

Great Basin College
FACULTY SENATE 2022-2023
Friday, October 21, 2022
9:00am

Join Zoom Meeting

<https://gbcnv-edu.zoom.us/j/84384223659?pwd=VzJxVW55S0xzR1NPK2lieTk0cU5VUT09>

Dial by your location 1 669 900 6833
Meeting ID: 843 8422 3659 Passcode: 502862

AGENDA

1. **Roll Call**
2. **Call to Order**
3. **Updates from President Helens –**
4. **Updates from Vice President of AA/SA, Jake Hinton-Rivera –**
5. **Senate Chair Report – Verbal Report**
6. **Approval of September 16, 2022, Minutes and reapproval of the May 20, 2022 Minutes - For Possible Action**

At the September 16, 2022, meeting a motion was made by Dave Sexton to approve the minutes of May 20, 2022. Dave Sexton is no longer a voting member of the Senate, therefore the minutes need to be reapproved.

7. **Standing Committee Reports:**
 - a. Academic Standards & Assessment..... **No Report**
 - b. Bylaws..... **Written/Verbal Report**
 - i. **Proposed Changes to Gen Ed Committee – Information Only**
 - c. Compensation & Benefits..... **Written/Verbal Report**
 - i. **Oversight of Student Teaching 3(A)1.h. Revisions – For Possible Action**
 - d. Curriculum Review..... **Written Report**
 - i. **Report – Information Only**
 - ii. **Approval to Reactivate the Post Associate Certificate for Sonography – For Possible Action**
 - e. Instructional Technology..... **Written Report**
 - i. **Report – Information Only**
 - f. Gen Ed Committee..... **Written Report**
 - i. **Report – Information Only**
 - g. Personnel..... **No Report**
 - h. Strategic Planning, ad hoc..... **Written/Verbal Report**
 - i. **Strategic Plan – For Possible Action**
8. **Unfinished Business:**
 - a. Senate Vice Chair Nominations – **For Possible Action**
9. **New Business:**
10. **Information Items:**

11. Announcements:

12. Good of the Order:

13. Adjournment.....Action

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

DRAFT MINUTES

1. Roll Call

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

Absent Voting Representatives: Diane Wrightman; Michael Whitehead

Other Members Present: Kevin Seipp (Chair); Donald Jones (Secretary); John Rice; Malia Keep; Dean Straight; Brian Danowski; Di Li; Laurie Walsh; Deanna Hamilton; Karl Stevens; Ethan Hawkley; Arysta Brick; Pete Bagley; Daniel Murphree; Jennifer Brown; Xu Duming; Glen Tenney; Becky Coleman; Susanne Bentley

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

2. Call to Order: 9:02 a.m.

3. Updates from President Helens – Verbal Report

President Helens thanked Chair Seipp for serving as chair this past year and thanked the faculty for the past two difficult years. President Helens reported that the graduations are being held at each center. Pahrump and Ely's graduations were wonderful.

President Helens said the changes system-wide are very promising.

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 thanked the faculty and staff for the great graduations, pinning ceremonies, and the successful semester.

6. Senate Chair Report – Verbal Report

Chair Seipp reported this is the last meeting for the semester. Chair Seipp stated the commencements for Winnemucca and Elko are tomorrow and if you have a chance come and celebrate the students' accomplishments.

Chair Seipp reported that the Board of Regent's special meeting is Wednesday, May 24th and the regular meeting is on June 9th and 10th. He also reported there are quite a few key vacancies at the system level. We need to make sure that NSHE is represented at the Legislative session next year, so that faculty and students are represented as well.

Chair Seipp also thanked the faculty for allowing him to be chair. Chair Seipp stressed the importance of the senate moving forward and not having an incoming chair. Shared governance is paramount to the success of our institution, and we need to make sure the faculty is represented. Chair Seipp stated if anyone is interested he would help out.

7. Approval of April 15, 2022, Minutes - For Possible Action

Jinho Jung brought up that Krishna Subedi was his proxy at that meeting (No proxy was received). Jinho Jung also stated that Daniel Murphree was present at the meeting. Chair Seipp asked to have changes emailed to him.

A Motion to approve the April 15, 2022, minutes with the changes was made by Dave Sexton, seconded by Justine Stout, motion passed unanimously.

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

Changes to the Sabbatical Policy include clarifying things, fixing grammatical errors, and having the written report after the sabbatical is due the next semester so faculty, this is so faculty do not have to work over the summer or feel rushed. Another change is applications are due the last Friday in October. The committee also added the dean’s name where appropriate. There was also an opportunity to be denied a sabbatical, so that was changed. The last change was the response from the President for approval or disapproval of sabbatical to be more specific.

It was suggested that this item should be tabled with all the changes and not wanting to be rushed.

A Motion to table the Sabbatical Policy Revisions was made by Dave Sexton, seconded by Brandy Nielsen, motion passed unanimously.

ii. Tenure Policy Revisions – Information Only

The committee cleaned up grammatical errors and changes to the makeup of the Tenure Committee. The committee thought that the department should be more involved. This is the direction we are looking at. Revisions are more in line with the NSHE policy. A question was asked if this would affect those who are on the tenure track now. It would not.

- h. Strategic Planning, ad hoc..... **Written/Verbal Report**

i. Strategic Plan – For Possible Action

Mary Doucette presented the plan and did the duplicate under 4.1.2 was deleted. This was presented to the advisory board and there were no comments. A member brought up a few areas in the document where the wording needed changing. It was also brought up that there needs to be a measuring of the strategic plan for accreditation. Dean Doucette responded they could be measured through the development of the programs.

A member asked if the term “convergence” is related to UNR. Dean Doucette stated it could be.

The member said they are in support of the plan, but other concerns are 2.2.3 and 3.1.1. A member stated this is a 3-year plan and that being vague may be necessary for the 3.1.1 section.

The member asked where the collaboration is leading; was hoping to plan would have guidance for that in it.

President Helens responded that this is a 3-year plan, and we are a community college embracing 2- and 4-year missions. The strategic plan has measurable outcomes. We have been and will continue to collaborate with UNR, so the plan is not vague, we just don't know what the future holds. Dean Doucette stated the last plan was a seven-year plan and we had many changes, and we know with after the pandemic and financial issues we will have more changes, this is a living document. There were focus groups, surveys, etc.

A member brought up the wording of 5.5.1. not being clear and asked if the background of the document will be shared. Dean Doucette replied yes. It was asked if we are not seeing the entire document how we can vote. Dean Doucette stated we need to work on the key performance indicators still, but we need to have a document to move forward closing the loop in the accreditation document. Mary sends comments. Chair Seipp stated we need to have the approval of this document to go forward with the other documents.

A member asked if there will be another vote on the completed document. Chair Seipp replied yes, this is just one piece of it.

President Helens stated faculty can be part of this and not just wait until the end, there is still an opportunity for faculty to be involved in this. Dean Doucette agreed, there was a large group, and smaller groups were formed, again surveys, etc. This is just a working document, but we need to move forward so the committee has something to work with. Dean Doucette replied to faculty can join at any time. keying yes this is just a working document just gives the committee something to move forward with.

President Helens stated we need to have a living meaningful document that changes as we change, and the only reason we change is to better serve our community. President Helens thanked the faculty who was involved.

Chair Seipp asked if anyone would like to make a motion to move forward with this document.

No action was taken.

9. Unfinished Business: None.

10. New Business:

a. Policy 5.25 PTI Performance Review Revisions - **For Possible Action**

Chair Seipp reported that there are language change questions. Chair Seipp mentioned if there is a discussion about changes, it can be postponed.

A member brought up that with the mean of mean, which can be askew, a weighted mean would make more sense. Another member mentioned that a weighted mean is a different calculation and if you get to have a very small class and receive two bad reviews then your mean is low because of the smaller number of students. This is not just a language change; it is a drastic calculation change. Chair Seipp stated he will pull the item and send it back to the committee.

No action was taken.

b. Senate Chair Elect – **For Possible Action**

Chair Seipp asked if anyone would like to come forward. No response. Chair Seipp stated this is important to our senate and he is not sure what will happen.

No action was taken.

11. Information Items:

None.

12. Announcements:

None.

Good of the Order: A member asked what if there is no chair and do we move forward? Chair Seipp stated he does not have an answer and he has reached out to other institutions, and they have not had this happen. He will speak with Joyce or Jake to see how this will work. A member asked about the professional staff who are willing to step up – they are an integral part of this, and it needs to be addressed in the Bylaws. Chair Seipp stated it is not in the Bylaws it has to do with the 40-hour workload, they would have to take time off and have someone take over their duties.

A member questioned if Chair Seipp was allowed step down as chair. Chair Seipp answered that tenure was for one year. Vice President Rivera stated we need to look at he has no comment at this time regarding what will happen. Vice President Rivera stated he is willing to look to see what options we have with professional staff.

13. **Adjournment.....Action**
Motion to adjourn by Daniel Bergey at 9:58 am.

**Great Basin College
FACULTY SENATE 2022-2023
Friday, September 16, 2022
9:00am**

MINUTES

1. **Roll Call Present Voting Representatives: Sam Lackey, Dean Straight, Glen Tenney, Ryan Hathaway, Phillip Medina Proxy (Tim Beasley, Tami Potter, Justine Stout, Eric Walsh, Ping Wang, Daniel Bergey, Jason Brick, Duncan Morris, Matt Nichols, Konstaninos Travlos, Diane Wrightman, Madison Arbillaga, Kim Noah, Brian Dankowski**

Absent Voting Representatives: Jamie Wilkerson

Other Members Present: Kevin Seipp (Chair), Donald Jones (Secretary), Nicholas Cooley, Jennifer Stieger, Jonathan Foster, Ethan Hawkley, Laurie Walsh, Trina Castonguay, Deanna Hamilton, Lynette Macfarlan, Alberto Jimenez, David Sexton, Amanda Sprayberry, Michelle Beecher, Eleanor O'Donnell

Others Present: President Helens, Kelli Baker

2. **Call to Order: 9:04 a.m.**
3. **Updates from President Helens – Verbal Report**

President Helens thanked everyone for all their help with the Regent's meeting. President Helens also said that Lynette, along with the PTK, did an amazing presentation. The BOR also approved the conveyance of the Armory to GBC for the Mining Center of Excellence. This will serve CTE expansion and training and hopefully will serve the whole state for mining. Sam Spearing, with UNR, and Annie Huhta, the Director of the Mackay School are working on dual enrollment for mining.

President Helens reported the shared services with UNR were also on the BOR agenda and they approved to continue researching a closer alliance. These shared services have and will save us money. That's why we started working with UNR. We will continue to research the consolidation and faculty working together. President Helens stated GBC's name, mission and autonomy are untouchable, and this will not be a merger. Newmont and Barrick are not what we are talking about. GBC remains GBC and maintains its legacy.

4. **Update from Vice President of BA, Sonja Sibert – No Report**
5. **Updates from Vice President of AA/SA, Jake Hinton-Rivera –No Report**
6. **Senate Chair Report – Verbal Report**

Chair Seipp welcomed everyone back. He reported the Legislative session will begin in February. For budgets, there is already 5.4 billion in asks of a 5 billion budget. They are looking at a 400 million deficit. This may change. All of the chairs are working together for the session. Salaries are a big contention across the board.

Chair Seipp commented he is having difficulty finding chairs for the advisory committees, if one is not picked, he will pick them. There may be one more revision to come with the committees.

Chair Seipp reminded everyone to make sure they are attending your committee meetings, if you cannot attend try to make it work or reach out to him, and he will work to find one for you.

Chair Seipp encouraged faculty to come to him or President Helens with questions about the consolidation.

7. **Approval of May 20, 2022, Minutes - For Possible Action**
Dave Sexton moved to approve, Konstaninos Travlos seconded, motion passed unanimously.
*After review, it is determined that Dave Sexton is not a voting member of the Senate, therefore this vote is null and void.

8. **Standing Committee Reports:**

- a. Academic Standards & Assessment..... **No Report**
- b. Bylaws..... **No Report**
- c. Compensation & Benefits..... **No Report**
- d. Curriculum Review..... **No Report**
- e. Instructional Technology..... **No Report**
- f. Gen Ed Committee..... **No Report**
- g. Personnel..... **No Report**
- h. Strategic Planning, ad hoc..... **No Report**

9. **Unfinished Business:**

10. **New Business:**

- a. Senate Vice Chair Nominations – **For Possible Action**

Chair Seipp asked for nominations. No response. This will be a reoccurring agenda item until it is filled.

Chair Seipp stated the Strategic Plan will be on next month's agenda. It will be sent out again to have your department review, the structure and content will not change. We need support for this item to move it forward to present to the Board of Regents in December.

11. **Information Items:**

A reminder to everyone to look at the committee sheet to make sure you are on a committee.

Lynette MacFarlan reported PTK is launching a You Matter foster care program. Emails will be sent to department chairs to come to your department meeting. Support is needed for children and foster parents. The event will be from 10:00 am to 12:00 pm on October 22nd at the Solarium. The flyer is in the weekly post.

12. **Announcements:**

Ryan Hathaway announced there are student life events each month and asked for faculty support.

Justine Stout announced her last day is September 30th and she will be at Western Nevada College.

13. **Good of the Order:** Chair Seipp was thanked for stepping up as chair for another term.

A reminder to state your name when you speak was made by a committee member.

14. **Adjournment..... Action**

Konstantinos Travlos moved to adjourn the meeting at 9:34 a.m.

PROPOSED CHANGES TO GENERAL EDUCATION COMMITTEE COMPOSITION

Oct 13, 2022

Justification for change: general education classes and requirements impact virtually every program on campus. It is critical that departments that teach multiple general education courses and divisions and departments that require or embed general education in programs are active on this committee. As such, we propose to maintain the original idea of committee composition but add to that specific representation so that the committee is academically robust.

Current description:

6. General Education

Composition:

i. The majority of members should be academic faculty from departments who teach general education courses;

j. A few members may come from programs that require general education coursework;

k. And the Vice President for Student and Academic Affairs or designee serves as an ex-officio member of this committee.

PROPOSED CHANGES FOR GEN ED COMMITTEE COMPOSITION:

i. The composition of this committee is appointed. The Senate Chair shall communicate with departments and divisions to form the committee. Committee membership shall be structured as detailed below.

The chair of the committee will be a senior faculty member from one of the departments listed in Section J.

j. A majority of members shall be senior academic faculty who teach general education courses. The following departments shall designate one representative each:

1. Arts and Letters Department
2. Computer Technology Department
3. Math Department
4. Science Department
5. Social Science Department

k. Other members shall be drawn from areas that require or incorporate general education in course work. The following shall have one representative each as designated by the appropriate dean and department chair.

1. Health Sciences and Human Services Division
2. Career and Technical Education Division
3. Education Department

I. Two ex-officio members shall serve—a senior member of Admissions and Records and a member designated by the appropriate Vice President.

Comp and Benefits Committee report for October 2022

The committee met on 9-29-22 from 2-3:15 by zoom. We discussed ideas and goals for the upcoming year and agreed that we would try to review and submit proposals to update the faculty workload policy. After lengthy discussion about past Comp & Benefits meeting minutes we had reviewed and references from other years proposals to Faculty Senate, we discussed trying to break the policy up into smaller sections for upcoming changes and proposals for change in the coming year.

The first part the committee would like to put up for action is the wording from the Faculty Workload Policy Section 3.0 subsection h. oversight of student teaching. In the attached document you will find the proposed wording changes the committee voted and approved to submit for Faculty Senate approval.

We then started discussing overload fee per credit and part time instructor rates. At that time, it was determined to get more information from the rest of the NSHE system on these rates at other institutions. We will have those numbers and be discussing those values at our next meeting. Hopefully soon after that we will have another proposal for Faculty Senate and try and approve that section and then move on to the next item.

So, for the October meeting the committee is prepared to put forth this new language for the oversight of student teaching for approval as an action item.

Respectfully submitted,

Thomas Bruns

Committee chair Compensation and Benefits Committee

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

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.

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 miles or more each way, 1.5 WU will be awarded per student instead of 1.0 WU.



POLICY AND PROCEDURE

Title:	FACULTY WORKLOAD POLICY
Policy No.:	5.21
Department:	Academic Affairs
Contact:	Office of the Vice-President for Academic Affairs

TABLE OF CONTENTS

Policy	1
Procedures	2
1.0 Contract Definitions	2
2.0 Core Workload Components	2
3.0 Guidelines for Determining Faculty Workload Equivalencies	4
4.0 Overload Compensation	12
4.1 Overload Limit	12
5.0 Underload	13
6.0 Exceptions	13
7.0 Faculty Incentive Stipends	13

Policy

The guidelines provided in the Great Basin College Faculty Workload Policy are based in policy and enrollment-based funding formulas of the NSHE Board of Regents and the Nevada State Legislature. As derived from these sources, the major portion of faculty workload should relate directly to courses being taught for credit, with a core teaching workload of 14 to 16 credits per semester, 30 credits for an academic year, and in consideration of expected students-per-class ratios given in the funding formulas. The instructional credit hour is the traditional basis for determining the faculty work effort. However, it is also recognized that some workload credit may be granted for alternative duties and assignments.

The basic guidelines for assessing faculty workload, based on instruction and reassigned duties, are outlined within this document. For the purposes of this document, the standard for workload calculation is the **instructional credit** corresponding to 15 classroom hours of lecture time or 45 hours of contact time in clinical and laboratory settings. The **workload unit (WU)** will be used to calculate faculty workload and will be gauged by equivalence to an instructional credit (workload units are synonymous with instructional units). As examples, a typical three-credit lecture class lasting for one 15-week semester counts as three workload units, and a typical one-credit, three-hour/week lab component of a class lasting for one 15-week semester counts as one workload unit. An average core workload is considered teaching 15 instructional credits per semester (equaling 30 credits for an academic year). Workload units may also be reassigned for non-instructional duties, for student contact hours in clinical and laboratory instruction, and for high total student enrollment with individual instructors.

Once a full core workload level is reached for an individual faculty, any additional instructional or alternative duties shall be considered as overload and compensated in accordance with the overload provisions of this Faculty Workload Policy. If the workload of a faculty member is less than the stated amount for the position, that individual shall be assigned additional classes or appropriate alternative duties, on or off campus, to compensate for the core workload deficiency.

Within the first month of each semester, the Office of the Vice President for Academic Affairs (VPAA) will review the instructional credits and other workload units of each faculty. The workload of each faculty must be approved by the VPAA. In cases where no agreement can be reached between the faculty and the VPAA, the faculty member may appeal to the Senate Executive Committee, which will make recommendations to the VPAA. Subject to additional comment and recommendations by the College President and the President's Council, the VPAA will make the final decision on workload disputes.

This policy sets forth only the guidelines for determining faculty workload. This document does not address individual job descriptions.

Procedures

1.0 Contract Definitions

“B” Contract – This is the basic contract for teaching faculty and is for service during the ten-month academic year. Faculty with “B” contracts are entitled to regular state and federal holidays and student breaks in conformity with the adopted academic calendar. These faculty may accept supplemental appointments for services for periods of time not included in their “B” contract following college policies and guidelines.

“B+” Contract – This contract covers the ten-month period of a “B” contract, **plus** a specified number of additional days of work. This work may be allocated as additional, non-instructional days, as additional courses of teaching, or as a combination of the two. The additional work will be expressed as a number equivalent to the number of days of extra work required. The value of each “plus” day will be calculated by multiplying the base salary of the “B” contract by 0.5%. The daily value is then multiplied by the number of “plus” days to be worked. The projected dates of the work and a description of the work to be completed in the “plus days” must be specified in the individual contract and approved in advance by the hiring authority. If the additional days are instructional days, then no overload pay will be given for teaching the additional course(s). “Plus” days will not be granted for attendance of professional meetings, seminars, workshops, judging and similar activities outside of the academic calendar unless attendance is required or approved in advance by the administration. “B+” contracts are issued annually based on work expected or known to be done for one academic year, independent of any previous year’s contract. If appropriate professional development funds are available, these may be used outside of the regular contract days, following standard approval guidelines.

“A” Contract – This contract covers the full calendar year. The expectation for a member of the Instructional Faculty on an “A” contract is 36 workload units. “A” contracts are normally reserved for personnel engaged in year-round programs designated as such by the president, or with teaching positions that include a significant amount of administrative duties within a department. “A” contract faculty and professional staff are obligated for assigned duties throughout the year except for official state holidays. “A” contract faculty may take annual leave when desired if it does not conflict with normally assigned or specially required duties of the unit. The employee’s job description will specify all duties that occur outside of the academic year.

All “A,” “B,” and “B+” contracts are considered annual contracts for the purpose of benefits eligibility. Full-time faculty are eligible to participate in the retirement program on the effective overload provisions of this Faculty Workload Policy.

2.0 Core Workload Components (Each faculty must meet all criteria.)

Guidelines and descriptions are provided in Section IV below to be used in determining workload units, contact hours, student enrollment criteria, etc., as used in this section.

A. “B” Contract, Full-time Faculty Position - 1.0 FTE

1. Faculty will carry 14 to 16 workload units each semester or 270 student contact hours in a semester (based on 18 contact hours per week). If using student enrollment, each faculty member will have a minimum of 125 students enrolled per semester in the equivalent of three-credit classes.
2. An annual faculty contract is 30 workload units or 540 student contact hours per academic year (two semesters). If using student enrollment, there will be a minimum of 250 students per

academic year. (NOTE: Faculty may use one form of workload calculation one semester and another the next, as long as they meet full workload equivalencies in aggregate for the year.)

3. Each faculty is required to schedule and post a minimum of 5 office hours per week for student consultation and academic advising.
4. Each faculty is expected to have as many as 20 student advisees at any given time as part of normal teaching duties.
5. Availability for Faculty Senate committee assignments is required.
6. Instructional faculty are expected to spend a minimum of 35 hours per week on their assigned duties. At least 5 hours will be scheduled as on-campus office hours. The remainder will consist of instructional activities, institutional service, professional development, or other duties, depending on the needs of specific faculty, departments and programs. 40 hours per week shall be the primary basis for determining the workload of non-instructional faculty.

B. “B” Contract, Full-time Faculty Position, Contract of 0.5 FTE or greater but less than 1.0 FTE

1. Faculty carrying less than a full-time contract shall be assigned a core workload based on their proportional equivalent of a full-time contract.

Example 1: Contract of 0.5 FTE - Faculty will have a total of 15 workload units per academic year, or 15 workload units in one semester. 50% contact hour or 50% student enrollment calculations may also be used.

Example 2: Contract of 0.6 FTE - Faculty will have a total of 18 workload units per academic year. 60% contact hour or 60% student enrollment calculations may be used.

Example 3: Contract of 0.8 FTE - Faculty will have a total of 24 workload units per academic year. 80% contact hour or 80% student enrollment calculations may be used.

2. A minimum of 5 hours per week of scheduled and posted office hours are required.
3. Student advising is expected in proportion to the percentage of a full-time contract.
4. Availability for Faculty Senate committee assignments is expected.
5. Fractional full-time faculty must be on campus in a proportional equivalent to the hours required for full-time faculty, as determined by the fractional amount of their contract.

C. “B+” Contract

1. Workload expectations during the “B” portion of the “B+” contract are the same as for “B” contract faculty.
2. The days to be worked outside of the standard academic year (the “+” portion) and the duties to be performed during those days must be specified in writing and approved in advance by the hiring authority.
3. In general, “plus” days will be given only for work relating directly to instruction and functioning of the college. “Plus” days will not be given for attendance at professional meetings, conferences, seminars, judging, or similar events unless attendance is required or approved in advance by the administration.

D. “A” Contract, Full-time Faculty Position - 1.0 FTE

1. An annual “A” contract for instructional faculty requires 36 workload units, 675 total student contact hours, or a minimum student enrollment of 275 students (in the equivalent of 3-credit classes) per full calendar year. (NOTE: Faculty may use one form of workload calculation one semester and another the next, as long as full workload equivalencies are met for the year.)
2. Additional administrative, instructional, or departmental duties must be completed throughout the year as described in the position job description.
3. Each faculty is required to schedule and post a minimum of 5 office hours per week for student consultation and academic advising.
4. Each faculty is expected to have as many as 25 student advisees at any given time as part of normal teaching duties.
5. Availability for Faculty Senate committee assignments is required.
6. Faculty must be on campus not less than 35 hours per week to perform their duties, unless assigned off-campus duties contributing to the total of 35 hours per week. 40 hours per week shall be the primary basis for determining the workload of non-instructional faculty.

E. Part-time Instructor (Letter of Appointment)

Part-time instructors may carry a maximum of 6 workload units per semester for instructional purposes, 19.5 hours per week for non-instructional purposes, or a combination of the two, as described below.

**Calculation of Maximum Credit Hours and/or Clock Hours
GBC Part-time Instructors or Part-time Employees May Work**

Basic Rules:

1. The general rule for part-time employees is that they may work only 49% of full-time equivalency. If they exceed the 49%, then GBC must pay them benefits which are in excess of 20% of salary.
2. Part-time hourly employees may not work more than 79 hours per month or 19.5 hours per week.
3. Part-time instructors may not teach more than 6 credit hours for three consecutive months, except in special circumstances with prior approval of administration.
4. There are some circumstances where exceeding the 49% limit may be approved for periods of up to 60 or 90 days, but all exceptions to the 49% limit require prior administrative approval.

Use the table below to calculate an individual’s percent of full-time employment. If the individual is both working as a Part-time instructor and as a part-time hourly employee, you must sum the percentage for each type of employment.

Part-time Instructor/Part-time Employee Calculation Grid			
FT% for Hourly		FT% for Credit Hours	
Weekly Clock Hrs Paid Work	Weekly Percent of Full-time	Credit Hours	Percent of Full-time*
1	2.5%	0.5	2.5%
2	5.0%	1	5.0%
3	7.5%	1.5	7.5%
4	10.0%	2	10.0%
5	12.5%	2.5	12.5%
6	15.0%	3	15.0%
7	17.5%	3.5	17.5%
8	20.0%	4	20.0%
9	22.5%	4.5	22.5%
10	25.0%	5	25.0%
11	27.5%	5.5	27.5%
12	30.0%	6	30.0%
13	32.5%	6.5	32.5%
14	35.0%	7	35.0%
15	37.5%	7.5	37.5%
16	40.0%	8	40.0%
17	42.5%	8.5	42.5%
18	45.0%	9	45.0%
19	47.5%	9.5	47.5%

Each credit is worth 7.0% rounded to appropriate amount.

3.0 Guidelines for Determining Faculty Workload Equivalencies

Faculty workload determinations are based on faculty instructional duties (“A” below) and non-instructional assignments or reassignments (“B” below). Some functions are recognized only as overload activities and not part of the core workload (“C” below). Faculty incentives (Section 7.0) are not considered as part of the workload, but only as incentives outside of workload for completion of tasks that may benefit the college.

The definition of the workload unit was given in the preface. The basis for the workload assessments provided below is the assumed equivalency to the workload unit as based on the instructional credit. The guidelines for determining workload units for situations other than standard classroom lecture situations are given for several

potential settings. It is recognized that all possible situations and activities may not be included. Faculty and the appropriate administrator should negotiate activities not mentioned.

A. Instructional Duties

The first consideration for calculating an individual's workload is which of three methods will be used; the choice is from credit-based workload units (section "1" below), in-class student contact hours (section "2" below), or by total student enrollment (section "3" below).

1. Workload units based directly on instructional credits

a. Lecture Courses

For traditional lecture courses, workload units shall be assigned equal to the number of instructional credits being taught. It is assumed that the allotment of credits compared to work required is already incorporated into these numbers. This is the equivalency defined in the preface.

b. Development of New Courses

Faculty who develop new instructional courses shall be granted workload units equal to the number of credits to be awarded for the course when offered to students. The course development must be completed by the end of the semester in which the workload units are awarded. New course development may occur prior to its first instruction, or concurrently with instruction of the course the first time (in this latter case, the faculty member would receive workload units double that of the instructional credits of the course). Workload units for new course development may only be granted the first time the course is taught for GBC; subsequent teaching of the course by any instructor will not include course development workload units.

- i. New course development for any course or conversion of a previously developed course to the online or other format will be recognized in an individual's workload only with prior approval of the VPAA.
- ii. There is no provision to receive workload compensation for redevelopment for a course that has previously been developed or delivered, except for those classes approved to be converted to a distance format (there is no workload consideration for "revamping" courses). It is assumed that all instructors are continually updating the content and delivery of their courses on a routine basis as part of the assessment process.
- iii. Any new course that is developed will only be approved in workload consideration for one development, whether it be for live, online, or any other delivery. Courses should initially be developed with the intent that in the future they may be delivered either online or live, or in some combination of delivery methods.
- iv. There are no workload considerations for the development of "Special Topics" types of classes.

c. Redevelopment of Existing Classes

Classes that have substantial changes in materials or equipment shall be granted additional workload units with prior approval of the VPAA.

d. Development of Upper Division General Education Seminars

Faculty who develop a new upper division general education seminar (specifically, INT 339, 349, 359 or 369) on a topic that has not been presented before shall receive workload units for the development of a new course, as described in section "b." above.

- i. Workload considerations for the development of new INT seminars will be approved for only one class for each of the four seminars each academic year. All other sections that are offered should be previously developed seminars or must be developed without additional workload consideration. This is in consideration that many excellent seminars covering many topical areas have already been developed and that any of these topics could be considered for presentation more than once. The decision of which single class during a year may receive workload development consideration will come from the respective department administering the particular seminar.

e. **Distance Education**

Distance education includes interactive video (IAV), online, hybrid/IAV, hybrid, and telecourse modes of instruction, as described below. In order to teach through any mode of distance education, the instructor will have been trained in the use of the technology and the content area and will provide for assessment to ensure the use of quality teaching methods.

- i. **Interactive Video Courses (IAV).** IAV classes are those having 50% or more of the contact hours associated with the course delivered through the interactive video medium to one or more sites away from the site of delivery. These shall have the same workload unit value as the number of credits associated with the single course number. Individual faculty are discouraged from teaching more than three IAV courses (9 credits) during any semester.
- ii. **Online Courses.** Online courses are those having 60% or more of the contact hours associated with the course delivered through WebCT, e-mail, the Internet, chat rooms, bulletin boards, or other synchronous or asynchronous computerized methods.

Online classes shall have workload units given equal to the number of credits given for the class unless the class has more than 20 students enrolled. With 21 or more students in a class, the instructor will be given workload units 1.25 times the number of credits for that class, but only if the class is given a maximum enrollment cap of 30 or more. The determination for the workload multiplier for online classes will be based on enrollment in a class as of the day after the 50% refund drop date. If an online class has low enrollment, the instructor and VPAA will jointly determine if the class is to be taught as scheduled, taught as independent study, or cancelled.

Example 1: An instructor has three 3-credit online classes having respective enrollments of 30, 25, and 20. These represent nine instructional credits.

Workload Calculation:

Class #1 (30 students): 3 credits x 1.25	= 3.75 WU
Class #2 (25 students): 3 credits x 1.25	= 3.75
Class #3 (20 students): 3 credits	= 3
Total:	= 10.5 WU

Workload for three classes (9 credits): **10.5 WU**

Example 2: An instructor has five different online classes. Two are 3-credit classes with respective enrollments of 24 and 18. One is a 2-credit class with 11 students and two are 1-credit classes with respective enrollments of 14 and 38. These represent 10 instructional credits.

Workload Calculation:

Class #1 (24 students): 3 credits x 1.25	= 3.75 WU
Class #2 (18 students): 3 credits	= 3
Class #3 (11 students): 2 credits	= 2
Class #4 (14 students): 1 credit	= 1
Class #5: (38 students): 1 credit x 1.25	= 1.25
Total	= 11 WU

Workload for five classes (10 credits): **11 WU**

Example 3: An instructor has four different online classes. Two are 3-credit classes with respective enrollments of 24 and 38. Two are 1-credit classes with respective enrollments of 24 and 32. These represent 8 instructional credits.

Workload Calculation:

Class #1 (24 students): 3 credits x 1.25	= 3.75 WU
Class #2 (28 students): 3 credits x 1.25	= 3.75
Class #3 (24 students): 1 credit x 1.25	= 1.25
Class #4 (22 students): 1 credit x 1.25	= 1.25
	Total = 10 WU

Workload for four classes (8 credits): **10 WU**

iii. **Hybrid Courses.** Hybrid classes incorporate at least two different modes of presentation of course material. These may include (but not necessarily be limited to) live lectures, IAV, and online modes. Unless there is 60% or more delivered online (and thus calculated as an online class), the workload units will equal the instructional credits.

iv. **Online and IAV Course Development and Adaptation.**

A. **Online courses.** Workload units may be awarded for course development or adaptation specifically to the online format. When adapting an existing course to be taught online for the first time within the institution, workload units equal to the instructional credits may be awarded. This may be awarded only once for any course within the institution for extra workload units, and the material must subsequently be made available for other GBC faculty to use to teach the same course online.

B. **IAV courses.** A number of workload units one-half the number of course instructional credits may be assigned for course adaptation to the IAV format. When adapting an existing course to be taught via IAV for the first time within the institution, the instructional credits may be multiplied by 1.5 to calculate workload units for that class. This may be awarded only once for any course within the institution for extra workload units, and the material must subsequently be made available for other GBC faculty to use to teach the same course via IAV. This will not include INT Seminars (339, 349, 359, 369) for which course development workload units are being awarded.

f. **Theatre Performance Assignments**

Three workload units will be awarded for supervision of one main stage production and oversight of one lab performance during a single semester by a designated theatre instructor.

g. **Practica, Internships, Work Co-ops**

These types of courses do not take place in a classroom or laboratory setting as a principal portion of the class. They are generally related in some way to practical experience in a work setting or to some other manner of independent work or production. The students will often work under the supervision of a supervisor not part of the college but may at times be working on independent projects supervised by a college faculty member. Faculty will generally not meet with students on more than a weekly to monthly basis because there is outside supervision.

If these types of courses have more than seven students enrolled in the same class, that class will be rated for workload units by the number of instructional credits. If there are seven or less students in any of these types of classes, workload will be rated by the number of students enrolled in the class (or combination of classes) and the number of credits being awarded. The number of combined students shall be multiplied by the number of course credits and divided by 15 to calculate the number of workload units awarded.

Example: An instructor has a 3-credit internship class with an enrollment of 9 students, a 6-credit practicum class with 3 students, and a 4-credit work co-op with 2 students. These represent 11 instructional credits.

Workload Calculation:

Class #1:(more than 7 students) →3.0 WU

Class #2:(less than 7 students) 3 students x 6 credits/15 →1.2 WU

Class #3:(less than 7 students) 2 students x 4 credits/15 →0.5 WU

Workload for these three classes (11 credits): **4.7 WU**

The assigned workload for these classes is 4.7 WU.

h. 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 miles or more each way, 1.5 WU will be awarded per student instead of 1.0 WU.

i. Oversight of Early Childhood Education Practica/Internships

For practica/internships where students are enrolled in a 6-8 credit section, faculty will receive 0.5 WU for each student being evaluated. If the supervising faculty has to travel 50 miles or more each way, 1.0 WU will be awarded per student instead of 0.5 WU.

j. Education Field Experience Courses

All field experience courses for education B.A. programs will be worth at least 1.0 WU unless the course has excessive placements (see scale below). The workload units will be regulated through the creation of new sections.

1- 16 placements = 1 workload unit

17-28 placements = 2 workload units

29-40 placements = 3 workload units

41-52 placements = 4 workload units

53-64 placements = 5 workload units

65-76 placements = 6 workload units

77-88 placements = 7 workload units

k. Team Teaching

Faculty involved in team teaching shall divide the workload units in proportion to their assigned effort. The proportion shall be determined and agreed to by the faculty involved and the VPAA.

l. Teaching Concurrent Courses

When teaching two or more live courses concurrently, the workload will be assigned as the maximum number of credits given for any one of the concurrently taught sections, so long as the total number of students in all concurrently taught sections does not exceed 16. If total enrollment in concurrent course sections exceeds 16, faculty will receive workload credits equivalent to the credits of the one course with maximum credits, plus 0.05 workload unit for each student enrollment above 16, times the number of credits for the course(s).

m. Technical On-site Training (TOT)

These are courses taught at a facility that is not operated by GBC. TOT courses have workload units equal to the instructional units for classes with enrollments of up to 12 students. If total enrollment in TOT classes exceeds 12, faculty will receive workload credits equivalent to the credits of the one course plus 0.05 workload units for each student enrollment above 12, times the number of credits for the course.

2. Contact Hours.

Clinical and Laboratory Settings

For laboratory and health science clinical courses which do not follow the standard lecture credit-hour model, workload units may be calculated using student contact hours. Contact hours represent that time spent directly teaching students in classroom, laboratory, or clinical settings, with the hours being counted as set forth in the official college course schedule. 18 contact hours will be rated as equaling 1 workload unit (i.e., 18hours/week for 15 weeks is 15 workload units).

Example 1: An instructor spends eight weeks teaching two 3-credit lecture classes, one lab that meets three hours per week (a one-credit lab) and supervises students in a clinical setting 12 hours per week. The same instructor finishes the last seven weeks of the semester teaching the same two 3-credit lecture classes, two 3-hour labs per week, and spends 4 hours per week in clinical supervision of students. The total instructional credits being taught is about 10 and not a full teaching load.

Workload Calculation by Contact Hours:

-First eight weeks-

Lectures:	2 classes x 3 hr/class/week x 8 weeks	→48 hr
Labs:	1 lab x 3 hr/class/week x 8 weeks	→24 hr
Clinical:	12 hr/week x 8 weeks	→96 hr

-Last seven weeks-

Lectures:	2 classes x 3 hr/class/week x 7 weeks	→35 hr
Labs:	2 labs x 3 hr/class/week x 7 weeks	→42 hr
Clinical:	4 hr/week x 7 weeks	→28 hr

Total Hours: 273 hr

273 total hr/18 hr/WU = **15.2 WU** This represents 0.2 overload units.

Example 2: For a semester, an instructor has two 4-credit classes (3 hr lecture + 3 hr lab each) and two 3-credit lecture classes. The total credits being taught is 14 and not a full teaching load.

Workload Calculation by Contact Hours:

Lectures:	4 classes x 3 hr/class/week x 15 weeks	→180 hr
Labs:	2 labs x 3 hr/class/week x 15 weeks	→90 hr

Total Hours: 270 hr

270 total hr/18 hr/WU = **15 WU** This represents a full workload.

Example 3: For a semester, an instructor has three 4-credit classes (3 hr lecture + 3 hr lab each). The total credits being taught is 12 and not a full teaching load.

Workload Calculation by Contact Hours:

Lectures:	3 classes x 3 hr/class/week x 15 weeks	→135 hr
Labs:	3 labs x 3 hr/class/week x 15 weeks	→135 hr

Total Hours: 270 hr

270 total hr/18 hr/WU = **15 WU** This is a full workload.

Workload units for an individual during a single semester may be calculated using instructional credits, contact hours, or total student enrollment, but not by any combination of these options.

3. **Cumulative Student Enrollment.**

Sum of Class Sizes

Within some sections of certain courses the enrollment of large numbers of student is reasonably predictable. If, based on past enrollment history, it can be reasonably projected that there will be high enrollment numbers for classes taught by a single faculty member, that faculty member may base workload on enrollment. If aggregate enrollment in all sections being taught by a single faculty during a single semester is 125 or greater (in the equivalent of 3-credit classes), then that

enrollment may constitute a full workload. If total student enrollment in the equivalent of 3-credit classes is greater than 150 students, then the faculty will be entitled to overload payment. Extra workload units will be awarded at the rate of 0.025 WU per student times the number of credits for the class for every student past the count of 150.

Example 1: An instructor has three 3-credit classes with enrollments of 39, 46, and 41 students. This is 9 instructional credits and not a full load based on credits.

Workload Calculation by Student Enrollment:

$$39 + 46 + 41 = 126$$

This is more than 125 total students and is a full load.

Example 2: An instructor has four 3-credit classes with enrollments of 38, 51, 43, and 28. This is 12 instruction credits and not a full load based on credits.

Workload Calculation by Student Enrollment:

$$38 + 51 + 43 + 28 = 160$$

Since this is more than 150 students, this is an overload.

$$160 - 150 = 10$$

$$10 \text{ students} \times 0.025 \text{ WU/credit} \times 3 \text{ credits} = 0.75 \text{ WU of overload}$$

Example 3: An instructor has five 3-credit classes with respective enrollments of 28, 21, 33, 16, and 18 students. This represents 15 credits of instruction and is a full load based on credits.

Workload Calculation by Student Enrollment:

$$28 + 21 + 33 + 16 + 18 = 116$$

This is less than 125, but it is a full workload based on credits.

Workload units for an individual during a single semester may be calculated using instructional credits, contact hours, or total student enrollment, but not by combination of these options.

B. Workload Units for Non-Instructional Assignments

The following workload units for assigned or reassigned non-instructional duties may be added into the faculty instructional workload to determine the total faculty workload. Workload units are given below for the listed assignments. If a faculty workload is calculated on contact hours, the workload units for each of the following will be considered equal to contact hours.

1. **Department Chairs**

Department Chairs of departments that are not within a larger division (that has a chair) will normally be assigned three workload units per semester for these duties. There is no credit assignment for departments that are within larger divisions.

2. **Division Chairs (tentative)**

Division Chairs shall be assigned 50% of a full workload and a B+10 contract for performing the administrative duties required of the position. 50% of the position will be dedicated to instruction.

3. **Faculty Senate Chair**

Faculty Senate Chair shall be assigned six workload units (or 14 hours per week for non-instructional faculty) each semester. There will also be a \$1000 stipend per semester for the academic year for performing this duty.

4. **Program Supervisor**

A Program Supervisor will typically oversee a Bachelor's degree program for a three (3) workload unit reassignment. However, with sufficient program duties and workload, certain Bachelor degree emphases, Associate's degrees, or stand-alone certificate programs may apply to be considered for workload reassignment. A Program Supervisor may be awarded workload unit reassignment based on an evaluation by the faculty member's supervising Dean if the extra work duties performed are above or in addition to a normal faculty workload. Workload reassignment

for Program Supervisor will require documentation of the workload and approval by the Dean. Workload reassignment will be awarded proportionately with the premise that one day per week extra for performed duties is equivalent to a three (3) workload unit reassignment and/or equivalent plus days as approved by the supervising Dean. Workload reassignments shall be reviewed annually.

5. **Lead Faculty**

A Lead Faculty is a faculty member determined by the department and the Dean who is teaching within a degree program that requires a limited level of coordination and leadership for an area not predominantly overseen by a department chair or program supervisor. There is no workload reassignment for this role as the duties are essentially the same as for other faculty. This individual is the primary contact and coordinator for faculty within a program. Lead Faculty status may be reflected in the management role for annual evaluation.

6. **Workload for Non-instructional Faculty**

If a non-instructional faculty member is involved in duties not normally a part of the job description (e.g., elected as Faculty Senate Chair), then 7 hours per week is the equivalent of 3 workload units. That faculty member shall be given time reassigned from regular functions in this ratio to accommodate alternate duties. If non-instructional faculty are given instructional responsibilities as part of their job function by their supervisor, with time provided out of their regular work time, then there will be no additional compensation to perform these duties. If non-instructional faculty take on instructional responsibilities in addition to their regular job function, and these responsibilities are performed outside of their regular work time, they shall be compensated at the Part time faculty rate.

7. **Recruitment**

All faculty are expected to participate in student recruitment to some degree. If a faculty member anticipates participation in extensive recruiting tours or programs during a coming semester that is not already considered a part of faculty workload for other duties (e.g., Program Supervisor or Division Chair), then the instructor may submit a proposal of the recruitment activity to the VPAA. As a general rule, one workload unit = (work hours/15), not including travel time. There must be prior approval by the VPAA before recruitment can be used as workload reassignment.

8. **Substitute Instruction**

If a full-time or part-time instructor takes over instruction of a full term (16-week) or compressed (8-week) course during a semester for a period over one week, each instructor will be paid appropriately and retroactively, based upon the weeks or approximate weeks taught by each instructor. All other applicable sections of the Workload Policy may apply to this substitute instruction section for both full-time and part-time instructors.

In the case of a shorter than 8-week class the applicable department chair, dean and the Office of the Vice President of Student and Academic Affairs will work together with the instructors to determine the appropriate pay for each instructor based on the percentage of time taught by each instructor.

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.

If the full-time faculty member who is not able to teach the class is in overload, the overload payment will be adjusted for the percentage of class time missed.

C. **Activities Recognized Only as Overload**

Activities within this section may not be included within the core faculty workload. They may only be awarded as overload workload units.

1. **Independent Study**

An independent study class is one which is offered specifically for a very small number of students (about five or less) wherein the students are expected to principally work independently without meeting in the regularly scheduled time blocks. For calculation of workload units, add the total number of independent study students in all sections, divide by 15, and multiply by the number of course credits. Example: An instructor has one and three students enrolled respectively in two different 3-credit independent study classes (this is in addition to having a full workload of lecture and online classes). $4/15 \times 3 = 0.8$ WU.

2. **Self-Paced Courses**

A self-paced course is one offered for students to work independently and at their own pace without attendance in regular scheduled time blocks. Self-paced classes may be delivered through a variety of formats for any number of students with minimal contact with the instructor. For calculation of workload units, add the total number of self-paced students in all sections being taught by a faculty member, divide by 15, and multiply by the number of course credits.

Examples: (1) An instructor has four and eight students enrolled respectively in two different 3-credit self-paced classes. Calculation: $12/15 \times 3 = 2.4$ WU. (2) An instructor has nine students enrolled in one 1-credit self-paced class. Calculation: $9/15 \times 1 = 0.6$ WU.

3. **Academic Advisement**

Every instructor is expected to advise up to 20 different students every semester. If an instructor advises more than 20 students during a semester, and if that advisement is not already considered as a part of workload for other duties (e.g., Program Supervisor or Division Chair), then the instructor shall hand in a record of student advisement to the VPAA and shall be given overload at the same rate per student as provided for in section IV, A, 3 (Student Enrollment, Class Size overload): students \times 0.025 \times credits = overload WU

4. **Contract Training**

Faculty will be eligible for differential pay when teaching contract training courses under the following situations:

- a. The course is taught at an underground mine site, surface mine, or industrial site.
- b. The course is a contract course, not a regularly scheduled course taught to mine or industrial workers at the Faculty member's home GBC campus.
- c. The course requires travel to the training site other than the normal travel to the Faculty member's regular GBC campus.
- d. The differential pay will be paid for by the outside contractor's training fee.

Compensation for these activities is given in the section below.

Faculty providing off-campus contract training will be compensated as follows:

- a. For teaching a training course at an underground mine the differential rate will be twenty dollars (\$20.00) per student per credit.
- b. For teaching a training course at a surface mine or other industrial sit the differential rate will be fifteen dollars (\$15.00) per student per credit.

This rate will not affect either the faculty member's overload status or normal workload.

4.0 Overload Compensation

For any semester in which a faculty member is carrying a workload above the amount stated in this document as a core workload, that faculty member shall be compensated above the amount of the regular salary. During the semester in which the faculty member is working in an overload situation, the individual faculty member and the VPAA shall jointly decide if extra pay for the overload credits or a reduced credit load the next semester (from fall to spring semesters only) is appropriate. Workload credits from one academic year may not be carried over to the next academic year. Core workload arrangements must be approved by the VPAA before overload agreements can be made. Workload units – rounded to the nearest tenth - above the core workload shall be considered overload. The

compensation rate for overload pay will be the number of overload workload units times the highest Part time faculty per-credit pay rate.

4.1 Overload Limit

The maximum overload any GBC faculty member may have in any semester is 9 workload units (WU). All overload for any semester must be approved in advance by the VPAA. In determining the maximum overload for one semester, certain types of overload may be excluded in determining if a faculty member has met the maximum overload of 9 WU. These exclusions include the following:

- A. Exclude up to 3 WU of non-instructional, reassigned duties.
- B. Exclude any classes which are not taught 100% within the published regular 15-week semester.
- C. If online classes are being taught and workload is received for classes with enrollment of any course split into more than one section, up to 6 WU may be excluded from the maximum allowed for overload.
- D. Do not include the .25 WU/credit adjustment for certain online classes of large size (workload policy, Chapter 5, Section 3).
- E. Exclude independent study WU.
- F. Any WU above 9 after the above listed considerations must have the approval of the faculty member's supervisor in advance.

5.0 Underload

Any faculty carrying less than the stated number of workload units for their position in any given semester will have duties assigned to them by the VPAA from the following options:

- A. Be given a larger credit load the next semester (may be carried over only from fall to spring semesters; may not be carried over to the next academic year).
- B. Be given a course previously scheduled to be taught by a Part-time instructor.
- C. Schedule a course or courses to be offered in the late semester schedule.
- D. Offer one or more short courses targeted for specific groups.
- E. Be assigned duties by appropriate administrators that relate to the faculty member's function to the institution. These duties should be equal in time and effort to that of the number of workload units the faculty member is short.

6.0 Exceptions

Exceptions to the workload policy will only be allowed if exceptional circumstances force deviations from this policy. All exceptions to the normal implementation of the workload policy as set forth above must be approved by the VPAA. Exceptions will be granted only on a semester-by-semester basis and generally only for one semester.

7.0 Faculty Incentive Stipends

All activities listed below must be approved in advance by the VPAA. Performance of these activities and functions must have a demonstrable benefit to GBC. These are not to be counted as part of a faculty core workload or overload unless agreed to in advance by the VPAA.

- A. **Leadership Positions in Professional and College Associations.** The faculty members may receive a stipend for taking on a leadership position in a professional or college association. These must be elected offices within widely recognized organizations and have titles such as President, Vice President, Secretary, Treasurer, or Program Director. Not more than one leadership position will be recognized for any single academic year. The faculty's affiliation with GBC must be clearly reflected in the performance of related duties. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty.

- B. **Principal Investigator (or the equivalent) for a Grant Proposal.** Unless an instructor is paid through the grant, a faculty member may receive a stipend for participating in writing a grant and performing functions required of a grant. The faculty's affiliation with GBC must be reflected in all phases of the grant and related activities. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty.
- C. **Authorship of Professional Articles.** Having a peer-reviewed professional article published regionally, nationally, or internationally may result in the faculty member receiving a stipend. The faculty's affiliation with GBC must be clearly reflected in the publication together with the faculty's name. The impending publication of professional articles must be reported to the VPAA prior to publication. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of publication.
- D. **Authorship of Book or Monograph.** If a faculty has a book or monograph published after the manuscript's acceptance by a standard commercial or academic publishing company, a stipend may be awarded to the faculty only if the publication is not to generate royalties for the author. This is providing that GBC's name appears in the publication in association with the author's name. The impending publication of books must be reported to the VPAA prior to publication. Depending on the time and responsibility involved, a stipend of up to \$1500 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of publication.
- E. **Shows, Performances, and Competitive Exhibitions.** A stipend may be awarded for planning, preparing, and executing a show, performance, or exhibition if these are not associated with classes being taught or other normal duties associated with the faculty job. This stipend will be considered only if the faculty member is receiving no other compensation for the activity. These activities must be approved in advance by the VPAA, followed by clear documentation of completion. The show, performance, or exhibition must be discussed with and approved by the VPAA before the beginning of the semester of its occurrence. Depending on the time and responsibility involved, a stipend of up to \$1000 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of completion.
- F. **Hosting a Seminar or Conference.** These activities may bring a stipend payment to faculty if the seminars or conferences are deemed as positively affecting the standing and image of the College. The anticipated work hours involved in planning, preparing, and executing the seminar or conference will be documented and delivered to the VPAA in advance for approval. GBC's name must appear prominently in all aspects of the seminar or conference. Depending on the time and responsibility involved, a stipend of up to \$1500 may be paid as determined by the VPAA in consultation with the involved faculty, paid upon proof of completion.
- G. **Other.** Other activities having a clear benefit to the college, but not specifically listed above, may be considered for stipends on a case-by-case basis. Performance of these activities and functions must have a demonstrable benefit to GBC. These will not be counted as part of a faculty core workload or overload unless agreed to in advance by the VPAA. All "Other" activities must be approved in advance by the VPAA.

President's Council Approved: April 26, 2005, April 28, 2009, May 8, 2012, February 25, 2014, and June 14, 2016

Approved by Faculty Senate: May 13, 2016, March 18, 2022

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

9/9/22

The Curriculum Review Committee voted to inactivate the following classes that have not been taught at GBC since 2015: ECE121, ECE123, ECE151, ECE152, ECE154, ECE156, ECE 157, ECE158, ECE161, ECE167, ECE168, and ECE198

9/22/22

The Curriculum Review Committee voted to recommend for approval new courses MAPE110, MAPE120, MAPE130, MAPE140, and MAPE150. These are the courses for the Medical Assistant, phlebotomy, and EKG certificate program. Recommended for change were courses ACC201 and ACC202. These changes were made to reflect current textbooks as well as accounting practices. Courses recommended for inactivation were EDEL331 and EDU120. These courses have not been taught at GBC since 2015.

10/6/22

The Curriculum Review Committee voted to inactivate the following classes that have not been taught at GBC since 2015: EDSC407, EDSC497, EDP226, EDP227, EDP229, EDP230, CSCO484



Curriculum Review Committee

Curriculum Manager
email: curriculum@gbcnv.edu

Reactivate a Program Form

SECTION 1: SUBMITTER INFORMATION

Name of Submitter: Reme Huttman Phone Number: 775-327-2319
 E-mail Address: reme.huttman@gbcnv.edu Submission Date: 10/12/22
 Department: HSHS GBC Center: Elko Building & Room #: HSHS134

SECTION 2: REACTIVATE A PROGRAM

The program will be reactivated effective this term: Fall 2022

Program Title to be reactivated: Diagnostic Medical Sonography Post-Associate Certificate

Catalog Page: Required: Attach a sample of the program page from the current catalog.

Briefly explain why program is being reactivated:
 Program should have been re-activated when courses were reactivated in August 2018. All the courses were submitted and approved but the program was not submitted. This program currently has students because the program should have been reactivated at the same time as the courses.

SECTION 3: APPROVALS

Submitter

Department Chair

Name: Reme Huttman Name: _____
 Signature: Reme Huttman Digitally signed by Reme Huttman Date: 2022.10.12.16:16:14-0700 Signature: _____
 Date: _____ Date: _____

This form will not be accepted without the above signatures.

Curriculum Review Chair

Curriculum Manager

Name: Dorothy Callander Name: Deanna Hamilton
 Signature: Dorothy Callander Digitally signed by Dorothy Callander Date: 2022.10.13.12:19:43-0700 Signature: Deanna Hamilton
 Date: _____ Date: 10/17/22

Dean

Vice President of Student and Academic Affairs

Name: Andy Dault Name: Jake Rivera
 Signature: [Signature] Signature: [Signature]
 Date: 10-17-2022 Date: 10/18/22



ACADEMIC PROGRAM PROPOSAL FORM
(Revised: March 2022)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: 10/15/2022

Date of AAC Approval:

INSTITUTION: Great Basin College

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis (BAS only)

Date of Board Approval:

DEGREE: Check applicable box

- | | |
|--|--|
| <input checked="" type="checkbox"/> Certificate: 30+ Credits | <input type="checkbox"/> Associate of Arts (AA) |
| <input type="checkbox"/> Associate of Science (AS) | <input type="checkbox"/> AA/AS |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input type="checkbox"/> Bachelor of Arts (BA) | <input type="checkbox"/> Bachelor of Science (BS) |
| <input type="checkbox"/> Master of Science (MS) | <input type="checkbox"/> Master of Arts (MA) |
| <input type="checkbox"/> Doctor of Philosophy (Ph.D.) | <input type="checkbox"/> Other or Named Degree: _____ |

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): Diagnostic Medical Sonography Post -Associate Certificate

INCLUDED IN THE NSHE PLANNING REPORT: Yes No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 55-56

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Spring 2023

Action requested (specify full program title):

Great Basin College (GBC) requests the approval from the NSHE Academic Affairs Council (AAC), for a Diagnostic Medical Sonography Post-Associate Certificate.

A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.

The proposed Post-Associate Certificate in Diagnostic Medical Sonography will prepare students who already possess a degree in a patient-care centered field, or a bachelor level degree, to become

registered in general Diagnostic Medical Sonography and fulfill the ever-growing workforce needs in this field in Nevada.

B. Provide a list and description of institutionally approved expected student learning outcomes

- Program outcomes are based on the expected learner outcomes outlined by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) for Diagnostic Medical Sonography and recommended by The Joint Review Commission on Diagnostic Medical Sonography (JRC-DMS).

The diagnostic medical sonography graduate will be able to:

- provide basic patient care and comfort to all patients.
- employ professional judgement and communication.
- demonstrate competence in the use of acoustic physics principles, Doppler ultrasound principles, and ultrasound instrumentation through proper equipment operation and transducer selection.
- evaluate the interaction between ultrasound and tissue and the probability of biological effects in clinical examinations.
- produce and assess ultrasonographic images of normal and abnormal anatomy and physiology.
- identify, document, and develop differential diagnosis of abnormal sonographic and Doppler patterns.

C. Provide an institutionally approved plan for assessing student learning outcomes

Student learning outcomes have been carefully developed by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) for Diagnostic Medical Sonography and recommended by The Joint Review Commission on Diagnostic Medical Sonography (JRC-DMS).

- The program consists of s program outcomes listed above, which will be evaluated on a biannual basis by the emphasis specific advisory board consisting of faculty, students, and community stakeholders.
- Course outcomes will be assessed in specific evidence-based activities, written papers, written and hands-on laboratory assessments, clinical evaluations, competencies, and assessments as outlined in each course syllabus. Rubrics will be employed as evaluation tools on all applicable assignments.
- Course outcomes and assessment effectiveness will be reviewed in course reports at the conclusion of every semester and at a maximum of every three years in curriculum assessment activities.
- Program outcomes will be assessed by the advisory board consisting of faculty, students, and community stakeholders annually.
- Surveys to students, former students and employers of successful graduates will be evaluated yearly to ensure outcome achievement and student satisfaction. Credentialing achievement rates, as well as employment rates and retention will also be tracked and reported on an annual basis.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

This program contributes to the following specific goals of the NSHE Master Plan.

GBC's Diagnostic Medical Sonography Certificate will promote advancement of education throughout Nevada to improve availability of qualified workforce candidates.

This will contribute to increasing job participation and earning power of graduates, while addressing workforce needs.

Working closely with the healthcare industry this new certificate will provide Nevadans with additional career options. The Diagnostic Medical Sonography job outlook is projected to grow 10 percent from 2021 to 2031, faster than the average of other occupations, with over 14,000 job openings projected each year. Physicians are increasingly utilizing medical imaging to ensure accuracy of diagnosis and treatment. Quality of Diagnostic Medical Sonography exams is highly dependant on the skill level and performance of the operator. To ensure appropriate patient care, it is essential this allied health area employs highly qualified candidates. In recent years, due to the shortage of qualified candidates, employers have turned to cross training sonographers, leading to limitations in the quality of examinations and patient care. This program will be an important step in addressing these issues.

- Nationally, rural populations are less likely to attend college than urban populations. GBC is uniquely situated to address these circumstances and needs of this population of students within Nevada. GBC has contact and support services for students who live in remote areas and who cannot be supported as effectively at other institutions of higher education. Innovative approaches to delivery and clinical partnerships throughout Nevada, allow unprecedented access to this program for perspective students throughout the state.

b. Success – *Increase student success*

The Diagnostic Medical Sonography Program is an addition to other health science programs that have been very successful at GBC thanks to the support and partnerships with community hospitals and other health care agencies that make student clinical completion much more likely. Small class sizes, individualized attention and advising, multiple instructional delivery options and access to financial support are some of the many ways this program increases probability of student success. In addition, smaller cohorts allow for a more focused support implementation of retention methods that support student success.

Institutional data identifies academic areas with bottleneck courses, enrollment issues, and identifies student successes roadblocks. College wide tools such as the Starfish alert system develops practices for early advisor intervention when student challenges are recognized. Mandatory advisement, as well as faculty advising helps prepare students academically and personally for the program in advance. In addition, tutoring, counseling and other support services are available to students to promote retention and success. The program will utilize strict remediation practices including academic and behavioral modification plans to address student challenges early and effectively. Thorough student orientation will introduce students to expectations and will provide students with resources and contacts to be successful.

c. Close the Achievement Gap – *Close the achievement gap among underserved populations*

Great Basin College is an open-door college, which creates an opening to opportunity no one is excluded from the chance to succeed in college.

Great Basin College recognizes that different students need different guidance and support to reach their full potential. GBC has established a career arc for closing the achievement gap beginning with recruitment and extending through mentoring services. In addition, entry-level advisement, program specific faculty advisement, academic success tutoring services,

financial aid guidance and strong employer partnerships often resulting in graduate employment, help promote success of all students.

Great Basin College participates in the Title IV federal student aid programs. Every effort is made at to assist student in accessing financial support to include the Pell Grant, Supplemental Education Opportunity Grant, Access Grant, GBC Need Grant, grant-in-aid, Silver State Opportunity Grant, Regents Service Program, Millennium Scholarship, Nevada Promise, and dual-enrollment opportunities. In addition, the Diagnostic Medical Sonography programs have procured Helmsley grant funding to provide tuition assistance to a minimum of 4 students per year and is a recognized Nevada Workforce program that opens the door to students seeking additional support though non-profit entities such as JOIN.

d. Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada*

- The Diagnostic Medical Sonography (DMS) program has worked closely with community stakeholders in our service area and throughout Nevada to identify workforce needs and work toward addressing these needs efficiently and effectively.
- The DMS program has fully utilized the existing GBC technology infrastructure including, online learning management systems, interactive video, satellite sites and more, to expand access to students in various geographic areas. The geographically diverse student population has provided employers more local graduates to fill positions. Employers have reported a higher retention rate of employees when hiring locally and note the positive effects of longevity of employment.
- GBC has numerous affiliation agreements currently in place that support other health science programs at GBC. These agreements extend throughout the GBC’s expansive area and provide a variety of rich clinical experiences that often lead to employment opportunities.
- The increase and focus on workforce development meet community needs in rural remote locations experiencing high levels of growth. As economics expand and diversify, health care remains an area of consistent growth. Health care workers and resources are in shortage and of primary concern on a national level. This type of certificate would provide a highly skilled workforce that is required throughout Nevada.

e. Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile*

N/A

ii. Institutional mission and core themes

The Great Basin College Mission Statement:

Great Basin College enriches people’s lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificate and associate and select baccalaureate degrees.

Core Theme 1: Provide Student Enrichment

- To ensure student **enrichment**, the DMS program provides students with knowledge, skills and behavioral training. These areas of learning are combined with extensive clinical experience. As students grow in these competencies, they will experience pride in work, community and service

to others. In addition, extensive time and training increases a student's confidence and often feelings of worth. Content in areas of ethics, patient care, diversity, leadership, teamwork and more, result in a well-rounded education, enriching the student personal and professional experience.

- This program will prepare students for a career as sonographers and allow for more lucrative job opportunities in numerous health care settings that require skilled patient care. These graduates will impact the health care system not only enriching their own lives as a sonographer, but impact communities in Nevada that are at a significant disadvantage for professionals in this field.

Core Theme 2: Building Bridges and Creating Partnerships

- The Diagnostic Medical Sonography Certificate Program was developed as a result of an expressed need by faculty, students, and stakeholders. It will not only address students desires and needs, but fulfill needs of the workforce, employers and community health.
- The DMS program has offered GBC the opportunity to develop and enrich relationships between the college, program and healthcare/imaging facilities throughout Nevada in ways never expected. The mutual support, respect and goals shared by GBC and numerous healthcare/imaging facilities has allowed for program expansion and growth while addressing employer needs.

Core Theme 3: Serving Rural Nevada

- The Diagnostic Medical Sonography program is based on the Elko campus, with satellite or off campus labs in Pahrump, Fallon and Renown. While our primary focus is in developing the workforce in rural Nevada, these extensive partnerships have allowed the program to rally more extensive support and offer additional clinical opportunities not offered with some rural partners.
- Live student support services are available at Winnemucca, Elko, and Pahrump campuses.

iii. Campus strategic plan and/or academic master plan

This certificate program was not on the Academic Master Plan however an but has been discussed since 2019 however has not had an opportunity for funding until this year.

iv. Other programs in the institution

This certificate program offers additional opportunities to graduates of GBC's other patient care programs, including: radiology, nursing and paramedic programs. In addition, it provides a more streamline, faster track for completion of the Bachelor of Science in Comprehensive Medical Imaging with Emphasis in Diagnostic Medical Sonography. Once qualified students complete the certificate, they will be encouraged to continue on through completion of the BS degree.

v. Other related programs in the System

CSN and UNLV both offer Diagnostic Medical Sonography programs, but due to the limited cohort size, the need for additional workforce, especially in Northern Nevada still exists.

vi. If the program was not included in the NSHE Planning Report, please explain why.

Not applicable

E. Evaluation of need for the program

i. The need for the program and the data that provides evidence of that need

Diagnostic medical sonography is a multi-specialty profession that utilizes ultrasound as a diagnostic tool to assist in diagnosis of patient disease processes. The diagnostic medical sonographer must be educationally prepared and clinically competent as a prerequisite to professional practice. Demonstration and maintenance of competency through certification by a nationally recognized sonography credentialing organization is the standard of practice in sonography. The diagnostic medical sonographer functions as a delegated agent of the physician. (Commission on Accreditation of Allied Health Education Programs, 2022).

According to the Bureau of Labor and Statistics (BLS), the Diagnostic Medical Sonography job outlook is projected to grow 10 percent from 2021 to 2031, faster than the average of all other occupations with over 14,000 job openings projected each year (Bureau of Labor Statistics, 2022). The growth of the aging population will continue to increase demands on our healthcare system. In addition, physicians and other medical practitioners are becoming more reliant on medical imaging to assist in diagnosis and treatment. Between 2010 and 2020 the number of medical imaging exams ordered has nearly doubled (National Library of Medicine, 2021). If this trend continues, the need for skilled sonographers may exceed that currently predicted by the BLS.

Diagnostic Medical Sonography is a highly user dependent imaging modality. When performed well it can provide sensitive and specific medical information. When performed poorly, it can result in missed or delayed diagnosis. Recent patterns of employment in rural Nevada suggest that due to the shortage of well-trained, highly skilled and credentialed sonographers, many imaging sites have turned to cross training employees to perform these highly specialized exams, leading to limitations on exam effectiveness.

While there are two other programs within the Nevada System of Higher Education (NSHE), these programs are located in Las Vegas (CSN and UNLV), which provides a hardship to rural and northern Nevada students due to the geographical location. In addition, they run small cohorts that will not produce enough students to fulfill current workforce needs.

The DMS Certificate Program would allow students to obtain the certification while continuing to live in and work in rural and Northern Nevada. This program will enhance the quality of health care throughout Nevada by providing certified trained professionals. The program will add to the number of GBC's certificate, Associate and Bachelor programs within the Health Sciences and Human Services that currently receive national, regional, or statewide accreditations. This certificate program will join with the Bachelor of Science in Sonography program as an accredited DMS program through The Commission on Accreditation of Allied Health Education Programs (CAAHEP). At the end of the program, students will be able to test to obtain credentials through the American Registry of Diagnostic Medical Sonographers (ARDMS) or the American Registry of Radiologic Technologists (ARRT).

ii. Student population to be served

This program is geared toward students who currently hold a degree in a patient care healthcare field or a bachelor degree or higher and are looking to enhance skills, education and job opportunities.

iii. Procedures used in arriving at the decision to offer the program

Feedback from our students and regional hospitals, as well as data from the Bureau of Labor Statistics, indicated the need for this program.

iv. Organizational arrangements required within the institution to accommodate the program

There will be no organizational changes needed to accommodate this program.

v. The timetable, with dates, for implementation steps

N/A

vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.

There are DMS programs at the College of Southern Nevada (CSN) and University of Nevada-Las Vegas (UNLV), as well as GBC’s current Bachelor of Science in Comprehensive Medical Imaging (CMI) with Emphasis in Diagnostic Medical Sonography (DMS) program. However, due to the small cohorts accepted at CSN and UNLV, the number of skilled employees are not available to fulfill workforce needs. In addition, these programs are not feasible for many Northern Nevada residents who may be geographically tied to the area due to financial or other personal responsibilities. This has forced many regional medical facilities to hire employees from out of state programs or cross train their own. These facilities have found this leads poor employee performance or retention and longevity. The addition of the GBC BS in CMI with Emphasis in DMS has made strides toward addressing these needs. However, because the BS degree requires a greater number of general education credits, it may slow student progress toward a degree. The certificate component allows qualified students to reach certificate completion and credentialing faster. While they are still encouraged to pursue the BS degree, this options allows them to fulfill employment needs while they complete the general education and BS level courses, getting them into the workforce sooner and helping them earn as they learn.

vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System and/or any other applicable sources.

Data listed from the Bureau of Labor Statistics the job outlook for 2021-2031 is 10%, faster than average for all occupations. About 14,000 openings for Diagnostic Medical Sonography are projected each year, on average, over the decade. These statistics support the need for those pursuing a degree in DMS (<https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm>).

F. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Full time Diagnostic Medical Sonography curriculum:

Certificate of Achievement

Prerequisites

A previously awarded degree in a patient care area of allied health including or in addition to:

MATH 120 Fundamentals of College Mathematics Or MATH 120E or higher	3 Credits
PHYS 100 Introductory Physics Or RAD 118 Radiographic Physics	3 Credits
ENG 102 Composition II	3 Credits

Or COM 113	
NURS 140 Medical Terminology	3 Credits
Or RAD 112 Patient Care and Medical Terminology	2 Credits
Or EMS 204 Principles of Anatomy and Pathophysiology	4 Credits
NURS 130 Certified Nursing Assistant	6 Credits
Or EMS 118 Advanced Emergency Medical Technician	8 Credits
Or RAD 112 Patient Care and Medical Terminology	2 Credits
BIOL 223 Human Anatomy and Physiology I	4 Credits
Or EMS 204 Principles of Anatomy and Pathophysiology	4 Credits
BIOL 224 Human Anatomy and Physiology II	4 Credits
Or EMS 204 Principles of Anatomy and Pathophysiology	4 Credits
TOTAL	21-29 Credits

Fall Semester

NURS 337 Pathophysiology	
Or EMS 204 Principles of Anatomy and Pathophysiology	3-4 Credits
CMI 350 Ultrasound Physics and Instrumentation	4 Credits
CMI 351 Abdominal Ultrasound	3 Credits
CMI 353 Gynecologic Ultrasound	3 Credits
CMI 354 Vascular Ultrasound	1 Credit
CMI 376 Sectional Anatomy in Medical Imaging	3 Credits
TOTAL	17-18 Credits

Winter Semester

CMI 400 Introduction to Clinical Imaging Experience	2 Credits
TOTAL	2 Credits

Spring Semester

CMI 352 Obstetric Ultrasound	3 Credits
CMI 366 Abdominal Ultrasound II	2 Credits
CMI 378 Small Parts Ultrasound	1 Credit
CMI 486 Diagnostic Medical Imaging Clinical Experience I	9 Credits
TOTAL	15 Credits

Summer Semester (Early Fall)

CMI 487 Diagnostic Medical Imaging Clinical Experience II	7 Credits
TOTAL	7 Credits

Fall Semester

CMI 488 Diagnostic Medical Imaging Clinical Experience III	10 Credits
CMI 491 Sonography Review Topics	1 Credit
HMS 200 Ethics in Human Services	3 Credits
TOTAL	14 Credits

Program Total Credits (Excluding Prerequisites) 55-56

ii. Program entrance requirements

- Qualified applicants for the Diagnostic Medical Sonography Certificate Program must have all required prerequisites including a previously awarded degree in a patient care centered healthcare field or a bachelor level degree including or in addition to the aforementioned prerequisite courses.
- BLS for Healthcare Providers
- Proof of clinical site required vaccinations and background check

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

Successful Completion of the Diagnostic Medical Sonography Certificate Program hours and all prerequisites with a C (76%) or higher, including all didactic, lab, and clinical coursework. Prior to the award of the certificate students must complete 76-85 credits. Credit variations are determined by the degree utilized to apply for the program.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

The GBC Diagnostic Medical Sonography Certificate will be added to the current BS in CMI with Emphasis in DMS accreditation already achieved through The Commission on Accreditation of Allied Health Education Programs (CAAHEP).

v. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable

American Registry in Diagnostic Medical Sonography (ARDMS) in the specialty areas of Abdomen (ABD) and Obstetrics/Gynecology (OB/GYN).

And/or

The American Registry of Radiologic Technology (ARRT) in sonography (S).

G. Method of Delivery (for the purpose of state authorization [SARA])

i. How will this academic program be delivered when the program begins?

(mark all that apply)

- 100% face-to-face courses
- Hybrid (some online courses, some face-to-face courses)
- 100% online courses

ii. Learning Placements

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada?*

- Yes
- No

H. Institutional Review Process

i. Date of Faculty Review (may include additional information, as needed)

Faculty are reviewed every year. The review process includes faculty setting annual goals and prioritizing areas within their job responsibilities to focus on. The review must be completed no later than June 30 each year. Program reviews are completed every 5 years in accordance with NSHE policy.

ii. Describe the process for review and approval by the appropriate academic policy body of the institution

The program was reviewed and approved by the GBC Curriculum and Articulation Committee October of 2022, and will be on the Faculty Senate meeting scheduled for November. In addition, the Dean of Health Science and Human Services and the VP of Academic Affairs.

I. Readiness to begin program

i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments

The medical imaging programs at GBC currently employ Reme Huttman, M.Ed, RDMS as program director of the AS in Radiologic Sciences and the BS in CMI with Emphasis in DMS. Grant funding was obtained in 2022 to cover expenses and fringe for Erica Salazar, RDMS who will also participate in instructing for the DMS certificate program. The courses currently being offered for the BS in CMI with Emphasis in DMS will fulfill all certificate course requirements

ii. List the anticipated sources or plans to secure qualified faculty and staff

Current faculty will instruct certificate courses.

iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The DMS Certificate Program will provide a new pathway for HSHS students at GBC. It will allow options for qualified perspective DMS students who are looking for a faster path to employment.

iv. Recommendations from prior program review and/or accreditation review teams

Stakeholders have continually expressed the need for qualified sonographers, and students have demonstrated significant interest in this pathway. Applications for the BS in CMI with Emphasis in DMS have doubled from 2021 to 2022. Perspective students with backgrounds in various healthcare fields appreciate the career advancement and employment opportunities a certificate like this will offer them.

v. Is this program designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements?

- Yes
 No

J. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

Due to the generous grants obtained in prior years through Perkins, Helmsley and OSIT for the BS in CMI with Emphasis in DMS, no additional funding for this certificate will be required.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year for students declaring the DMS certificate as their major.

1st Fall semester 4

3rd Fall semester 6

5th Fall semester 8

(2) Explain the methodology/assumptions used in determining projected FTE figures.

Students are required to enroll in the one-year program and the multiplier is based on the required number of credits.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 4

3rd Fall semester 6

5th Fall semester 8

(2) Explain the methodology/assumptions used in determining projected headcount figures.

We anticipate that all the students will be enrolled as full-time students. Headcount and FTE are anticipated to reach projected enrollment levels in about the fifth year of the program. It is anticipated that the programs will enroll graduates as well as current students

iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.

See cost estimated worksheet

K. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

The DMS Certificate program will share classroom and lab space with the current BS in CMI with Emphasis in DMS program. No additional modifications or special facilities will be required.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

The DMS Certificate program will share classroom and lab space with the current BS in CMI with Emphasis in DMS program. No additional modifications or special facilities will be required.

iii. Existing and additional equipment required

The DMS Certificate program will share equipment with the current BS in CMI with Emphasis in DMS program. No additional equipment will be required.

L. Describe the adequacy and availability of library and information resources

Between the library, required texts and internet resources, students will have adequate access to all necessary learning materials for this program.

M. Student services

i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal

Current faculty and the program director will provide all student advisement for this program. Students will follow current institutional admissions policies to enter the college and final admission decisions for the program will be made by the program director in concert with the Health Science and Human Services Admissions and Progression Committee. The additional student application process should not provide strain on the current institution. The academic success center will provide tutoring upon student request. Students will be encouraged to apply for financial aid according to existing institutional guidelines adding slightly to the financial aid workload of institution. All necessary programs, policies and departments are in place and the additional workload should be minimal.

ii. Describe the implications of the program for services to the rest of the student body

This program will provide additional education options to the rest of the student body.

N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

i. Names, qualifications, and affiliations of consultant(s) used

N/A

ii. Consultant’s summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

O. Articulation Agreements

- i. Articulation agreements were successfully completed with the following NSHE institutions.**
GBC currently has articulation agreements with TMCC.
- ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**
N/A
- iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)**
N/A

P. Summary Statement

- The Diagnostic Medical Sonography Post -Associate Certificate Program will enhance options to students at Great Basin, in rural Nevada and in the greater Northern Nevada area.
 - The Certificate option for DMS will allow students already awarded a health care field degree an efficient pathway to enhance their career, expand into new areas and increase workforce options.
 - This certificate will help address the current workforce shortage plaguing medical imaging facilities in an efficient manner while providing options, so facilities are not required to take short cuts in education. This will enhance the patient care and efficacy in our region.
 - Although UNLV and CSN have sonography programs, this is not often feasible for students in the Northern Nevada region due to requirements for relocation. Due to limited cohort size in these programs, additional opportunities are currently necessary to address the significant nature of the workforce shortage.
-

NEW PROGRAM PROPOSALS:
PROCESS FOR APPROVAL BY ACADEMIC AFFAIRS COUNCIL AND, IF REQUIRED,
THE NEVADA BOARD OF REGENTS

(October 2017)

Pursuant to Title 4, Chapter 14, Sections 7 and 8 of the Board of Regents *Handbook* and Chapter 6, Section 12 of the *NSHE Procedures and Guidelines Manual*, a new program, as proposed on this form, must be submitted by the NSHE institution for approval by the NSHE Academic Affairs Council. In addition, certain items must also be approved by the Board of Regents. The required approvals are specified below:

Program Proposals Requiring NSHE Academic Affairs Council (AAC) Approval Only

- Certificates 30 credit hours or more;
- Certificates of at least 9 and less than 30 credit hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations; and
- Study abroad programs.

Program Proposals Requiring NSHE Academic Affairs Council AND Nevada Board of Regents Approval:

- Degree, major or primary field of study for baccalaureate, master's, and doctoral level programs (BA, BS, MA, MS, Ph. D, and named degrees).
- Emphases, major or primary field of study within the Bachelor of Applied Science (BAS).
- Primary field of study within an Associate of Arts, an Associate of Science, and an Associate of Business (AA, AS, and AB).
- Primary field of study within an Associate of Applied Science (AAS); and
- Emphasis, concentration, or options that are converted into a major.

Note to Institutions: Following the required approval by the AAC and/or Nevada Board of Regents, institutions should determine whether the item requires submission to/approval by its accrediting organization (NWCCU) and take any necessary next steps with the accrediting organization.

Instructional Technology Committee Report to Faculty Senate

The Instructional Technology Committee met on September 22, 2022.

Committee Members: Madison Arbillaga, Stacy Crouch, Jonathan Foster, Michelle Husbands, Reme Huttman, Roger Long, Jessica Lynch, Karl Stevens, Jennifer Stieger, Eric Walsh, Josh Webster

Committee Members Present: Madison Arbillaga, Stacy Crouch, Jonathan Foster, Michelle Husbands, Reme Huttman, Jessica Lynch, Karl Stevens, Jennifer Stieger, Eric Walsh, Josh Webster

Committee Members Absent: Roger Long

Guests in Attendance: Yvonne Naungayan

The Committee discussed the following matters:

1. Establishing Duties/Charges for the Committee

As the Faculty Senate Bylaws do not include a list of charges, duties, or membership composition for this committee, the chair noted that the committee's first task would be to define the committee's duties. The chair asked each committee member to submit a few ideas or suggestions by October 6, 2022.

2. Establishing a Website for the Committee

The chair reported that he contacted GBC Webmaster and requested the creation of a committee webpage. The chair indicated that he would update the webpage with required information as needed and asked the committee for ideas concerning any additional items that should be posted on the committee webpage.

3. Schedule of Future Meetings

The chair agreed to send out a Doodle poll in an attempt to select a time and date for monthly meetings to be held for the remainder of the semester.

Submitted by Jonathan Foster, October 13, 2022

GREAT BASIN COLLEGE
General Education
Committee

MINUTES
DATE: 9/29/2022
TIME: 10 AM

<https://gbcnv-edu.zoom.us/j/85775125656?pwd=anljenVGa2pMeTh6SHFTb1pRRm5rQT09>

ROLL CALL: Chair:

Ryan Hathaway: Present

General Committee Members:

Brandy Nielsen: Present

Daniel Bergey: Present

John Rice: Present

Laurie Walsh: Present

Ping Wang: Present

Robert Hunton: Absent

Tamara Mette: Present

Di Li: Present

Steven Hrdlicka: Present

Oscar Sida: Present

Ex-Officio:

Mary Doucette: Absent

Deanna Hamilton: Absent



1. ROLL CALL

INFORMATION

Ryan Hathaway will conduct roll call.

-Roll call was conducted

2. General Committee Comments

INFORMATION

Any public comment or discussion of agenda items to be added for the next Gen ed meeting will be heard at this time.

-No items were requested to be discussed

3. APPROVAL OF AGENDA

FOR POSSIBLE ACTION

Request is made for approval of the GBC General education agenda for 9/29/2022.

4. Chair / Ex Officio Reports

INFORMATION

Ryan Hathaway will discuss current pressing items for the committee.

-Ryan Hathaway discussed a crash course on general education, where to find information, what the flow of general education is, if anyone needed any additional information on what we do.

6. General Education Committee continuing forward

INFORMATION

Ryan Hathaway will discuss continued meetings, and general items for general education.

https://www.gbcnv.edu/committees/show.cgi?General_Education

-Ryan Hathaway opened the group up for discussion on what we should attempt to tackle for the FY 23. Multiple topics were brought up as individuals wanted us to look at. These topics were: Embedded general education courses in programs requirements and their assessments continuing forward. Dual Enrollment (what courses are appropriate for dual enrollment), Assessment of general education and how that works with strategic plan, and concurrent enrollment. these were topics of concern or members wanted more information on that will continue to be discussed throughout fy23. Scheduled the next meeting to be October 24th-28th.

GREAT BASIN COLLEGE

STRATEGIC PLAN

2022-2025



"The Gold Standard in the Silver State"

Table Of Content

Great Basin College 2022 - 2025 Strategic Plan

Board of Regents	2
Welcome to GBC	3
About Great Basin College	4
Mission, Vision and Values	5
Theme One: Student Experience	6
Theme Two: IDEAS	8
Theme Three: Workforce Development	10
Theme Four: Community	12
Theme Five: Institutional Effectiveness	14
Theme Six: Resources	16

**Nevada System of Higher Education
Board of Regents**

Cathy McAdoo, Chair

Amy J. Carvalho, Vice Chair

Joseph C Arrascada

Patrick J Boylan

Byron Brooks

Dr. Patrick R. Carter

Carol Del Carlo

Mark W. Doubrava, M.D.

Jason Geddes, Ph.D.

Donald Sylvantee McMichael Sr.

John T. Moran

Laura E Perkins

Dr. Lois Tarkanian

Welcome to GBC

Great Basin College has been at the forefront of innovative course and program delivery from Elko and across rural and frontier Nevada for 55 years.

Although GBC has changed over the years to meet the needs of our students, industry, and the communities we serve, what remains the same is our dedication to preserving the legacy of higher education access in rural Nevada.

GBC will continue to develop the well-lit pathway for all students to achieve success through increased responsiveness and accountability.

This strategic plan, 2022-2025, is a blueprint for the challenge, reflecting a data-informed, accountable institution that is dynamic, innovative and an incubator of interdisciplinary thought.

"This is what we do. This is who we are, This is where we are going. GBC is proud to be "The Gold Standard in the Silver State."



Welcome To Great Basin College

Great Basin College is the primary provider of post-secondary education in rural Nevada with a service area that encompasses over 86,500 square miles which includes ten of Nevada's rural counties. (Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Pershing, Nye and White Pine) The main campus is located in Elko with additional centers located in Battle Mountain, Ely, Pahrump and Winnemucca. The map below illustrates Great Basin Colleges outreach throughout the state of Nevada. GBC's expertise in online education enables learning to be accessible to students worldwide.

Since the college opened its doors in 1967, educational, cultural and related economic needs of this multicounty outreach area has been met through our skills certificates and training for workforce development, associates and baccalaureate degrees as well as university transfer.



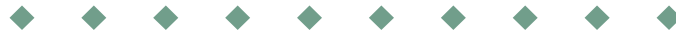
GBC Strategic Plan Committee Members

- VP Jake Rivera
- Dr. Karl Stevens
- Mary Doucette
- Alberto Jimenez
- Dori Anderpont
- Becky Coleman
- Dr. Ethan Hawkley
- Gaye Terras
- Kevin Seipp
- Reme Huttman
- Zachary Stamp
- George Kleeb
- Dr. Amber Donnelly
- Dr. John Rice

Our Mission, Vision, and Values

Great Basin College's Mission

Transforming lives through education



Vision

Great Basin College prepares students for lifelong learning in an evolving global workplace



Values

GBC is guided by the belief that a healthy community is backed by a skilled and knowledgeable workforce. This is built by:

- ◆ Forging partnerships with the communities we serve, other NSHE intuitions, and global outreach.
- ◆ Continuing to offer programs that are innovative, and relevant for student success and lifelong learning
- ◆ Promoting inclusion, Diversity, Equity, Access and Sustainability (IDEAS) across all college operations and services.
- ◆ Ensuring sustainability for GBC's future development

Philosophy

The dedicated faculty, staff and administration of Great Basin College meet the needs of our students, business and industries and the State of Nevada, by providing robust instruction for careers in an evolving workplace. We provide a flexible mixture of degrees, certificates, workforce training and community education along with open access, innovative delivery and a commitment to an equitable learning and working environment





Student Experience

Goals, Objectives and Strategies

Goal: Increase the number of students pursuing and completing their educational goals through Great Basin College by providing affordable, flexible, and equitable opportunities. This goal aligns with the Nevada System of Higher Education (NSHE) strategic plan goals of **Success and Access**.

1.1. Students 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. Create clear pathways to enrollment through effective recruitment and advising.

1.2. Student Satisfaction: Increase student satisfaction with 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 education goals.

1.2.2. Measure student job placement and solicit feedback from alumni and employers regarding their satisfaction with their 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 in retention and success.

1.3.2. Provide an education through a rich mix of course delivery options, scheduling choices, and additional approaches to student achievement.





**Inclusion, Diversity, Equity
Access and Sustainability**

Goals, Objectives and Strategies

Goal: Enhance IDEAS across all college operations and services. This goal aligns with the Nevada System of Higher Education (NSHE) strategic plan goal of closing the **Achievement Gap**.

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 students' 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. Recruit and retain diverse exceptional faculty and staff.





Workforce Development

Goals, Objectives and Strategies

Goal: Provide a skilled and knowledgeable workforce. This goal aligns with the Nevada System of Higher Education (NSHE) strategic plan goal of **Workforce**

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

3.1.1. Continue to build relationships 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. Partner with Nevada high school and other workforce development entities to engage with employers and industry associations to identify workplace needs to collaboratively develop a workforce ready pipeline.



ELKO CONVENTION CENTER

700



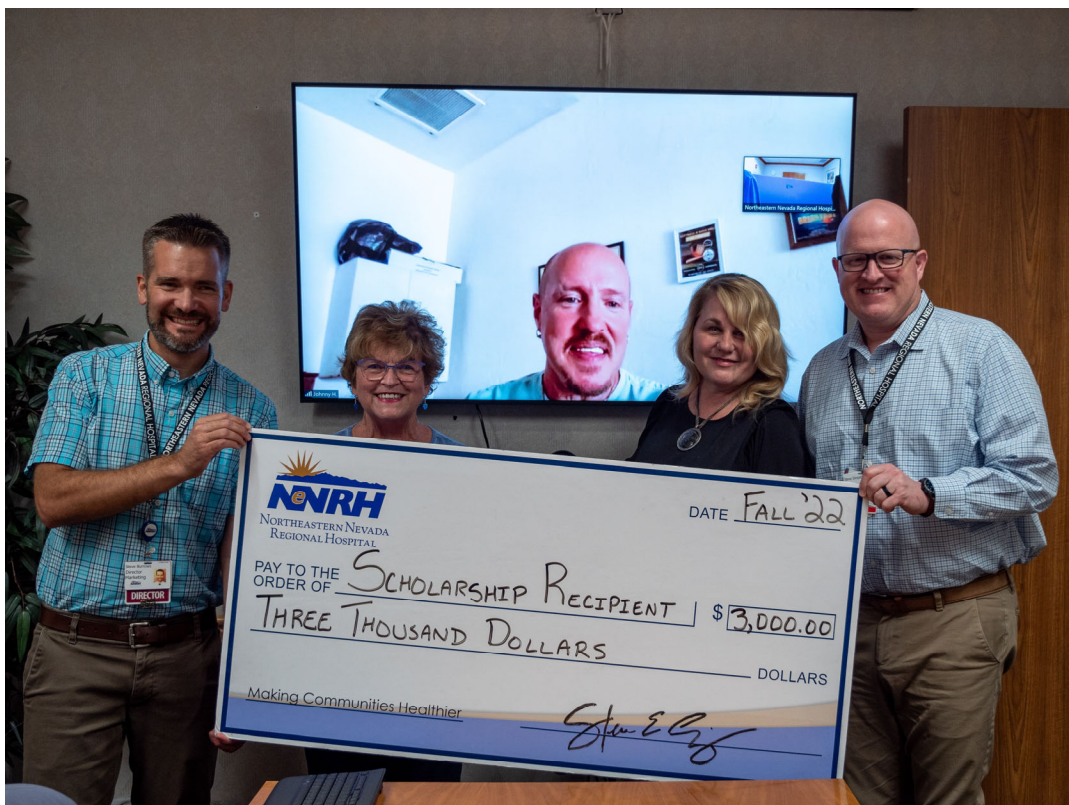
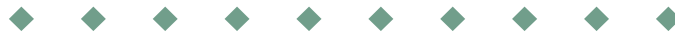
CONVENTION C

Community

Goals, Objectives and Strategies

Goal: Lifelong Learning and Collaborations: Create lifelong learning opportunities and partnerships with communities we serve. This goal aligns with the Nevada System of Higher Education (NSHE) strategic plan goal of **Access**.

- 4.1. Develop and promote new continuing education and programing opportunities for community engagement**
 - 4.1.1. Identify and define program offerings from target audiences and GBC service areas.
- 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.**





Institutional Effectiveness

Goals, Objectives and Strategies

Goal: Institutional Effectiveness: Demonstrate a continuous process to assess institutional effectiveness—from course to program to institution—using disaggregated data to define mission fulfillment. This goal aligns with the Nevada System of Higher Education (NSHE) strategic plan goal of **Closing the Achievement Gap, Success, Access and Workforce.**

5.1. Empower the institution to make effective changes by developing a strategy of continuous improvement.

5.1.1. Monitor GBC’s internal and external environments to effectively respond to emerging patterns, trends and expectations.

5.1.2. Review leading and lagging indicator to create an action plan for future needs.

5.2. Improve and inform decision-making through increased access to comprehensive, timely and quality data.

5.2.1. Implement our closing-the-loop continual improvement process and annually review outcomes to align with 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.





WILLIAM N. PE
HEALTH SCIENCE
TECHNOLOGY



Resources

Goals, Objectives and Strategies

Goal: Secure and sustain the resources necessary to maximize the College's capacity for excellence. This goal aligns with the Nevada System of Higher Education (NSHE) strategic plan goal of **Success**.

6.1. Evaluate and improve available resources annually.

6.1.1. Use data and funding opportunities as a guide to utilize resources to meet the needs of GBC students and the institution.

6.1.2. Continually assess current technology trends that support 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.

