully there will be some new energy coming in. Chair Sexton would like to congratulate all of the people who found greener pastures and are moving on.

- 4. Updates from President Helens – President Helens wanted to thank everyone who made the graduations meaningful. She also wanted to mention the historical event of our own Dan Murphree celebrating the graduation of both his children, ages 14 and 15, with a GBC associate degree before they finish high school. The two were among other dual enrollment students from White Pine who also graduated with a GBC degree President Helens credits the White Pine superintendent, who works in concert with GBC, and proclaims that they want every graduate from their high school to already have a GBC degree.**

President Helens sent out an email about the unexpected drop of the U of U in our in-network service for the ChoicePlus UMR Healthcare Insurance. The email has been forwarded to the governor's office, and she is hoping to hear back from them by Monday.

President Helens wants to assure the senate that there was no investigation of Faculty Senate. Those rumors are false.

Lastly, President Helens want to thank all of GBC for making this year great. Congratulations to everyone.

Updates from Vice President Rivera – Rivera wants to wish everyone a wonderful summer. He thanks those who made all of our commencements possible, those who support PTK and SGA organizations, those who had a role in our Health Science trainings, and most importantly, thank you who have taught and/or guided students in their successes.

A brief statement from Vice President Dr. Donnelly – There are changes on the horizon. Have a great summer, and we will hit the ground running when we return.

- 5. Approval of April 19, 2024 minutes – For Possible Action**

A motion to approve the April 19, 2024 Minutes was from Laurie Walsh, seconded by Eric Walsh. Motion passed unanimously.

The approval for the minutes from March 15th, 2024 were not seconded. Jamie Carlson made the motion to approve, and now Chair Sexton asks the Senate for a second.

Laurie Walsh seconds the approval of the March 15, 2024 minutes. Motion passed unanimously.

6. Standing Committee Reports:

- a. Academic Standards & Assessment..... **No Report**
- b. Bylaws..... **No Report**
- c. Compensation & Benefits..... **No Report**

The motion to approve the Professional Development Awards from last senate meeting was not seconded. Dean Straight made the motion to approve, and now Chair Sexton asks the Senate for a second.

Laurie Walsh seconds the approval of the Professional Development Awards. Motion passed unanimously.

- d. Curriculum Review..... **Action Item**
 - i. **Revision to the Curriculum – For Possible Action**

A motion to approve the Revision to the Curriculum for CIT 129 to drop prerequisites was by Laurie Walsh, seconded by Jamie Carlson. Motion passed unanimously.

- e. Gen Ed Committee..... **Written Report**
 - i. **Report – Information Only**
- f. Instructional Technology..... **No Report**
- g. Personnel..... **Written Report**
 - i. **Report – Information Only**
- h. AI Committee, ad hoc..... **No Report**
- i. Emeritus Recognition, ad hoc **Written Report**
 - i. **Report – Information Only**

NSHE has the three items that were approved by the Senate, but they are on hold at the moment.

7. Unfinished Business:

- i. **Zoom Link Added to Faculty Senate Agenda – For Possible Action**

A motion to approve the Zoom Link Added to the Faculty Senate Agenda was by Laurie Walsh, seconded by Jamie Carlson. Motion passed unanimously.

- ii. **Curricular Review Report for 2023/2024 – Carrie Meisner**

The Curricular Review Committee Report for 2023/2024 is available for review on the Faculty Senate webpage under “Minutes and Packets” for May 2024.

8. New Business: None.

9. Information Items:

- i. **Title II ADA Update – Arysta Sweat**

April 24th, 2024, the Department of Justice made the decision that all institutions of NSHE will be required to use the Web Content Accessibility Guidelines by April 2026.

Please reach out to Arysta Sweat if there are any questions or concerns.

10. Announcements: None.

11. Good of the Order:

Konstantinos Travlos and Dan Bergey would like to thank everyone wish everyone the best of luck.

12. Adjournment: 9:53



POLICY AND PROCEDURE

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

1.0 Declaration of Policy

1.1 Conditions on Tenure. 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 Great Basin College community that their expected services and performances in the future justify the privileges provided by tenure.

2.0 Eligibility for Tenure

2.1 Applicable Faculty Positions.

- a. Except as provided in NSHE Board of Regents Handbook Title 2 (“Code”) Chapter 4, full-time academic faculty at the Great Basin College shall be eligible for appointment with tenure.
- b. Administrative faculty who have already been appointed with tenure as administrators prior to July 1, 1990, shall continue to be employed with tenure subject to the provisions of the NSHE Code.

2.2 Approval of Tenure. The President must approve all recommendations concerning appointment with tenure. However, an appointment with tenure shall also require, before becoming effective, the approval of the Board of Regents.

3.0 Probationary Period

3.1 Probationary Period.

- a. Academic faculty eligible for appointment with tenure must serve a probationary period before receiving such an appointment. Except as provided in the NSHE Code, the total probationary period for all academic faculty eligible for such appointment shall not exceed five years of uninterrupted full-time employment.
- b1. At the discretion of the Board of Regents, an academic faculty member may be exempt from the requirement of serving a probationary period, and tenure shall be awarded on a case-by-case basis in negotiation with the president or the president’s designee. Prior to recommending such an appointment, the president shall seek a recommendation from the appropriate faculty on whether an academic faculty member may be exempt from the requirement of serving a probationary period under procedures set forth in this policy.
- b2. The president, without seeking Board of Regents’ approval, may grant tenure upon hire to an academic faculty member who at the time of hire holds tenure at another institution or has an exemplary record that indicates extraordinary achievement in the field. Prior to making such an appointment, the president shall seek a recommendation from the appropriate faculty on whether an academic faculty member should be appointed with tenure. The president shall submit an annual report to the Board of Regents which shall include the name of any individual to whom

tenure upon hire was granted, the department within which the individual was hired, whether the faculty of such department voted to approve such tenure upon hire, and for individuals granted tenure on the basis of an exemplary record, not prior tenure, a list of accomplishments. This report shall be presented to the Board of Regents at the first meeting of the Board after the beginning of each fiscal year.

- c. Authorized period of leave, paid or unpaid, may be excluded from service toward the five-year probationary period upon written request of the faculty member and approval of the president. The decision of whether to grant the faculty member's request to exclude periods of leave shall be based upon the sole discretion of the president. The president's decision is final. The request for leave must state if the leave is to be excluded from service toward the probationary period.
- d. The period of probation may exceed five years upon written request of the faculty member and approval of the president. The decision of whether to grant the faculty member's request to exceed the five-year probationary period shall be based upon the sole discretion of the president. The president's decision is final. The request for an extension of the five-year period of probation must state the reasons for such extension.

3.3 Full-Time Service at Other Institutions. Upon the request of the academic faculty member and the approval of the president, up to three years full-time employment at other accredited institutions of postsecondary education, including such institutions in the System, in positions equivalent to positions providing eligibility for appointment with tenure may be included in the probationary period. Such decisions must be made at the time of initial employment.

3.4 Completion of Probationary Period. After completion of a probationary period, an academic faculty member eligible for appointment with tenure shall not be employed at any range unless such appointment is made with tenure.

4.0 Appointment with Tenure

4.1 Recommendations and Appointment. At the expiration of a probationary period or at any time during a probationary period, academic faculty eligible for appointment with tenure may be recommended to the president for such appointment through regular personnel procedures. Recommendations for such appointment shall be made by the president to the Board of Regents. Except as otherwise provided for tenure upon hire in Section 4.3, the Board has final authority in making an appointment with tenure and such appointment shall not be granted to any member of the academic faculty without an affirmative majority vote of the Board of Regents at a meeting of the Board, a quorum being present.

4.2 Standards for Recommending Appointment with Tenure.

- a) The consideration of a recommendation for appointment of an academic faculty member with tenure shall include the application of the two standards and the ratings contained in this subsection, which shall be applied in consideration of the conditions for appointment with tenure stated in Subsection 4.1.2 of the Nevada System of Higher Education Code. The burden of demonstrating that these standards have been met lies with the applicant for appointment with tenure.

1. Standard One: Teaching/Performance of Assigned Duties

An academic faculty member being recommended for appointment with tenure must receive an "excellent" rating in one of the following areas, whichever is applicable.

- a. If employed primarily as an instructor, a record of effectiveness as a teacher including, but not limited to, demonstrated teaching competence and efficiency in a classroom, laboratory, and/or clinical setting, the ability to communicate effectively with students and demonstrated skill in handling classroom and other duties related to teaching. Such a record may include, for example, a showing of the ability to impart knowledge, to excite students' interest in the subject matter and to evoke response in students.
- b. If employed primarily as a member of the academic faculty whose role does not include instruction, a record of effectiveness, efficiency and ability to perform assigned duties.

2. Standard Two: Service
 - a. In addition to standard one, an academic faculty member being recommended for appointment with tenure must receive a "satisfactory" rating or better in the area of service, which may include, but not be limited to:
 - b. Interest and ability in advising students.
 - c. Membership and participation in professional organizations.
 - d. Ability to work with the faculty and students of the member institution 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.
 - e. Service on college or System committees.
 - f. Recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement; and
 - g. Recognition and respect outside the System community for 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.
 - b) In rating applicants for appointment with tenure under the standards set forth in this subsection, GBC and its administrative units shall rate applicants as (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory." No other rating terminology shall be used in evaluating the applicant for appointment with tenure.
 - c) The standards and the ratings set forth in this subsection are the standards that must be used by GBC and its administrative units in recommending academic faculty for appointment with tenure. However, GBC and its administrative units may provide in this policy for criteria within the ratings set forth in this subsection for recommending academic faculty for such appointment. Such criteria must be consistent with the provisions of the Nevada System of Higher Education Code and must not be less stringent than the standards provided in this subsection of the Nevada System of Higher Education Code.

Any such criteria that are not published in this policy or the bylaws of GBC's administrative units, are void and of no effect whatever.

4.3 Recommendations for Tenure. As stated in NSHE Code section 4.4.3, the president shall seek a recommendation concerning appointment with tenure for an academic faculty member under procedures which shall be established in this policy. The procedures shall include a review of the faculty member's annual evaluations and any rejoiners to those evaluation and/or peer evaluation.

5.0 Establishment of the Probationary Tenure Committee

5.1 Timeline of Probationary Tenure Committee Establishment. Within 30 days of the contract start date of a new tenure-track faculty member, the dean under which the faculty member serves shall appoint a tenure probationary committee. The committee will consist of three full-time, tenured faculty members. The tenure-track faculty member's dean will select one committee member from the tenure-track faculty member's department. Preference should be given to faculty located at the same GBC campus as the tenure-track faculty member. The Vice President for Academic Affairs (VPAA) will select one committee member from any department. The tenure-track faculty member will select one member from any department.

5.2 Role of the Probationary Tenure Committee. The Probationary Tenure Committee has the task of deciding whether the candidate should be recommended for tenure or should be given a notice of non-renewal at the end of the third year based on the standards set forth in NSHE Code section 4.4.2. This decision must be supported by the committee's periodic reports.

5.3 Election of Probationary Tenure Committee Chair. The tenure probationary committee shall elect one of the members as the chair. The tenure probationary committee chair shall be responsible for scheduling meetings and reporting on the progress of the candidate for tenure.

6.0 Probationary Review Process

6.1 Tenure Candidate's Summary of Tenure Standards-Related Activities

Each semester the tenure candidate shall submit to the tenure probationary committee a summary of their completed activities related to the tenure standards set forth in NSHE Code section 4.4.2.

6.2 Teaching Observation.

Each semester of the probationary period, one tenure probationary committee member, assigned by the committee chair, shall observe the tenure candidate's teaching performance, and provide a written report on the observation. The report should note strengths and recommended areas of improvement. A copy of the observation report shall be provided to the tenure probationary committee chair and to the tenure candidate.

6.3 Probationary Review Report.

The tenure probationary committee shall meet at least once each semester and complete the Probationary Review Report. This report shall include the teaching observation report conducted during the semester, a summary of performance in relation to the tenure standards set forth in NSHE Code section 4.4.2, and teaching evaluations completed by the faculty member's students. The chair shall provide the report to the tenure candidate.

6.4 Tenure Probationary Committee Report and Candidate's Summary to the Dean.

Each semester, the tenure probationary committee shall submit the Probationary Review Report and the tenure candidate's summary of their completed activities related to the tenure standards set forth in NSHE Code section 4.4.2 to the supervising dean.

6.5 Tenure Probationary Report and Candidate's Summary to the VPAA.

Each semester, the dean shall submit the completed Probationary Review Report and tenure candidate's summary of their completed activities related to standards set forth in NSHE Code section 4.4.2 to the Vice President for Academic Affairs. Each spring semester, the dean shall also submit the tenure candidate's annual evaluation, which, if the tenure candidate is instructional faculty, shall include an assessment incorporating teaching evaluations completed by the tenure applicant's students. The dean shall also include any rejoinders and/or peer evaluations.

7.0 Third Year Progress Toward Tenure Review

7.1 Performance Evaluation Procedures. All performance evaluations of untenured faculty shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory." All performance evaluations of tenured faculty shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory" unless institutional bylaws require a rating of only (i) "satisfactory" or (ii) "unsatisfactory." The areas of evaluation and procedures for evaluation of academic faculty and administrative faculty shall be established in Board policies and institutional bylaws. All performance evaluations shall include a narrative addressing each area of performance, and at least every three years a narrative addressing progress toward tenure and/or promotion, if applicable. The three-year narrative progress assessment shall be prepared in consultation with the appropriate tenure review committee or promotion committee, if any. Evaluations of instructional faculty shall include an assessment incorporating teaching evaluations completed by their students.

9.0 Preparation of Tenure Packet

9.1 Burden. The burden of demonstrating that the standards for appointment with tenure have been met lies with the applicant for appointment with tenure.

9.2 Application. At the end of the probationary period, the tenure candidate must submit their application for review. The tenure candidate's application binder shall include the following:

- a. A tenure application form.
- b. A comprehensive resume or vita summarizing work history and professional activities.
- c. A two-page summary of the candidate's most significant accomplishments since joining GBC that they believe are relevant to their application for tenure.
- d. A list and summary of courses taught and assigned duties completed.
- e. Teaching observations, annual evaluations, student evaluations, and probationary review reports along with how these inputs were used to improve the candidate's teaching over time.
- f. A summary along with documentation highlighting a record of effectiveness as a teacher, including but not limited to, demonstrated teaching competence and efficiency in a classroom, laboratory, and/or clinical setting, demonstrated ability to communicate effectively with students, demonstrated skill in handling classroom and other duties related to teaching, demonstrated ability to impart knowledge, and to excite students' interest in the subject matter and to evoke response in students.
- g. A summary along with documentation of the candidate's interest and ability in advising students, including impact and effectiveness of office hours, engagement efforts beyond instructional time, and formal or informal advising of students beyond course curriculum.
- h. A list of professional disciplinary or academic organizations to which the candidate belongs and how they have participated in these organizations.
- i. A summary of the candidate's contribution to collaboration efforts highlighting their ability to work with the faculty and students of the institution in the best interests of the academic community and the people it serves.
- j. A summary of service on one or more college or system committees, including the name of the committee, the candidate's role, and their contribution.
- k. Documentation of recognition among colleagues for possessing integrity and the capacity for further significant intellectual professional achievement, including, but not limited to awards, nominations, accolades, or letters or emails from GBC colleagues praising or supporting the candidate's work or accomplishments.
- l. Documentation of respect outside the System community for 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. This may include, but is not limited to, awards, nominations, or accolades received from outside GBC, or letters or emails from external constituents praising the candidate's work benefiting the wider community or discipline or recognizing participation in a professional or service organization.
- m. Any rejoinders, peer evaluations, or other materials as appropriate

Modifications or exceptions to these requirements may be made at the discretion of the VPAA.

9.3 Post-Probationary Review Process. The Probationary Tenure Committee members shall evaluate the submitted packet and provide ratings in accordance with NSHE Code section 4.4.2. The Probationary Tenure Committee chair shall provide the packet and their ratings and recommendations to the appropriate Dean along with the ratings. The Dean shall evaluate the packet and provide ratings in accordance with NSHE Code section 4.4.2 to the VPAA, along with the ratings and recommendations of the Probationary Tenure Committee. The VPAA shall evaluate the packet and ratings and provide ratings in accordance with NSHE Code section 4.4.2 along with the ratings of the Probationary Tenure Committee and the Dean to the President.

9.4 Final Review. The President shall review the packet and the ratings of the Probationary Tenure Committee, the Dean, and the VPAA and either recommend the candidate to the Board of Regents for appointment with tenure or deny the application.

9.5 Candidate Notification. Following the Board of Regents meeting at which the Board considers tenure, the President shall immediately send a notice of the Board's decision to the tenure candidate in writing.

Activity Guidelines

Rating Guidelines for Teaching

The following information is designed to:

- Provide consistency in objectively rating the candidate using the scales: Excellent, Commendable, Satisfactory, and Unsatisfactory.
- Ratings should be supported with examples of the candidate's accomplishments, and relevant measures tied to specific areas being assessed.

These guidelines are not outcomes and measures; they are meant to provide a framework for Tenure Chair, Committee Members, Candidate, and Dean to devise a plan for actual activities and measures that promote the success and growth of the candidate.

These are guidelines—activities and options may vary depending on the candidate's experience, expertise, and committee input.

Satisfactory

Candidate meets the observation requirement by having the required number of observations of an in-person or online course with a majority of satisfactory ratings in the form fields indicating:

- Demonstration of teaching that promotes student learning, including using techniques, activities, and content delivery shown to be effective in achieving learning outcomes.

- Incorporation of active and/or applied learning, rooted in teaching and learning theories.
- Inclusion of the following on the syllabus and/or course evaluations:
 - Clearly outlined course objectives, student learning outcomes and assessments that tie to outcomes.
 - Provides timely constructive feedback for all assignments.
- Demonstration of content expertise and understanding of best practices in one's discipline-based on education and educational credentials.
- Demonstration of student engagement by holding office hours and through timely responses to student questions as assessed by the candidate's tenure report and/or annual evaluation and/or course evaluations.

Commendable

Candidate meets the observation requirement by having the required number of observations of an in-person or online course with a majority of satisfactory ratings in the form fields indicating:

- Demonstration of teaching that promotes student learning, including using techniques, activities, and content delivery shown to be effective in achieving learning outcomes.
 - Incorporation of active and/or applied learning, rooted in teaching and learning theories.
- Inclusion of the following on the syllabus and/or course evaluations:

- Clearly outlined course objectives, student learning outcomes and assessments that tie to outcomes.
 - Provides timely constructive feedback for all assignments.
- Demonstration of content expertise through the candidate's education and educational credentials and "commendable" ratings on content-specific aspects of the teaching observations. To distinguish one from "satisfactory," candidates may provide examples of one or more of the following:
 - Commendable on student course evaluation ratings.
 - Examples of course content modifications based on discipline or pedagogical best practices.
 - Examples of technological enhancements used in the course, such as podcasts, vlogs, or other best practices.
 - Other measurable assessments or activities defined by the committee demonstrate commendable actions in one's expertise.
- Demonstration of student engagement as defined in the satisfactory section. To distinguish one from "satisfactory," candidates may provide examples of one or more of the following:
 - Candidate giving additional time to students, for example, after class.
 - Attendance, completion, or engagement in pedagogical or teaching effectiveness activities/training through professional development or other sources.
 - Researching Universal Design Practices.

- Providing outreach to students, such as through the tutoring center or electronic communication appropriate to off-campus students.
- Attending inclusion and/or diversity training.
- Other: As defined by the committee.

Excellent

Candidate meets the observation requirement by having the required number of observations of an in-person or online course with a majority of satisfactory ratings in the form fields indicating:

- Demonstration of teaching that promotes student learning, including using techniques, activities, and content delivery shown to be effective in achieving learning outcomes.
 - Incorporation of active and/or applied learning rooted in teaching and learning theories.
- Inclusion of the following on the syllabus and/or course evaluations:
 - Clearly outlined course objectives, student learning outcomes and assessments that tie to outcomes.
 - Provides timely constructive feedback for all assignments.
- Demonstration of content expertise through the candidate's education and educational credentials and "excellent" ratings on content-specific aspects of teaching observations. To distinguish one from "commendable," candidates may provide one or more examples of the following:
 - Excellent student course evaluation ratings.

- Student letters/e-mails supporting the candidate's teaching and engagement.
- Demonstration of course changes based on ongoing developments in their field (national standards, assessment standards, technological innovations, or other professional upgrades) and/or feedback tied to student needs.
- Course content modifications, delivery and/or assessment changes based on discipline or pedagogical best practices and/or feedback tied to student needs.
- Examples of technological enhancements used in multiple courses, such as podcasts, vlogs, or other best practices.
- If teaching online, having a course reviewed through QM. Examples of improvements in online courses based on previous years' input and evaluations.
- Other measurable course improvement, assessment, or activity defined by the committee that demonstrates excellent actions tied to one's expertise.
- Demonstration of student engagement as defined in Commendable, in addition, to distinguish one from "commendable," candidates may provide one or more examples of the following:
 - Candidate giving additional time to students, for example:
 - In after class work sessions
 - Through innovative electronic communication appropriate to off-campus students
 - Through outreach to students, such as through the tutoring center or campus program
 - Advising a student club

- Holding a subject related event
- Adding elements of inclusion/diversity to course materials.
 - Implementation of pedagogical improvements tied to the training. Examples include:
 - Association of College and University Educators (ACUE) Course in Effective Teaching.
 - Quality Matters training and/or completion of course evaluation through QM peers.
 - Effective teaching training through professional development workshops or other means, and implementation of training content to classes.
 - Universal Design methods applied to a variety of classes.
- Critically reflect on teaching methods and the student's engagement in classes via course evaluations or other assessments and implement changes or relevant updates.
- Attend, complete, or engage in other pedagogical or teaching-effectiveness activities.
- Other: defined by the committee.

Service Rating Guidelines

Ratings for Service should be supported with examples of candidate accomplishments, objective feedback, and relevant measures or evaluations. This should include:

- Interest and ability in advising students (formally or informally)

- Demonstrated ability to work with the faculty and students of the institution in the best interests of the academic community and the people it serves
- Service on College or System committees
- Demonstrated recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement
- Demonstrated recognition and respect outside the System community for participation in community, state, nationwide or worldwide activities
- Professional development
- Membership and participation in professional organizations

** Note: NSHE Code says "Standard Two: Service in addition to standard one, an academic faculty member being recommended for appointment with tenure must receive a 'satisfactory' rating or better in the area of service, which may include, but not be limited to": (the list above).*

Satisfactory

Demonstrates and provides measures and evidence of participating in the area of service (listed above) as approved by the committee.

- The following may be useful if one is reaching for the "or better" rating.

Commendable

In addition to Satisfactory:

- Candidate shows additional activities in one or more of the areas listed above.
- Begins taking leadership positions in service as related to campus or system service, or professional organizations, or other relevant services.
- Other: As defined by committee.

Excellent

In addition to Commendable:

- Demonstrates initiative in additional activities as defined by the candidate, committee, and department as tied to service toward the department or professional development, or other relevant service activities. This may include formalized advising training.
- Has demonstrated leadership by chairing committees, leading organizations, creating professional presentations, etc., or other related activities tied to department, campus, system, national, or international service and leadership positions or other leadership positions defined by committee.
- Other: As defined by the committee.

Letters of Support

Candidates can submit letters of support to demonstrate effectiveness in teaching and service. There is no limit to the number of support letters you can submit. It might be useful to seek support tied to areas associated with evaluating each of the above areas.



RECOMMENDATION FOR TENURE

EVALUATION PART 1: TO BE COMPLETED BY TENURE PROBATION COMMITTEE CHAIR

Use criteria contained in NSHE Code and institutional bylaws. If more space is needed, please attach a separate sheet.

Evaluation of Effectiveness in Performing Primary Duties (*see NSHE Code, Title 2, 4.4.2a*)

Excellent Commendable Satisfactory Unsatisfactory

Evaluation of Other Professional Activities and Service (*see NSHE Code, Title 2, 4.4.2a*)

Excellent Commendable Satisfactory Unsatisfactory

Evaluator Name:

Title:

Evaluator Signature:

Date:



RECOMMENDATION FOR TENURE

EVALUATION PART 2: TO BE COMPLETED BY DEAN

Use criteria contained in NSHE Code and institutional bylaws. If more space is needed, please attach a separate sheet.

Evaluation of Effectiveness in Performing Primary Duties (see *NSHE Code, Title 2, 4.4.2a*)

Excellent Commendable Satisfactory Unsatisfactory

Evaluation of Other Professional Activities and Service (see *NSHE Code, Title 2, 4.4.2a*)

Excellent Commendable Satisfactory Unsatisfactory

Evaluator Name:

Title:

Evaluator Signature:

Date:



RECOMMENDATION FOR TENURE

EVALUATION PART 3: TO BE COMPLETED BY VICE PRESIDENT OF ACADEMIC AFFAIRS

Use criteria contained in NSHE Code and institutional bylaws. If more space is needed, please attach a separate sheet.

Evaluation of Effectiveness in Performing Primary Duties (see *NSHE Code, Title 2, 4.4.2a*)

Excellent Commendable Satisfactory Unsatisfactory

Evaluation of Other Professional Activities and Service (see *NSHE Code, Title 2, 4.4.2a*)

Excellent Commendable Satisfactory Unsatisfactory

Evaluator Name:

Title:

Evaluator Signature:

Date:



RECOMMENDATION FOR TENURE

EVALUATION PART 4: TO BE COMPLETED BY GBC PRESIDENT

Appropriate procedures for evaluation have been followed in compliance with the Nevada System of Higher Education Code.

- Appointment with tenure is recommend. A recommendation for such appointment will be made to the Board of Regents in accordance with NSHE Code, Title 2, 4.4.1.

- Appointment with tenure is **not** recommended.

Comments:

Signature:

Date: