Department Chairs’ Meeting Minutes

January 15, 2009

Battle Mountain - #1; Elko – HTC #121; Ely - #118; Pahrump – PVC #122; Winnemucca - #108

Present: Cyd McMullen, Carrie Bruno, Ed Nickel, Jay Larson, Norm Cavanaugh, Angie de Braga, Margaret Puccinelli, Bret Murphy, Patty Fox, David Ellefsen, Sarah Negrete, Meachell LaSalle, Richard McNally, Xunming Du, Mary Swetich, Lisa Campbell, Doug Hogan, Bonnie Hofland

Guests: Mike McFarlane

Minutes approved from the November 14, 2008 meeting.

Chair of Chairs Report

1. Cyd McMullen acknowledged the wonderful job Susanna Dorr has done creating the new electronic format for adding, changing, and cancelling courses.

Dual Credit Statement

1. Mountain States Association submitted a position statement on dual credit to college presidents. Presidents were asked to comment and respond to the proposed statement. It is beneficial for GBC to also have an official dual credit statement. Departments have been dealing with dual credit issues for several years. GBC employees, students, school districts and parents are not always aware of the policy. Dual credit courses are listed on the GBC website. The website already has most of the information MSA is proposing; it’s just not a formal policy.
2. Collaborating high schools are responsible for deciding which classes are designated as dual credit; GBC departments do have input on the courses offered. High school students can enroll in any GBC class as long as they are a Nevada resident and they meet all prerequisite requirements. If a course has a “K” designation it does not mean that it is considered dual credit. The “K” designation just means it is delivered as distance education offered to high school students.
3. Angie de Braga will compare the statement from MSA to the published information listed on the GBC website. Angie will comment on the results at the February meeting.

INT 100 GBC Orientation Course

1. An agreement needs to be established on the organization and supervision of the orientation course. There are a lot of components that are a part of the scheduling and organization of the half credit course. Currently, there is fair distribution of information that is disseminated to students by both academic faculty and student services. Some departments have taken more responsibility in the process than others. All departments should collaborate and share in the responsibilities.
2. The VPAA asked chairs to agree upon a long-term consistent solution for the course. A sub-committee to formulate a plan was created; members are Meachell LaSalle, Bonnie Hofland, Lisa Campbell, Jay Larson and Eric Walsh. The committee will research possible solutions and report their findings at a future meeting.
3. Meachell LaSalle announced that Saturday, January 24, Student Life will be sponsoring a pizza lunch during the orientation. For advising purposes, chairs were asked to attend and to also encourage faculty in their areas to participate.

Integrative Studies Seminars/Divisions

1. Departments agreed to take the responsibility of scheduling integrative seminar courses for their discipline areas. Departmental support staff will be notified of the change.

Budgets

1. The governor will be addressing the state’s budget issues during the state-of-the-state address that is scheduled for January 15.
2. Departments were encouraged to spend their remaining operating monies.
3. The 2.5% merit increase for professional staff is still slated to be paid beginning with the January payroll.

Strategic Plan

1. The catalog of mission statements was distributed by the VPAA. The statements should say what you do, why you do it, and how you do it; all in one sentence. There are some statements that are missing from academic areas. There are also some that need to be reviewed and perhaps rewritten.
2. The four frames of the strategic plan were introduced to the group. The steering committee decided to organize the process in order to present a picture of exactly what is expected. There are parallel planning and assessment activities within departments that are happening at other levels of the college. The purpose of the plan is to identify the different structural levels; these levels are referred to as frames in the plan. There are similarities within the frames that may be repetitive. The frames are:

Frames #1 and #2 – Frame #1 is a broad frame. It’s the institutional aspects, things that go across the entire college. Frame #2 is more focused on the departments and programs. This is not just for academic departments; it’s also for all service areas of the college.

Department and program goals will be created based upon mission statements. Goals should be limited to just two or three. There will be a host of objectives that are specific and actionable that is derived from each goal. From each objective there will be certain items that have to be acted upon; this component of the process is referred to as an annual action plan. This process will be completed in frames one and two.

Frames #3 and #4 – Frame #3 is for student learning in programs and assesses how students are fairing in programs. These are based on outcomes of what is expected by faculty. Frame #4 concentrates on individual courses and services. This is the most detailed segment of the process.

The measurement component is found within frame three and four. The transition from planning into assessment is found in this portion of the process. Both parts are blended together and are being done simultaneously. Once you have the various action plans or measurements identified then departments should be reviewing and making an analysis of what’s been done. A reflection, statement, summary or summation will need to be completed on a regular basis.

Faculty Positions

1. No new information could be provided. Future discussion will take place once the budget has been determined.