

**Great Basin College
FACULTY SENATE 2024-2025
Friday, May 16, 2025
9:00 am**

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

AGENDA

- 1. Roll Call:**
- 2. Call to Order:**
- 3. Approval of April 18, 2025 Minutes - For Possible Action**
- 4. Senate Chair Verbal Report:**
- 5. Standing Committee Reports:**
 - a. Academic Standards & Assessment..... **No Report**
 - b. Bylaws..... **No Report**
 - c. Compensation & Benefits..... **Written Report**
 - i. Report – Information Only**
 - d. Curriculum Review..... **Action Items**
 - i. Proposed Changes to the Curriculum – For Possible Action**
 - e. Instructional Technology..... **No Report**
 - f. Gen Ed Committee..... **No Report**
 - g. Personnel..... **Written Report**
 - i. Report – Information Only**
 - h. Policy Review Committee, ad hoc **Action Item**
 - i. Updates to Excused Withdrawal Policy – For Possible Action**
- 6. Unfinished Business:**
 - i. Letter of Recommendation**
 - ii. Results of Vice-Chair Election**
 - iii. Peaceful Transfer of Power**
- 7. New Business:**
- 8. Information Items:**
 - i. ADA Information: DRC Canvas Course – Arysta Sweat**
- 9. Announcements:**
- 10. Good of the Order:**
- 11. Adjournment:**

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DRAFT MINUTES

1. **Roll Call:** Tim Esh, Steven Hrdlicka, Robert Cowan, Abigail Loya, Becky Coleman (Proxy for Christopher Salute, Di Li (Proxy for Madison Arbillaga) Dorothy Callander, Jamie Carlson, Merrick Mildrum (Proxy for Eleanor O'Donnell) Tami Potter, Ping Wang, Stephanie Davis, Jason Brick, Kimberly Noah, Roger Quijada

Representatives Absent: Norm Whittaker, Kara Coates, Tiffany Ross, Amber Ogle

Other Members Present: Dave Sexton (Chair), Oscar Sida (Vice-Chair), Donald Jones, John Rice, Dean Straight, George Kleeb, Carrie Meisner, Brian Dankowski, Ethan Hawkley, Jen Stieger, Yvonne Naungayan, Trina Castonguay, Jennifer Puentes, Laura Debenham, Tami Mette, Rita Pujari, Robert Hunton, Kevin Seipp, David Antonini, Bryan May, Rebecca Hawkley, Jonathan Foster, Deanna Hamilton, Cheyenne Stocks, Xunming Du, Gina Johnson, Michelle Beecher, Leslie Maple, Gail Rappa, Erica Salazar, Brandon Stinnett

Others Present: Vice President Sarah Negrete, Dean Mary Doucette, Dean Karl Stevens, Dean Dave Stoddard, Lori Gilbert, Elizabeth Stanely, Sharon Butterfield, Kimberly Myers

2. **Call to Order:** 9:02AM
3. **Approval of March 21, 2025 Minutes - For Possible Action**

A motion to approve the March 21, 2025 Minutes was by Dorothy Callander, seconded by Jamie Carlson. Motion passed unanimously.

4. **Senate Chair Verbal Report:** Chair Sexton would like to extend his gratitude to those who have been more communicative about the items and events of Faculty Senate and Great Basin. He ends his report by mentioning how refreshing the positive atmosphere is amongst everyone on campus, especially regarding change.

5. **Standing Committee Reports:**

- a. Academic Standards & Assessment..... **No Report**
- b. Bylaws..... **Action Item**

i. Proposed Changes to the Bylaws – For Possible Action

A motion to approve the Proposed Changes to the Bylaws was by Dorothy Callander, seconded by Jamie Carlson. Motion passed unanimously.

- c. Compensation & Benefits..... **Report w/ Action**

i. Written Report w/ Professional Development Awards – For Possible Action

A motion to approve the Compensation and Benefits Report and the Professional Development Awards was by Steven Hrdlicka, seconded by Jamie Carlson. Motion passed unanimously.

- d. Curriculum Review..... **Action Items**

i. Proposed Changes to the Curriculum – For Possible Action

A motion to approve the Proposed Changes to the Curriculum was by Tim Esh, seconded by Dorothy Callander. Motion passed unanimously.

- e. Instructional Technology..... **Verbal/ Written Report**

i. Distance Education Guideline – For Information Only

The committee has been evaluating a couple of new assisted learning platforms for potential adoption at GBC: Glean and Jamworks. The committee will gather more information to summarize and report on later.

The Distance Education Guideline is for information only. It is still undergoing updates.

f. Gen Ed Committee..... **Action Item**

i. Substitution/ Waiver Form – For Possible Action

A motion to approve the Substitution/ Waiver Form was by Steven Hrdlicka, seconded by Tim Esh. Motion passed unanimously.

g. Personnel..... **No Report**

h. Equity Review Committee, ad hoc **Action Item**

i. Faculty Salary Equity Review Final Report – For Possible Action

The new policy allows for employees to open salary reviews.

A motion to approve the Faculty Salary Equity Review Final Report was by Tim Esh, seconded by Jamie Carlson. Motion passed unanimously.

i. Policy Review Committee, ad hoc **Action Item**

i. GBC Institutional Bylaws – For Possible Action

A motion to approve the GBC Institutional Bylaws was by Dorothy Callander, seconded by Jamie Carlson. Motion passed unanimously.

6. Unfinished Business:

i. Proposal for Faculty Evaluation Process Improvements – For Possible Action

A motion to approve the Proposal for Faculty Evaluation Process Improvements was by Kimberly Noah, seconded by Dorothy Callander. Motion passed unanimously.

ii. Updates to GBC Strategic Plan – For Possible Action

A motion to approve the Updates to the Strategic Plan was by Steven Hrdlicka, seconded by Merrick Milldrum. Motion passed unanimously.

Included in this plan, there needs to be something in the infrastructure that applies to the new programs.

iii. Nominations for Faculty Senate Vice-Chair open today!

Dr. R. Dean Straight was nominated for Faculty Senate Vice-Chair and has accepted the nomination.

7. New Business: None.

8. Information Items:

i. ADA Update – Arysta Sweat

Arysta Sweat presented a power point with details of the new ADA compliance. All material needs to be ADA compliant before April 2026. Panorama will go live April 22. There will be training! An email about training will be sent out on Monday. Do not ignore this email from Arysta Sweat. Resources are available, including trained faculty. This is going to seem overwhelming but worry not. Go a little bit at a time. Plan strategically. Work on your classes that are live in Spring 2026 first.

9. Announcements: Popeck BBQ May 1st!

Next Friday – Disaster Drill!

10. Good of the Order: None.

11. Adjournment: 10:00AM

May 14, 2025

To: Faculty Senate
From: John Patrick Rice, Ph.D. Chair, Compensation and Benefits Committee
Re: Salary Reviews and Faculty Compensation

For the past several months the Compensation and Benefits Committee has been considering matters pertaining to salary equity. In January, we began a process of reviewing all teaching and professional salaries in search of inequities. After a time-consuming and thorough review of all salaries, we found disparities, but no inequities. The details of that process are available in committee minutes presented to Faculty Senate this Spring.

After presenting our report, the committee received four inquiries from faculty regarding performing individual salary reviews. Of those four, one made a formal request to the committee for a review as required. I responded to that individual that the committee had run out of time to complete the review this spring and that it would be considered in the fall.

Soon after the committee submitted its report, I spoke with faculty members about my reservations with a faculty committee leading this process. I have since reconsidered my position. I believe the Faculty Senate should be involved in this process. Faculty make recommendations for hire, for tenure, and for meritorious service. All these recommendations involve faculty salaries. Therefore, faculty salary review falls within the responsibility and authority of the Faculty Senate.

I encourage everyone to review NSHE policy regarding Community College Faculty Salary. The policies can be found in the Nevada System of Higher Education Procedures and Guidelines Manual, Chapter 3. It was most recently revised in July 2024. I also encourage everyone to read Title 2 – NSHE CODE Chapters 5.4 and 5.5, most recently revised in September 2024. These documents show that all NSHE faculty salaries are based on Academic Standing ranging from Grade 1, Less than a bachelor degree to Grade 5, Earned Doctorate. The documents also show that faculty hired in Rank 0 and Range 0 (which we sometimes refer to as “Zero Track”) may receive salaries as approved by the President.

When the Compensation and Benefits Committee reviewed salaries and identified discrepancies, we found that in every case, the discrepancies were among faculty hired at Rank 0, Range 0. Those employees chose a different path than those who chose the tenure path. There is no codified “salary schedule” for Rank 0/Range.

Now the Faculty Senate has the opportunity and the obligation to clarify the importance of academic preparation among the teaching faculty. We are an academic institution in the business of providing training and education that results in an academic credential. Academic credentials, service and performance are the only codified measure available to us to determine how we are rewarded for our work. Longevity (which can also be considered “experience”) is rewarded upon initial hire. It is not a factor in meritorious advancement of salary.

There is no codified method or guideline to measure Rank 0 and Range 0. The policy leaves those measures to the discretion of the President.

So, where do we go from here?

I look to our health sciences area for a good example. Health sciences must answer to multiple accrediting and other oversight organizations. Many of those organizations require faculty to hold advanced degrees. However, those degrees assure our students, their future employers, and the patients they will ultimately serve that they have received the highest quality education possible. In addition, those faculty members receive salaries that approach or exceed those of their peers in industry.

One way for faculty to take personal responsibility for advancement in their salary is to work towards and earn a higher or advanced degree. This is made affordable to GBC faculty through grants-in-aid, which are themselves additional compensation. It is possible for a Great Basin College faculty member to earn a bachelor or a master degree at a significantly discounted price. Recent NSHE policy now makes it even easier for students to obtain substantial credit for “real world experience”. It has never been easier for our students and faculty to strengthen their academic preparation for teaching college students. These processes are in place and often result in an increase in compensation. All of our faculty are given equal opportunity to advance themselves academically.

We already require part time instructors and concurrent instructors to hold advanced degrees in order to teach our dual and current enrollment students throughout the college. It then follows that all of our students in every area of the college, their future employers, and the people they will serve should have assurance they have received the highest quality education possible. Academic credentials are the single measure the Nevada System of Higher Education has chosen to provide that assurance.

And so, we must also ask ourselves difficult questions. It is time to have a discussion about whether this is a standard we will hold for all of our faculty.

There will be challenging discourse. The conversation will address the fundamentals of the importance of having a highly skilled and academically prepared faculty in all areas of instruction. It is an excellent opportunity to strengthen our faculty, provide higher compensation when warranted, and provide the highest quality education to our students.

Curriculum Review Committee Monthly Report

The Committee met on May 1, 2025 and recommended for approval the following:

1. New Courses:

- EIT 299: Special Topics
 - i. EIT 299 is a special topics course students can take for a maximum of 3 credits. The topics of the course can vary depending on how the student and faculty choose to use it, and it will be used to help students focus on specific skills identified for specialization. For the Process Operator program, the course will be 3 credits with the following outcomes and course topics covered: Introduction to Instrumentation, Psi Level, pH Probes and Transmitters, Temperature Measurement, Introduction to Valves, Introduction to Advanced Instruments, Psi, Level, Flow, Ph Probes and Transmitters, Temperature Measurement, Introduction to Valves, Introduction to Control Systems.
- THTR 121: Stage Makeup
 - i. This course focuses on the history of makeup and basic approaches to applying make-up for the stage and screen. Make-up supplies will be studied, as well as techniques for corrective, old-age, character, stylized, and special effects makeup.

2. Change Course: Catalog Description Changes

- NURS 456: Senior Synthesis Seminar
 - i. This major senior project course engages students in an in-depth exploration of a practice area or issue, with a significant focus on rural healthcare settings. The course will require the comprehensive integration of knowledge acquired in the liberal arts, sciences, and baccalaureate nursing courses. Emphasizing leadership development, students will identify how they can lead initiatives based on best practices to advance nursing practice and improve patient outcomes specifically within underserved rural areas. Students will also be guided in identifying innovative practices and solutions that address gaps in care unique to rural populations, aiming to enhance overall health outcomes. Students will also identify areas for professional opportunities and continuing education as methods for engaging in lifelong learning.
- NURS 443: Nursing Leadership and Management Theory
 - i. This course explores essential leadership and management concepts for professional nursing practice in today's diverse healthcare environments, with a specific focus on developing students' leadership abilities within the framework of systems-based care, particularly in rural settings. It examines the multifaceted responsibilities of the professional nurse as a leader within both structured and unstructured healthcare systems, emphasizing inter- and intra-professional collaboration and partnerships. The course explores the cost of care, safety, legal guidelines, regulatory factors, and measurement of patient satisfaction, while also highlighting the use of informatics to support decision-making and improve patient outcomes. A key component involves embracing diversity and inclusion within the profession, preparing students to lead effectively in diverse healthcare environments. Students will foster leadership skills that prioritize resilience, agility, and the capacity to navigate change in complex and evolving healthcare systems. Through the integration of continuous learning and self-reflection, students will be encouraged to develop adaptability, preparing them as influential leaders who can guide teams, advocate for patients, and drive equitable, systemic improvements in care delivery.
- NURS 436: Population Focused Community Health Practicum
 - i. Building upon foundational public and community health nursing concepts, this course engages students in experiential learning activities focused on their application to promote optimal health and wellness for rural communities and underserved populations. Students will collaborate with peers from various disciplines to develop and implement interprofessional planning and interventions specifically tailored to the unique needs of rural populations. Through project-focused work, students will apply their knowledge of social determinants of

Curriculum Review Committee Monthly Report

health, epidemiology, and policy advocacy to address health challenges and promote positive health outcomes in these communities.

- NURS 312: Health Assessment and Health Promotion
 - i. Explores assessment of the healthcare needs of diverse and underserved populations in both structured (hospital/clinical) and unstructured (community/home-based) healthcare settings. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in risky behaviors and common health deviations of populations while focusing on equitable and culturally responsive, evidence-based care.
- NURS 449: Nursing Leadership and Management Practicum
 - ii. Students will engage in experiential learning activities focused on the application of leadership and management concepts, theories, roles, and evidence to address a leadership or management issue within a selected organization or clinical area. This experience provides opportunities to apply leadership concepts within the framework of systems-based care and foster inter- and intra-professional collaboration, as well as promoting diversity, inclusion, and adaptability within the nursing profession. A key focus includes navigating leadership challenges specifically in rural settings, where resource limitations and unique population needs demand resilience, agility, and innovative solutions. Collaboration with a preceptor/mentor and faculty member is integral for project development and implementation, preparing students to drive positive change, address health disparities, and improve health outcomes in both rural and broader healthcare contexts, thus solidifying their leadership skills to meet the unique challenges faced by diverse and underserved populations, particularly in rural areas.
- NURS 437: Diversity and healthcare policy in rural environments
 - iii. Students will explore the influence of diversity and healthcare policy on local, national, and global issues of healthcare equity, access, affordability, and social justice. This course incorporates a critical analysis of nursing practices that promote culturally sensitive care, enhance health equity, address diversity in patient populations, and examine the nurse's crucial role as an advocate in shaping health policy to improve healthcare access and reduce health disparities.

3. Change Course: Credit Change

- NURS 417: Information Systems and Quality Management
 - i. Course will be offered at 3 credits fixed for the RN-BSN program at Great Basin College. However, our request going to CCN will be to make the course variable credit 3-4 at the NSHE level as other institutions teach the course with this prefix.

Personnel Committee

Meeting Minutes

Thursday, May 1, 2025

11:30 a.m. GTA 124 and via Zoom

Members present: Jennifer Stieger (chair), Jason Brick, Xunming Du, Arysta Sweat, Christopher Salute, George Kleeb, Amy Smith, Mike McGhee, Tim Beasley, Amber Cannon, Erica Salazar

Members absent: Mardell Dorsa, Shirley Muir, Jessica Johnson

Action items:

- The committee approved the March meeting minutes.

Items discussed:

- VP Sarah Negrete was a guest attendee. She answered the committee's questions regarding personnel members' function on search committees.
- VP Negrete said that there are plans for Fall in-service training for faculty and staff who serve on search committees. There will also be a separate training course for personnel members. Jennifer and the committee will assist with planning the training as needed.
- The committee discussed the need for consistency across search committees.
- The committee agreed that there should be training and procedures for all search committee members, including chairs.
- The committee agreed that in-service training should be scheduled at a time that works for both professional staff and teaching faculty.
- Amy asked for clarification regarding the Affirmative Action statement. Jennifer will follow up with VP Negrete and inform the committee.
- Jennifer discussed the need for members to serve on searches during the summer months.
- The committee agreed to table the review of its current charges until the Fall semester.
- George made a motion to nominate Jennifer to continue as committee chair for the 2025-2026 academic year. Jennifer accepted the nomination, and the committee voted to approve.
- The meeting was adjourned at 12:26 p.m.

Important Dates:

- Faculty Senate: Friday, May 16 at 9 a.m.



POLICY AND PROCEDURE

| | |
|--------------------|---|
| Title: | Excused Withdrawal |
| Policy No.: | TBD |
| Department: | Admissions and Records |
| Contact: | Registrar or Vice President of Student Affairs |

Policy

Excused withdrawals (EW) may be granted outside the standard withdrawal (W) deadline to students experiencing extenuating circumstances. Extenuating circumstances include accidents, illnesses, or other situations beyond the student's control.

Procedures

Excused withdrawals will not count toward satisfactory academic progress, academic probation, or dismissal calculations. However, financial aid and veterans' benefits may be affected depending on individual circumstances. Students are strongly encouraged to consult GBC Financial Aid, GBC Veterans Services, and any special programs they belong to before submitting a request.

Before petitioning, students should consult with their instructor(s) regarding their withdrawal from class(es), unless the semester or individual course has ended.

Submission Requirements:

- The Excused Withdrawal Request (e-form) must be submitted within 90 days of the official class end date.
- A personal statement explaining the circumstances must be included.
- Supporting official documentation must be provided (see examples below).

Examples of Extenuating Circumstances and Required Documentation

- **Medical Condition** – A letter on official hospital or doctor's office letterhead, signed by the attending physician, explaining the illness or injury and relevant dates. A hospital bill or other medical documentation may suffice, but a formal letter is highly recommended.
- **Involuntary Employment Conflict/Loss of Job** – A letter on official company letterhead, signed by the supervisor, indicating date of hire, change in work schedule, or change in job location. **Termination letter is also acceptable.**
- **Military Deployment** – If the student withdrew from classes, they must fill out an Exception for Refund Request. If military orders were issued after the withdrawal deadline, the Excused Withdrawal Request must be submitted along with a copy of military orders.
- **Bereavement (Death of Immediate Family Member)** – A copy of the death certificate or obituary with an explanation of the relationship to the student.
- **Divorce** – A copy of the divorce decree.
- **Other** – Other extreme circumstances outside of the student's control.

Circumstances That Do Not Qualify for an Excused Withdrawal

- Overcommitment
- Seeking to improve GPA or financial aid eligibility

- Inability to pay tuition
- Misunderstanding deadlines (students are responsible for knowing drop/withdrawal deadlines)
- Misunderstanding policy
- Difficult course material
- Non-attendance
- Dissatisfaction with the course
- Academic concerns (students should follow the Student Code of Rights and Responsibilities for academic complaints)

Personal Statement & Documentation Requirements

Students must submit a personal statement explaining how their extenuating circumstances prevented them from completing the semester or withdrawing within the published deadline.

Official Documentation Requirements:

- Must confirm the nature of the extenuating circumstance.
- Must demonstrate the circumstance was beyond the student's control.
- Must be relevant to the student filing the appeal.
- Must be directly related to the semester in question.

All documentation must be uploaded to the Excused Withdrawal e-form and will be verified by Admissions and Records staff.

Decision Process

Requests will be reviewed by an appeals committee. Students will be notified via email of the decision within 10 business days of submitting the form, personal statement, and required documentation. The decision is final.

If approved, all grades for the applicable semester will be changed to **W** grades.

Approved by PC: TBD

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