

**Great Basin College
FACULTY SENATE 2023-2024
Friday, February 16, 2023
9:00 am**

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

AGENDA

When speaking or making a motion, please identify yourself.

1. **Roll Call:**
2. **Call to Order:**
3. **Senate Chair Report – Verbal Report –**
4. **Updates from President Helens –**
Updates from Vice President of AA/SA, Jake Hinton-Rivera –
5. **Approval of December 15, 2023 minutes - For Possible Action**
6. **Standing Committee Reports:**
 - a. Academic Standards & Assessment..... **Written Report**
 - i. **Report – Information with Possible Action Items in March**
 - b. Bylaws..... **No Report**
 - c. Compensation & Benefits..... **Written Report**
 - i. **Items for Review for Action in March**
 - d. Curriculum Review..... **Action Items**
 - i. **Proposed Changes to Curriculum – For Possible Action**
 - e. Gen Ed Committee..... **Action Items**
 - i. **Proposed Changes to the Upper-Division General Education Mastery Courses – For Possible Action**
 - ii. **Proposed Changes to the General Education Certificate – For Possible Action**
 - f. Instructional Technology..... **Written Report**
 - i. **Report – Information Only**
 - g. Personnel..... **Written Report**
 - i. **Report – Information Only**
 - h. AI Committee, ad hoc..... **Written Report**
 - i. **Report – Information Only**
 - i. Emeritus Recognition, ad hoc **Written Report**
 - i. **Report – Information Only**
7. **Unfinished Business:**
8. **New Business:**
 - i. High School Admins – Karl Stevens
 - ii. Proposed Changes to the Part-time Faculty Evaluation Policy and Procedures

9. Information Items:

- i. Curricular Review Report Update – Carrie Meisner

10. Announcements:

11. Good of the Order:

12. Adjournment:

**Great Basin College
FACULTY SENATE 2023-2024
Friday, December 15, 2023
9:00 am**

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

DRAFT MINUTES

1. Roll Call:

Sam Lackey, Dean Straight, Robert Cowan, Steven Scilacci, Norm Whittaker, Christopher Salute, Madison Arbillaga, Jamie Carlson, Jessica Lynch, Tami Potter, Ping Wang, Rita Pujari, Laurie Walsh, Jason Brick, Eric Walsh (Proxy Brenda Gonzales), Kimberly Noah, Tim Beasley

Other members present: Dave Sexton (Chair), Dan Bergey (Vice-Chair), George Kleebe, John Rice, Jonathan Foster, Donald Jones, Matt Nichols, Deanna Hamilton, Leslie Maple, Erica Salazar, Sheila Staszak, Jeffrey Winrod, Jen Stieger, Ethan Hawkley, John Mittleman, Karl Stevens, Eleanor O'Donnell, Carrie Meisner, Mardell Dorsa, Xunming Du, Krishna Subedi, Hilary Baker, Daniel Murphree, Dodi Callander, Mary Swetich, James Kendall, Becky Coleman

Others present: President Helens, Vice President Rivera, Kimberly Myers

2. Call to Order: 9:01

3. Senate Chair Report – Verbal Report – Chair Sexton sent out a copy of a letter written by the chairs to get NSHE's attention regarding some major system-wide issues on all the campuses, which were revealed after the Las Vegas incident. They had some great feedback from the regents, and they are going to investigate those issues.

Chair Sexton tried to have a January Senate Meeting on the 19th; however, it was later canceled. There was a Board of Regents meeting on the same day, and Chair Sexton realized he should attend.

4. Updates from President Helens – December 16th was the last day of the semester, and President Helens wished everyone a good break. She also wanted to acknowledge the staff who stay throughout the break to carry the next semester on.

President Helens mentioned the horrendous events that happened in Las Vegas. She stressed the importance of taking care of yourself and others, and to be aware of your surroundings.

She concluded that no matter where you're going or where you are, be safe and have a good break. Happy Holidays!

Updates from Vice President of AA/SA, Jake Hinton-Rivera – The academic course fees were all approved at the Board of Regents. We eliminated the \$10 application fee effective Fall 2024. VP Rivera said that other institutions have also eliminated the application fee, so the access to education for students is not a variant.

5. Approval of November 17, 2023 minutes - For Possible Action

A motion to approve the November Minutes was by Laurie Walsh, seconded by Jamie Carlson. Motion passed unanimously.

Chair Sexton would like to acknowledge and appreciate the committees and their diligence in finding and correcting the issues brought forth within their committee.

6. Standing Committee Reports:

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

b. Bylaws..... **Action Items**

i. Proposed Changes to Bylaws – For Possible Action

ii. Report – with Action Items for Review

Action Item 1

A motion to approve Action Item 1 of the Proposed Changes to the Bylaws was by Jaime Carlson, seconded by Dean Straight. Motion approved unanimously.

Action Item 2

A motion to approve Action Item 2 of the Proposed Changes to the Bylaws was by Jamie Carlson, seconded by Norm Whittaker. Motion approved unanimously.

c. Compensation & Benefits..... **Action Items**

i. Finalize Professional Development Disbursements – For Possible Action

ii. Report – with Action Items for Review

A motion to approve the Finalized Professional Development Disbursements was by Dean Straight, seconded by Laurie Walsh. Motion passed unanimously.

Chair Sexton mentioned that money disbursement was discussed in Leadership Council that week, as well, so hopefully there will be more money to disburse.

Compensation and Benefits Chair John Rice encouraged all professional and administrative faculty to apply for these professional development reimbursements. We were awarded \$15,000 this academic year, which was a substantial amount, considering that in past years it has only been less than \$5000.

The application deadline is March 31st for the spring. These funds are reimbursements. The person would have to pay for it up front but most if not all will be reimbursed.

As a clarification for conferences, if you can justify on the application how it's going to improve your teaching and benefit our students, there shouldn't be any reason for denial.

All of the funds have to be distributed and paid out by June 30th.

C&B Chair Rice encouraged everyone to please review the Independent Study compensation. The committee would appreciate input if anyone had any ideas.

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

i. Proposed Changes to Curriculum – For Possible Action

ii. Report – with Action Items for Review

A motion to approve the Proposed Changes to the Curriculum was by Laure Walsh, seconded by Norm Whittaker. Motion passed unanimously.

e. Instructional Technology..... **No Report**

f. Gen Ed Committee..... **Action Items**

i. Proposed Changes to General Education Courses – For Possible Action

ii. Report – with Action Items for Review and a Proposal to Replace the INTs

A motion to approve the Proposed Changes to Gen Ed Courses was by Norm Whittaker, seconded by Laurie Walsh. Motion passed unanimously.

A motion to Approve the Replacement of the INTs to the Gen Ed Curriculum was by Dean Straight, seconded by Laurie Walsh. Motion passed unanimously.

g. Personnel..... **Written Report**

i. Report – Information Only

h. AI Committee, ad hoc..... **Action Items**

- i. **Proposed Changes to the Catalog to Include AI in the Plagiarism and Cheating Policy – For Possible Action**
- ii. **Report – with Action Items for Review**

A discussion took place regarding the wording in the new policy to include a definition of generative AI and to clarify that AI stands for “Artificial intelligence”.

A motion to approve the Proposed Changes to the Catalog to Include AI in the Plagiarism and Cheating Policy with provisions as discussed and the clarification of “Artificial Intelligence (AI)” was by Laurie Walsh, seconded by Jamie Carlson. Motion passed unanimously.

- i. Emeritas Recognition, ad hoc **Written Report**
 - i. **Report – Information Only**

7. Unfinished Business: None.

8. New Business:

- i. Biennial Curricular Review Committee for 2023 – Professor Carrie Meisner

This committee – separate from the Faculty Senate Curriculum Review Committee – meets every two years to make the recommendations to improve student success and completion. The committee reviews program completion and figures out where and how they can make things more efficient and helpful to faculty, staff, and students.

Prof. Meisner presented a power point presentation which could be available if asked. She was tasked with finding the trends for DWFIs – letter grade “D”, “W” Withdrawal/Drop, “F” Fail, “I” Incomplete. The Curricular Review Committee investigated reducing the DWFI rates, and some recommendations are listed in the power point. Meisner expressed that this was a campus wide effort. It will require support from everyone.

One of the committee’s recommendations with the new CRM software suggests adding a dropdown for the student to give a reason for their withdrawal.

Vice President Rivera would like to add that in the last Board of Regents meeting, they approved a \$15 student success fee to fund a first-year seminar program. Director Christopher Salute is currently creating the curriculum for this program, but it’s still new.

Prof. Meisner mentioned that the Curricular Committee was already formulating some ideas about what to incorporate and suggested that Director Salute and the committee meet to discuss it together. Director Salute agrees.

Prof. Meisner will continue to update the Faculty Senate in future meetings.

- ii. GBC Policy Review Committee – Professor George Kleeb

The Policy Review Committee has been working diligently on updating policies. Prof. Kleeb doesn’t want to put a Band-Aid on these policies. He intends to find a solution. He would like to have one page on the website where all the policies are located. He intends to create a writing process with the same format in which all policies will follow, and he intends to have it in place before they start updating the current policies. Basically, there will be a policy for creating policies.

The key thing Prof. Kleeb would like everyone to know is that with their Policy Review Committee *all means all*. Their policies will be created with diversity inclusion and will only be good policies if all stakeholders have input. There might be disagreements, but the committee welcomes good discussions. If everyone merges their ideas together, we will discover good plans for GBC. Expect these policies to go through Faculty Senate, Classified Council, and Student Government.

Prof. Kleeb would like to have everyone look at their policies and contact the Committee with any suggestions of changes.

9. Information Items: None.

10. Announcements:

The Native American exhibit displayed in the Elko GTA building will be continued throughout the Elko Annual Cowboy Poetry Gathering.

Thanks to the work of President Helens, we now have a live broadcast on 91.5FM KNCC/KUNR from our campus every morning. Comp and Benefits Chair John Rice encourages everyone - if you aren't already a member of KUNR/KNCC - to please support it financially, because it will help to sustain that service coming from our campus. It isn't about the amount of money, it's the participation of the community that gets everyone's attention.

11. Good of the Order: None.

12. Adjournment: 10:12

Academic Standards Committee Meeting Agenda

Thursday, January 18, 2024

1. Welcome
2. Information:
 - a. Staci Warnert has left the committee to attend to her new duties as Dean. Thank you to Staci for her service.
 - b. Data has been requested from CIT 129, CS 135, EDU 214, GIS 109, GRC 119, and IS 101 for assessment report on Technological Proficiency. Our next meeting will focus on reorganizing that report.
3. Discussion and action: What do we want the grade appeal policy to look like? Old policy and current draft below for reference.

Notes from discussion: We want the policy to be solid. Grades are not opinions. We need a line at the start of the policy that specifically says “these are grounds to appeal a grade”. Through discussion it was decided that we are happy with the current policy, especially the clear path it lays out for students to complete the grade appeal process. The committee only wants to clarify for students what is and is not grounds for a grade appeal. Yvonne presented an alteration to the draft policy that had a nice format for a paragraph covering these topics. It was decided to draft this paragraph and add it directly below the current first paragraph of the current policy (which expresses support for instructors to run courses as they see fit). Below is a list of what situations that the committee discussed are grounds for an appeal and what situations are not grounds for an appeal. Susanne Bentley and Dean Straight said that they could work on drafting the paragraph to add to the current policy.

What can be appealed?

- Teacher not following grading policies on syllabus.
- The instructor made a major error of some kind, either in grading the assignments or accumulating the grade data.

What *isn't* an appeal?

- Title IX
- Didn't like grade
- Didn't like instructor/instructor style
- Disagree with assignments
- Effects on GPA
- Previous grades

4. Scheduling for future meetings.
5. New Business: None
6. Adjournment

In Attendance:

Committee Member	Present
Daniel Murphree, Chair	Yes
Susanne Bentley	Yes
Eric Andersen	Yes
Glen Tenney	Yes
Yvonne Naungayan	Yes
Dean Straight	Yes
Sheila Staszak	Yes
Steven Hrdlicka	No
Stephanie Davis	Yes
Kara Coates	Yes
Rebecca Hawley	Yes

Current Grade Appeal Policy:

Grade Appeals Great Basin College respects an instructor's qualifications and upholds the right of an instructor to determine academic standards. With faculty approval, an instructor establishes the scope, objectives, and methodology of the course being taught and is responsible for informing students of the requirements for completion of the course of study in the class. The instructor evaluates student performance according to written grading criteria made available to students at the beginning of the class.

Should students have questions about a grade, the following published procedures shall be followed. The procedures do not apply to cases of grades issued because of academic dishonesty.

Student concerns about instructor conduct or activities unrelated directly to grades should follow the student grievance procedure on page 42.

The burden of proof in these procedures rests with the student. Students may consult with the Office of the Vice President for Academic and Student Affairs in Berg Hall or their local Center Directors for assistance with the procedures and policies for appeal.

Failure to initiate these procedures within 30 calendar days of the end of the semester will result in the forfeiture of the right to challenge a grade.

These are the steps that must be taken:

Step One: The student must first communicate with the instructor in writing or by email to discuss the complaint and attempt satisfactory resolution. If successful, no further action need be taken.

Step Two: If unsuccessful in step one, the student will write a letter to the chair of the instructor's department (this information is available at the admissions and records office in Elko or from your center) requesting a meeting between the student, the instructor, and the department chair. The department chair will respond within 15 days of receipt of the written request and establish a mutually agreeable date and time for the resolution meeting. After hearing both sides, the department chair will recommend a solution. Acceptance of this solution by both the student and the instructor ends the complaint procedure and no further action will be taken. (Note: In the event that the instructor is also the department chair, the student will write the request for a resolution meeting to the chair of the faculty senate. The senate chair or a designee of the senate chair will fulfill the responsibilities of a department chair as outlined above.)

Step Three: Failure of remedy in step two requires a written complaint to be submitted to the academic standards committee of the faculty senate. This complaint may be submitted by either the student or the instructor if either is not satisfied by the recommended solution of step two (this action must be accomplished within five days of the failure of step two). Within 15 days of receipt of the written complaint,

the academic standards committee will arrange for the student and the instructor to be heard before a full or quorum meeting of the academic standards committee; the chair involved in step two will be in attendance if deemed necessary by the student or the instructor. Within 15 days of this meeting the chair of the academic standards committee will provide a written recommendation to resolve the issue. Copies will be given to the student, the instructor, and the department chair or senate chair designee (as appropriate).

Step Four: If the issue is still unresolved to the satisfaction of either party, a written request of review must be lodged in the Office of the Vice President for Academic and Student Affairs within three calendar days of issuance of the academic standards committee's recommendations. The Vice President for Academic and Student Affairs will, after reviewing the documentation of the previous three steps, issue a written decision which will be the final determination.

Note: During summer months, faculty may not be available to complete the appeal process. The student still must initiate the appeal within 30 calendar days of the end of the semester, but it is possible that an appeal relating to spring semester may not be resolved until fall semester.

Current Revision Draft:

Procedure

This process is for students who want to appeal a grade they received. It doesn't apply if an instructor decides to change a grade without a student's request.

This procedure doesn't address cases where grades result from academic dishonesty or misconduct. It also doesn't handle grade appeals related to discrimination, harassment, or retaliation as per GBC's Sexual Harassment Policy, which should be directed to the appropriate GBC office.

The grade appeal procedure is designed to amicably resolve disagreements between students and instructors regarding grade assignments and to address personal hardships. Its goal is to encourage informal discussions to resolve differences of opinion or address hardship cases, resorting to formal faculty adjudication only when absolutely necessary. In all cases, students who believe their grade is incorrect should first attempt to resolve the issue informally with their instructor. If an informal resolution is not achievable, the student should promptly follow the outlined procedure below.

A student who wishes to appeal a grade must do so within 90 days of the official ending date of the class.

Student Grade Appeal Procedure

Whatever the nature of the grade appeal, the student must make an effort to discuss the matter with the faculty member of record. This may be done through a scheduled meeting, phone conversation, or in writing. The faculty member is expected to discuss the matter with the student in a timely manner, provide a clarifying response to the student's inquiry, and, if appropriate, adjust the disputed academic decision or grade. If submitting a grade change for a personal hardship, faculty may assign an AU, W, I or other appropriate grade. During periods of regular instruction, faculty should attempt to acknowledge or fully respond to a student's inquiry within ten academic days after it is received.

If the student is not satisfied with the faculty member's response, or if a timely response (within ten academic days during periods of regular instruction and fifteen work days during other periods) is not received, the student shall attempt to discuss the potential complaint with the chair or program coordinator of the appropriate academic department or school in which the academic decision was made or the course taught.

If, after the above outlined pre-complaint efforts are exhausted, a student chooses to bring a formal complaint, the student must file the formal complaint through the appropriate instructional dean in which the academic decision was made or the course taught.

- The student must complete a GBC Official Grade Appeal form
- A written statement of the facts and circumstances giving rise to the grade appeal must be attached to the Official Grade Appeal form. This statement must be clear, complete, accurate, and truthful, and may not exceed two pages.

Students appealing a grade should be able to provide all tests, papers and other evidence they may have to support their appeal. The complaint must be justified based on at least one of the four conditions listed above that form the basis for a grade appeal.

When properly completed, the Official Grade Appeal form is submitted to the appropriate instructional dean. The appeal will be returned to the student without processing if:

- The Official Grade Appeal form is incomplete
- The appeal is not filed within 90 days of the official ending date of the class
- The student has not initiated pre-complaint efforts with the faculty member, or
- The complaint describes issues or concerns that fall outside of the grounds listed above for a grade appeal.

The dean will forward a copy of the Official Grade Appeal form to the faculty member. The faculty member must provide a written response to the appeal within 10 academic days of the date it is received. The faculty member shall immediately inform the dean of circumstances that might prevent a timely reply.

A copy of the faculty response, along with a copy of the Official Grade Appeal form, will be sent to the appropriate department chair/program coordinator. The department chair/program coordinator will assess the appeal and provide a written recommendation with regard to dispensation of the appeal. The chair/coordinator may call a meeting with the student and the faculty member in an effort to mediate the dispute. Typically, this meeting will be arranged within three weeks after the dean has been notified of the complaint, or as soon as the schedules of all

participants permit. If possible, the chair/coordinator will propose a solution. Any solution to which the student and faculty member agree should be placed in writing and communicated to the dean and all interested parties. The chair/coordinator will provide a written response to the student appeal to the dean within five academic days after the meeting or within ten days of receiving the appeal if no meeting is held.

The dean will provide a final assessment of the student appeal by evaluating all written responses. If the dean finds that a grade was improperly given a grade change card will be filed on behalf of the student. The dean will inform the student in writing as to the decision of the appeal. The dean's decision is final.

The current Grade Appeal Policy is not highlighted

Proposed changes are in yellow

Grade Appeals

Great Basin College respects an instructor's qualifications and upholds the right of an instructor to determine academic standards. With faculty approval, an instructor establishes the scope, objectives, and methodology of the course being taught and is responsible for informing students of the requirements for completion of the course of study in the class. The instructor evaluates student performance according to written grading criteria made available to students at the beginning of the class.

The student is responsible for knowing the grading policy, which may include class attendance requirements, and for meeting the requirements for grades as specified by the instructor's policy.

Should students have questions about their final grade in a course, the following published procedures shall be followed. The procedures do not apply to cases of grades issued because of academic dishonesty.

Student concerns about instructor conduct or activities unrelated directly to grades should follow the student grievance procedure in the current GBC catalog.

The burden of proof in these procedures rests with the student. Students may consult with the Office of the Vice President for Academic and Student Affairs in Berg Hall or their local Center Directors for assistance with the procedures and policies for appeal.

Students appealing their final grade in a course must provide all tests, papers, and other evidence they have to support their appeal. The complaint must be justified based on the grounds for appealing a final course grade stated below.

Grounds for Final Course Grade Appeals

The grade appeal process is intended for final course grades only. Grounds for an appeal are instances where the grading policy, as stated in the course syllabus, was not followed by the course instructor or a clerical error was made in recording grade data.

The following are **not** grounds for a grade appeal:

- Great Basin College's grade appeal procedure does not address cases where the final course grade results from academic dishonesty or misconduct. It also does not apply to grade appeals related to discrimination, harassment, or retaliation as per GBC's Sexual Harassment Policy, which should be directed to the Office of the Vice President for

Academic and Student Affairs in Berg Hall on the Elko Campus.

- The grade appeal process is not intended to deal with complaints regarding the content of courses or the quality of instruction. These issues should be directed to the department chairperson and/or appropriate dean.
- Only the **final** course grade submitted by the course instructor at the conclusion of the course can be appealed. Grades on individual course assignments cannot be appealed using this process, although the demonstration of an instructor's error on the grades for individual assignments may serve as evidence for an appeal of the final course grade.

Procedure to Appeal a Final Course Grade

Failure to initiate the following procedures within 30 calendar days of the end of the semester will result in the forfeiture of the right to challenge a grade.

These are the steps that must be taken:

Step One: The student must first communicate with the instructor in writing or by email to discuss the complaint and attempt a satisfactory resolution. If successful, no further action needs to be taken.

Step Two: If unsuccessful in step one, the student will write a letter to the chair of the instructor's department (this information is available at the admissions and records office in Elko or from your center) requesting a meeting between the student, the instructor, and the department chair. The department chair will respond within 15 days of receipt of the written request and establish a mutually agreeable date and time for the resolution meeting. After hearing both sides, the department chair will recommend a solution. Acceptance of this solution by both the student and the instructor ends the complaint procedure and no further action will be taken. (Note: In the event that the instructor is also the department chair, the student will write the request for a resolution meeting to the chair of the faculty senate. The senate chair or a designee of the senate chair will fulfill the responsibilities of a department chair as outlined above.)

Step Three: Failure of remedy in step two requires a written complaint to be submitted to the Academic Standards Committee of the faculty senate. This complaint may be submitted by either the student or the instructor if either is not satisfied by the recommended solution of step two (this action must be accomplished within five days of the failure of step two).

- The student must complete a GBC Official Grade Appeal form and all relevant documents and submit them to the Academic Standards Committee Chair.

- A written statement of the facts and circumstances giving rise to the grade appeal must be attached to the Official Grade Appeal form. This statement must be clear, complete, accurate, and truthful, and may not exceed two pages.

Within 15 days of receipt of the written complaint, the academic standards committee will arrange for the student and the instructor to be heard before a full or quorum meeting of the academic standards committee; the chair involved in step two will be in attendance if deemed necessary by the student or the instructor. Within 15 days of this meeting the chair of the academic standards committee will provide a written recommendation to resolve the issue. Copies will be given to the student, the instructor, and the department chair or senate chair designee (as appropriate).

Step Four: If the issue is still unresolved to the satisfaction of either party, a written request of review must be lodged in the Office of the Vice President for Academic and Student Affairs within three calendar days of issuance of the academic standards committee's recommendations. The Vice President for Academic and Student Affairs will, after reviewing the documentation of the previous three steps, issue a written decision which will be the final determination.

Note: During summer months, faculty may not be available to complete the appeal process. The student still must initiate the appeal within 30 calendar days of the end of the semester, but it is possible that an appeal relating to spring semester may not be resolved until fall semester.

Curriculum Review Committee Report

The committee met on January 25, 2024 and recommended the following for approval:

New Programs:

- ECE Skills Certificate 3
- ECE Skills Certificate 4

Course Changes:

- ECE Skills Certificate 1 – change from 9 credits to 6 credits
- ECE Skills Certificate 2 – change from 6 credits to 9 credits

General Education Faculty Senate Report for 2/16/24

The Gen Ed Committee met on January 24, 2024 and we have been in email contact since that meeting to put some finishing touches on a few initiatives.

Our next meeting will take place on February 28, 2024 at 10am. Please have your materials to us no later than February 21, 2024 for consideration at that meeting.

Recommended Action Items:

- We recommend a motion to approve the following courses as Upper-Division General Education Mastery Course options
 - For Structure of Societies
 - ANTH 307, ANTH 332, HIST 303, HIST 312, HIST 341, PSY 313
 - For Scientific Reasoning
 - GEOL 335
 - For Humanities
 - HUM 301
 - For Mathematical Reasoning
 - MATH 389
- We recommend a motion to approve the following change to the General Education Certificate
 - The GBC General Education Certificate, which is a 30 credit Gen-Ed stackable certificate, currently requires two Math classes, Math 126 and Math 127, but because our Gen-Ed grid only requires Math 120 or higher, Dean Doucette proposed a change to require only one of these three Math courses (Math 120, 126, or 127), which opens up an additional elective for students seeking this certificate. Math approved this change.

Our meeting minutes and subsequent actions are documented below.

General Education Committee Minutes

1/24/24

10 am in HTC 121 in Elko and over Zoom [Here](#)

In Attendance: Chair, Ethan Hawkley; Members, Brandy Nielsen, Brian Zeiszler, Ping Wang, Tom Bruns, Daniel Bergey, Tami Mette, John Rice; Ex-officio members, Deanna Hamilton,

Excused: Mary Doucette

1. Review of Last Meeting
 - [12/13/23 Minutes](#) were approved

2. Vote/Discussion on 300 level courses
 - These courses were approved for the Gen Ed INT replacement grid:
 - ANTH 307, ANTH 332, HIST 303, HIST 312, HIST 341, PSY 313
 - GEOL 335
 - These courses were approved pending reception of outcomes and measures grids
 - HUM 301
 - MATH 389
 - (These grids were submitted and approved via email, see below)
 - The HSC 300 issue was discussed in depth
 - There was no vote because, based on the structure of the Gen Ed system approved last semester, Mathematical Reasoning Outcomes are under the jurisdiction of the Math Department.
 - Math denied the inclusion of HSC 300 into the grid under Mathematical Reasoning
 - The committee requests that Math provide a formal justification for the denial.
 - Tami and Ping also suggested that Daniel Murphree, as chair of the Math department, meet with Tami and Staci Wernert.
3. Deanna on an embedment issue in CTE
 - The committee voted that if a course with embedded gen ed gets waived for a student that student must take another course that meets those gen ed requirements to graduate.
4. We approved the English Gen Ed student substitution presented by Brian
5. Our meeting times for future meetings will be
 - Feb 28, March 20, and April 24th all at 10am
 - These are the 4th Wednesday except for March because of Spring Break

The General Education Certificate proposal was sent by Dean Doucette to Ethan Hawkley on January 29, 2024 and approved by the committee via email vote on February 1, 2024.

Ethan Hawkley met as mediator with Daniel Murphree from Math and Tami Mette and Staci Wernert from Health Sciences on January 30th 2024. We intend to submit a report of this meeting to Faculty Senate in March.

The assessment grids for HUM 301 and MATH 389 were both submitted to Ethan Hawkley and they were voted on and approved by the committee on February 12, 2024.

Anth 307 Ancient Civilizations		General Education
Course Learning Objectives	Measurement	General Education Core Curriculum Human Societies and Experience Subcategory: Structure of Societies
Synthesize various archaeological approaches involved in the documentation of ancient civilizations, including such techniques as radiocarbon dating, excavation, Lidar, regional mapping, and other areas of study.	Assignment: Methods	Demonstrate understanding of the methodologies used to study human social systems.
Analyze how the environment influences the rise and collapse of civilizations.	Assignment: The Formation of Civilizations	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.
Create a research paper that analyzes and synthesizes the formation of social complexity and social stratification in a select civilization from anywhere in the world.	Assignment: Research Paper	Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.

Anth 332 (De)Constructing Race		General Education
Course Learning Objectives	Measurement	General Education Core Curriculum Human Societies and Experience Subcategory: Structure of Societies
Synthesizes the various approaches used to study the biology of human variation.	Discussion Post	Demonstrate understanding of the methodologies used to study human social systems.
Analyze the ways that "race" functions in different social groups.	Book Response: Barraccon or Caste	Demonstrate understanding of the processes that influence human behavior and the structure of human societies.
Create a research paper that analyzes and synthesizes the patterns of race-based inequality in contemporary society.	Research Paper	Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.

Earth Resources & The Environment – Fall 2024

GEOL/GEOG-335

Section 1001, 3 credits

Professor: Caroline Bruno Meisner

E-mail: caroline.meisner@gbcnv.edu

Office hours:

Required materials/resources:

No textbook required. Readings will be provided by the instructor.

Course Objective:

The objective of this course is to learn about the origin, distribution, and abundance of economically important non-renewable resources. Focus is directed towards the exploration, development and extraction of earth resources and the economics, politics and environmental implications of extraction. Throughout the course, case studies and examples are used to investigate environmental issues arising from the extraction and processing of different resources. Discussion also revolves around the future supply of earth resources and alternatives to natural (non-renewable) resource extraction.

Catalog Description: Geological availability, exploitation, and use of non-renewable natural resources including metals, non-metallic minerals and energy resources.

Outcomes:

Learner Outcomes	Gen Ed Outcomes	Measurement
Discuss the origin of resources and the importance of plate tectonics in the emplacement of resources	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Discuss the role of metals in our society and the environmental impacts of extraction.	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Discuss the pros and cons of fossil fuels, nuclear power and renewable energy	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Discuss the role of fertilizer, chemical, construction, and industrial resources in our society and their environmental impacts.	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation
Identify ways soil protects water and address the fragile nature of these renewable/nonrenewable resources	Scientific Reasoning: Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences	Writing Assignment or presentation

Assignments

There will be several homework assignments, writing assignments and presentations throughout the semester directly related to the material covered in lecture and discussions. Students will often be given the option of completing a writing assignment or a presentation. Detailed instructions for each assignment are located on WebCampus.

Grading:

Grades are calculated based on homework and presentation grades. All scores are added together at the end of the semester, and the percentage of the total possible points will determine your grade.

A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	<59%

A student may receive a “W” grade only if withdrawal occurs by October X, 2024. To withdraw, students must first inform the instructor verbally or in writing why the withdrawal is taking place, and must formally withdraw through student services. Anyone who does not formally withdraw and does not complete the course will receive and “F” grade. Under extenuating circumstances which will require approval of the instructor, a student may be granted an incomplete (or ‘I’) on transcripts.

Attendance Policy:

For this course active participation is mandatory and the student is expected to logon to the course a minimum of three times per week. It is highly recommended you watch the recorded lectures, take notes on the provided PowerPoints located in the weekly modules, review thoroughly prior to each exam and ask your instructor content related questions.

The course requires you to spend time watching recorded lectures, taking notes, and completing assignments. A three-credit course requires 135 hours of student work. Therefore, expect to spend approximately 9 hours a week preparing for and actively participating in this course.

Student Assistance, Security and Technical Support Contact Information

GBC's Academic Success Centers (ASC) on the Elko campus and at GBC's rural centers offer the following services to GBC students, all at **no cost**. GBC is committed to your success: 775-327-2247

- Live and online tutoring -- free to all GBC students
- Free placement testing
- Proctored testing
- Open computer labs
- Help for students where English is their second language.

GBC's Library on the Elko Campus provides electronic and digital resources to help students in their research and learning. Contact the library: 775-327-2122.

GBC's Technology HelpDesk provides WebCampus assistance when students click on the *Help* button in the upper right hand corner in WebCampus, call 775-327-2170, or email helpdesk@gbcnv.edu. For information on college closures and outages see the GBC Homepage, for information on WebCampus slowdowns or outages visit this site.

Academic Honesty Statement

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

ADA Statement

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services.

Fall 2024 GEOL/GEOG 335 Course Schedule

Week	Topic	Assessments
1	Minerals: The Foundation of Society	
2	Plate Tectonics and the Origins of Resources	Writing Assignment or Presentation
3	History of Natural Resources	
4	Environmental Impacts of Resource Exploitation and Use	Writing Assignment or Presentation
5	Energy from Fossil Fuels: Coal	
6	Energy from Fossil Fuels: Oil and Natural Gas	
7	Nuclear Power	Writing Assignment or Presentation
8	Renewable Energy Resources	
9	Abundant Metals	
10	Scarce Metals	
11	Building and Industrial Resources	
12	Water Resources	
13	Soils	Writing Assignment or Presentation
14	The Future of Resources	
15	Student Presentations	
16	Finals	Writing Assignment or Presentation

HIST 303 (Worlds of Islam) Gen Ed Outcomes and Measures

Learning Outcome	Measure
Demonstrate understanding of the methodologies used to study human social systems.	Ansary Teaching Assignments
Demonstrate understanding of the processes that influence human behavior and the structure of human societies.	Portfolio Assignment on Islamic Diversity
Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.	Portfolio Assignment on Islamic Doctrine

HIST 341 (Global China) Gen Ed Outcomes and Measures

Learning Outcome	Measure
Demonstrate understanding of the methodologies used to study human social systems.	Literature Review on Chinese Migrant Community
Demonstrate understanding of the processes that influence human behavior and the structure of human societies.	Selected Final Exam Questions
Demonstrate understanding of the processes that influence the construction of social stratification and/or inequality.	Selected Final Exam Questions

General Education Learning Outcomes

This course satisfies the following General Education Learning Outcomes:

Structure of Societies

- a. Demonstrate understanding of the processes that influence human behavior and structure of societies
- b. Demonstrate understanding of the processes that influence social stratification and/or inequality
- c. Demonstrate understanding of the methodologies used to study human social systems

Learning Outcome	Measure
Demonstrate understanding of the processes that influence human behavior and structure of societies	Exam (essay question)
Demonstrate understanding of the processes that influence social stratification and/or inequality	General Education Quiz (essay question)
Demonstrate understanding of the methodologies used to study human social systems	General Education Quiz (methodologies section)

HUM 301 Sample Humanities Gen. Ed. Outcomes Grid

<i>Gen. Ed. Humanities Outcome</i>	<i>Assessed by</i>
Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions.	Course presentations, Papers.
Demonstrate an ability to recognize the importance of creative human expression.	Course presentations, Papers.
Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society.	Course presentations, Papers.
Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage.	Course presentations, Papers.

HUM 301: Studies in Humanities
Loafing, Slacking, and Shirking
Sections 1001 Live/Hybrid
Great Basin College
1500 College Parkway
Elko, NV 89801
(775) 327-5002
<http://www.gbcnv.edu>
Fall 2024
3 credits

Instructor: Nick Cooley, PhD
Office: McMullen Hall 128
Office hours: Monday and Tuesday 10:00 – 12:30 and by appointment
Contact: Web Campus Inbox
nicholas.cooley@gbcnv.edu
Phone: (775) 327-2144

Catalog Description:

Per the Fall 2024, GBC Catalog: “An examination of various topics and subjects in the Humanities including art, literature, music, film, theater and others. Must have completed 40 or more credits and ENG 102 or ENG 333 and MATH 120 or MATH 126, or higher or AMS 310, or STAT 152.”

Course Description/Outcomes:

There are times that people loaf, slack, and shirk just because, well, they “don’t wanna.” Perhaps there are times when it can be chalked up to laziness. But perhaps we’re too quick to label people lazy or wastrels. Therefore, in this course we will explore the different ways in which nonparticipation is represented in literature and other arts. In the course, we will discuss the ways loafing, shirking, and slacking operate beyond individual laziness--the ideological underpinnings of loafing, shirking, and slacking, if you will. Is it protest? Is it sabotage? Is it an assertion of autonomy? Is it mere nihilism? In short, what is loafing, and why do so many people take exception to it? Of course, we might not be able to answer these questions with any certainty, but we will see where discussion takes us.

My hope is that we will have time to look at various types of texts (essays, stories, novels, paintings, popular songs) to determine potential motives for and outcomes of loafing, slacking, and shirking—with most of the emphasis on the first two. We will read texts that explore loafing and slacking from different perspectives—as many as time allows anyway. Importantly, we will put these texts into historical and cultural context, which is a significant part of the types of analysis people in the humanities do. That said, we will also consider what those texts, no matter how long ago they might have been written, can possibly reveal about our own approach to life in the first quarter of the twenty-first century.

Throughout the course, we will engage in the primary activities of the typical humanist: reading, thinking, writing, and discussion. Our primary tool will be analysis, specifically interpretation. The topic—loafing and slacking—is just one, hopefully interesting, way to employ these tools. You might view it as a lens, something that focuses our thinking and analysis as we read and write.

Learning Outcomes and Measurements:

This class has specific learning outcomes established by Great Basin College's Arts and Letters Department and General Education Program, so all of our readings and assignments—oral and written—are designed to help you reach competency in the following areas outlined in GBC's general catalog:

- Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions
- Demonstrate an ability to recognize the importance of creative human expression
- Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society
- Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

To the general education outcomes, I would add the following. By the end of the course, students should feel more comfortable

- Viewing reading as a process that isn't limited to the identification and absorption of knowledge and/or information
- Bringing personal knowledge and experience to reading while still acknowledging that not all interpretations are valid or can be adequately supported by the available textual evidence
- Arriving at conclusions (i.e., theses) based on available evidence rather than seeking to confirm preexisting thoughts, ideas, feelings, or opinions
- Interpreting various types of texts, including traditional prose fiction and nonfiction, poetry, film, websites, and other everyday texts such as consumer packaging
- Telling the difference between different types of analysis, especially interpretation, evaluation, and rhetorical analysis

I will also note that my approach to this course means that assignments also help you continue to hone the skills that demonstrate your proficiency in the General Education Outcomes for Written Communications, Evidence-Based Communications, and Oral Communications (all of which can be found on page 79 of the general catalog). We are always striving to communicate ideas

clearly, whether in writing or speaking, and to identify reliable and appropriate evidence to support our claims. We are also striving to become better at analyzing texts of all kinds and to ask more nuanced and complex questions.

I will measure these outcomes with weekly discussion, online discussion, short papers, a short presentation, and a final essay.

Prerequisite: Must have completed 40 or more credits and ENG 102 or ENG 333 and MATH 120 or MATH 126, or higher or AMS 310, or STAT 152.

Required Texts and Materials:

Several shorter readings will be made available via WebCampus, but you should buy the following texts, all of which can be purchased in the GBC bookstore. If you decided to purchase your books online, please be sure to buy the edition I ordered for the class.

-Jack Kerouac, *Dharma Bums*, Penguin, ISBN 978-0140042528

-John Steinbeck, *Cannery Row*, Penguin, ISBN 978-0140187373

-Reliable and regular access to the internet and WebCampus

-A program that allows you to open PDF files

-A word processing program like Microsoft Word

Method of Instruction:

This class will meet once a week for roughly 75 minutes per meeting. The rest of the course will be conducted via WebCampus. The WebCampus modules will contain lectures, assignment sheets, assignment drop boxes, et cetera. The live meetings will be used to do a couple things. First, I will use them to go over the week's assignments and touch on the week's core content. Other than that, I hope to use the live classes to address whatever needs you have and to make sure we practice some of the skills I want you to take from the course. Attendance is required and will be part of your grade. Each week you will be expected to attend all classes, do the assigned readings, show up prepared to participate in all in-class activities and discussion.

As far as the online course content is concerned, each Monday I will open a new module; it will contain the instructions and supplemental materials you need to complete the work for that week. In most circumstances, all work for a given week will be due that Sunday by 11:59 p.m. Any student needing additional assistance is more than welcome to contact me via the WebCampus Inbox (the best option—and the option preferred by Great Basin College), e-mail, or my office

phone. You can also drop by office hours (virtually if needed), which I find to be the most productive way to engage student questions, concerns, and confusion.

I try to make recorded lectures as succinct as possible, but sometimes they can run as long as 30 or 45 minutes. If the lectures are too long, stop them and come back later. If you find it difficult to pay attention, take a break. The best way to stay engaged and make the lectures worthwhile, in my opinion, is to take notes as you listen/watch. Notetaking is a skill that facilitates the learning process, which is one reason I do not provide lecture notes in addition to the filmed lectures. Find a notetaking system that works for you and use it.

Also, please note that this is a college course. I expect the same amount of time, effort, and work from online students as I do from students in live classes. That means that I design the class and apportion weekly work on a per-credit basis. That is, a three-credit class assumes three hours of class time and at least two hours outside of class for every hour in class. For this class, then, you should expect to set aside a **minimum of nine hours per week**.

Assignments and Evaluation:

To maintain as level a playing field as possible, **I cannot accept late work**. If you miss an assignment, move on. I try to distribute points widely, so it is unlikely that a single missed assignment will derail your semester.

Also note, for this class you should be able to submit all written assignments as Word documents or an equivalent document form from a secure word processing program. **I cannot accept .pdf, .wbm, .pages, or Google Docs submissions. Please submit written assignments as .doc, .docx, .rtf, or .odt.**

All assignments must be submitted through WebCampus. Please do not email assignments to me.

This class is **graded on a 100-point scale**, and the final grades will be standard plus-minus letter grades:

A: 100-94	C: 76-74
A-: 93-90	C-: 73-70
B+: 89-87	D+: 69-67
B: 86-84	D: 66-64
B-: 83-80	D-: 63-60
C+: 79-77	F: 59 or below

Major Assignments:

Attendance and Participation (30 points): Your attendance and participation grade is determined by your presence and willingness to engage in the class. I do not expect everyone to be as comfortable speaking in large groups as others; I do, therefore, factor quality of participation into the scheme and don't obsess over quantity. So, even though I won't tally the number of times you speak, I should still know you're there! That said, please try to find a way to contribute as

often as possible, even if it's just to ask follow-up questions to comments made by classmates. Our goal is to form a community of thinkers and readers that wrestle over texts together. **Note:** Showing up late to class, frequent side conversations, and cell phone use is discouraged and will affect your participation grade. For example, I typically view three late arrivals as the equivalent of an absence. As for absences, I do not impose a limit. That said, missing classes will lower your Attendance and Participation score. In my experience, very few students who miss four or more classes pass a class.

Short Paper 1 (5 points): Informative Essay—What Loafing Looks Like in Your Field

Presentation (25 points): Informative Speech—Cultural and Historical Context

Short Paper 2 (10 points): Historical Context or ChatGPT Essay

Final Paper (30 points): Formal Textual Analysis

Course and Institutional Policies and Procedures:

Electronic Communication: All correspondence between students and instructors should take place using official Great Basin College email accounts or on the message function of WebCampus. Do not contact your instructor from your personal email account. Also, note that I cannot always be available. I will do my best to respond to all correspondence within 24 hours.

Computer Problems: Every semester, someone will experience one kind of technological mishap or another. Unfortunately, this usually occurs after students have written a substantial paper, and the paper subsequently vanishes. The only option, then, is for students to recreate weeks of research and writing. Sometimes they may have to drop the course and start all over again. Don't let this happen to you. Computers crash, thumb drives get lost, students go out of town and do not have Internet access—and your own Internet service is bound to act up at exactly the wrong time. However, it is your responsibility to plan ahead to avoid these problems. **Save your work often to avoid losing it.** Computer or Internet problems are not valid excuses for not submitting your assignments. One easy way to save your work is to e-mail it to yourself through WebCampus. Plan on doing this before you close whatever you are working on each day. I would also suggest saving everything you write to a thumb drive, the campus network, and/or your own computer. Having more than one copy has saved me a lot of grief over the years.

Accommodations for Students with Disabilities: Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

Nondiscrimination in the Classroom: I am committed to making all class settings, whether in person or online, respectful and inclusive for all people irrespective of their gender, sexual, racial, religious, or other identities. Our goal is to create and sustain an educational environment in which everyone feels valued and feels free to contribute. Part of my job is to prohibit discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, ability, or any other identity marker or category. I will not tolerate it. I will use a colleague's formulation: In this class you should treat everyone with dignity and respect. Obviously, I hold myself to these standards, but I'm bound to screw up. If you find me falling short, either make an appointment to speak with me or send me an email. What I want is for all of us to feel that we are free to fully participate and get the most out of the course.

Understanding Sexual Harassment: Sexual harassment subverts the mission of the Great Basin College and threatens the well-being of students, faculty, and staff. All members of this class—and in fact the GBC community—have a responsibility to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. If you have to ask yourself if something is sexual harassment, don't do it. If you have questions about what constitutes sexual harassment and sexual misconduct, please view the information under Student Rights and Responsibilities: http://www.gbcnv.edu/rights_responsibilities/harassment.html.

COVID-19: Great Basin College strives to provide a safe environment for students, faculty, and staff. All persons in a public area, including campus buildings, grounds, and classrooms, are required to wear appropriate face coverings and follow current COVID-19 health and safety guidelines. Students without appropriate face covers will be denied entry to classrooms. Unresolved situations may be referred to the Vice President for Academic Affairs in connection with the Student Code of Conduct.

Student Conduct: Students are required to adhere to the behavior standards listed in the GBC Student Conduct Policy and Netiquette Guidelines. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. Under Great Basin College Policy, an instructor may withdraw a student from a course when the student's behavior disrupts the educational process, in accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated." This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Inbox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course.

Academic Honesty: Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy: http://www.gbcnv.edu/rights_responsibilities/conduct.html.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** Using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** Altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** Representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Academic Success Center: GBC's Academic Success Center is a wonderful resource for any and all students in this course. The ASC offers live tutoring, as well as tutoring via E-mail and Skype free of charge for all students attending GBC. They can help you with specific writing concerns, generating ideas, organizing your writing, documentation and developing effective

strategies for editing your writing. That said, *they will not proofread your essays for you*: view your work with a tutor as a chance to get an informed viewpoint on your writing and to develop your own skill as a critical reader of your work. Also, whenever you work with a tutor, make sure you provide them with any needed supporting documents such as the assignment sheet and rubric for the project, as these will help them better understand your writing task. I urge all of you to utilize the ASC, as even the most seasoned writers rely on effective readers to improve their work. Learn more about the ASC at <http://www.gbenv.edu/asc/>.

Campus Security: GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services([775.753.2282](tel:775.753.2282)).

Learning outcomes from Math and Art, a probable MATH 389 topic:

General Education & Course Objectives		
General Education Objective	Course Learning Outcomes	Measurement
Demonstrate knowledge of mathematical notation and concepts.	Explain the mathematical concept behind various artistic procedures.	Proctored Exams
	Use art methods to solve mathematical problems	Proctored Exams
Apply mathematical concepts and operations in proper written or graphical format.	Use appropriate calculations to determine point placement for various artistic constructions.	Module Projects
	Determine the mathematical method used to create various works of art.	Proctored Exams and Module Projects
Apply relevant mathematical skills in solving real-world problems.	Create original artwork using discussed mathematical concepts.	Module Projects and Final Project

Learning outcomes for Causal & Statistical Reasoning, a probable MATH 389 topic:

General Educations Learning Objectives	Course Learning Outcomes	Measure
Apply mathematical concepts and operation in proper written or graphical format	Communicate by using causation terms, identify indeterministic causation, and know how to draw causal graphs	Midterm and Final Exam
Demonstrate knowledge of mathematical notation and concepts	Perform statistical reasoning using knowledge of causation, independence, and association.	Midterm and Final exams
Apply relevant mathematical skills in solving real-world problems.	Use causal and statistical reasoning skills to think critically and make rational decisions about daily lives matters of social policy.	Midterm and Final exams

Psy 313 Gen Ed Outcome Measures

General Education Core Curriculum	Measurement
Demonstrate understanding of the processes that influence human behavior and structure of societies	Final Paper
Demonstrate understanding of the methodologies used to study human social systems	Week 1 Discussion
Demonstrate understanding of the processes that influence social stratification and/or inequality	Exam #1



MATH 389-(section number here)
Special Topics in Mathematics
(Specific Course Name Here)
(semester) Semester (year)
3 Credits

GBC Syllabus

Instructor Information

Instructor:
Office:
Phone:
E-mail:
Office hours:

Catalog Description

MATH 389 Special Topics in Mathematics, 3 credits

Covers specialized topics in Mathematics. Course may be repeated once for credit if the topics are different.

Prerequisites

Must have completed 40 or more credits and have completed (ENG 102 or ENG 333) and (MATH 120 or MATH 126 or or MATH 120E or MATH 126E or higher or STAT 152).

Topic Description

(Describe your specific topic here)

Textbook & Materials

(Fill in textbook and other required materials information here, varies according to course topic)

Teaching Methods & Procedures

This is an online course. All assignments, communication, and testing will be over the internet. You will be expected to read in your textbook, in the lesson modules on WebCampus, and instructional videos will also be posted on WebCampus. You are encouraged to ask your instructor questions at any time and also consult with your fellow students through the provided discussion boards. You may also schedule consultations with your instructor for more in-depth discussions of the subject matter.

Graded homework, projects, and exams will be assigned and submitted through WebCampus. Homework must be **typed** using Microsoft Word or another program that can correctly typeset mathematics. Pictures of any constructions should be pasted into the homework document. All submissions should be saved as PDF files.

All exams must be taken in a proctored setting. Live proctoring using an approved proctor is allowed if available in your area (see allowed proctoring requirements in the section "Mathematics Department Proctoring Policy" below). Electronic proctoring will be offered through the Academic Success Center (see the section "Special Proctoring Guidelines for COVID-19 Compliance" below for details).

Special Proctoring Guidelines for COVID-19 Compliance

Due to restrictions in place to regulate the COVID-19 pandemic, proctoring for this semester will be accomplished by electronic means if you do not have an approved live proctor in your area. For electronic proctoring purposes you will need a device with a webcam and microphone. You will also need to install Zoom video conferencing software on your device that will allow GBC proctors to watch you and share your screen as you take the exam. You will need to allow the proctor brief control of your device to enter exam passwords. You can schedule your proctoring appointments at this link <https://gbcnv.mywconline.com/> (Links to an external site.).

Mathematics Department Proctoring Policy

If live proctoring is available in your area, the proctors must fit the following policy:

To enhance academic integrity and academic honesty of online courses at Great Basin College, the Math Department supports proctors for online assessments. Students are required to take exams at a GBC location (The Academic Success Center, Ely Campus, Winnemucca Campus, Pahrump Campus, etc) or at Nevada State High School under the supervision of a proctor; or online students outside of the GBC service area may take exams under the supervision of an approved proctor. Approved proctor means

those approved by the instructor for this course. Students are responsible for any and all costs incurred for proctoring. Approved proctors include: 1) public librarians, 2) principals, vice principals, teachers, and school counselors of public or private schools, 3) higher education testing centers, and 4) education officers at a military base. Family members, friends and coworkers are not acceptable proctors, even if they fit into a category described above. Students are responsible for setting up their own proctor and providing the necessary information to the instructor. Students will provide proctor information to their instructor a minimum of a week before an exam. Specific deadlines will be listed in the syllabus for the course.

The exam dates are listed in the syllabus and schedule available on WebCampus. You are responsible for knowing what hours the exam will be available.

Computer Requirements

You will need a computer with internet access to access course materials and complete your course work. A valid email address is also required for communications purpose. Most course communications will be sent using the WebCampus messaging system. You are also allowed to use a calculator on exams so you may want to have one that you know how to operate.

It is always recommended to use the most up-to-date versions of your web browser and better internet connections. WebCampus and Geogebra will still run with the minimum specifications, but you may experience slower loading times. Learn more about [browser requirements](#). [Links to an external site.](#)

One of the most important things you can do to improve communication in the course between you, the instructor and other students in the course is setting up your Profile and Notifications in WebCampus. Do this by clicking on Account: Settings and Navigation.

Participation & Attendance

Preparation for class means reading the assigned readings & reviewing all information required for assignments. *Attendance* in an online course means logging into WebCampus on a regular basis, usually at least once per day, and *participating* in the all of activities that are posted in the course.

Learning Outcomes

By the end of this course, you will be able to: (Instructor should select at least 3 objectives from the following course learning objectives and map any topic-specific objectives back to these)

	Course Objectives
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General Education Learning Outcomes	Course Learning Outcomes	Measurement
Apply relevant mathematical skills in solving real world problems.	Apply mathematical knowledge to contemporary issues.	(Insert Measurement Here)
	Explore the impact of mathematical knowledge on society.	(Insert Measurement Here)
	Explore the use of mathematics in non-traditional STEM fields.	(Insert Measurement Here)
	Understand the impact of data analysis in decision making processes.	(Insert Measurement Here)
Demonstrate knowledge of mathematical notation and concepts.	Demonstrate mathematical content knowledge.	(Insert Measurement Here)
Apply mathematical concepts and operations in proper written or graphical form.		

Grade Scheme

(Instructor should update grading scheme with personal preferences. Example scheme included below.)

Your grade will be calculated according to the following distribution:

Assignment Type	Weight
Homework	15%
Module Projects	15%
Midterm Exam	25%
Final Exam	25%
Final Project	20%

End of term grades will be assigned according to the following scale:

Grade	Range
A	100% to 93.0%
A-	< 93.0% to 90.0%
B+	< 90.0% to 87.0%
B	< 87.0% to 83.0%

Grade	Range
B-	< 83.0% to 80.0%
C+	< 80.0% to 77.0%
C	< 77.0% to 73.0%
C-	< 73.0% to 70.0%
D+	< 70.0% to 67.0%
D	< 67.0% to 63.0%
D-	< 63.0% to 60.0%
F	< 60.0% to 0.0%

Assignments & Late Policy

(Instructor should include assignment descriptions and late policy here. Example descriptions included.)

You will encounter the following assignments in this course:

Homework: You will have 1 or 2 homework assignments to turn in each week according to the schedule given below. Homework assignments must be **typed** using a word processing program that can correctly typeset mathematics, must have any necessary pictures pasted into the file, and must be saved in PDF format to be turned in. Late homework assignments will be accepted for a 10% reduction in grade per day late. Your lowest two homework grades will be dropped. The homework assignments will count a cumulative 15% of your grade.

Module Projects: There will be 5 module projects at the end of each module in the course. The module projects are art projects that will require you to make an actual physical piece of art using some of the concepts learned in the module. The module projects are available from the beginning of the semester so that you will be able to view them and see what materials will be required to create the project. Care has been taken to keep material costs to a minimum. Module projects are due according to the schedule given below, generally they are due a week after the last homework for their associated module is due. Late module projects will be accepted for a 10% reduction in grade per day late. The module projects will count a cumulative 15% of your grade.

Proctored Midterm Exam: There will be one midterm exam in this course covering the topics from modules 1-3. The midterm will count 25% of your grade. The midterm exam must be completed by Friday, November 6th. **You MUST take the midterm exam with either an approved proctor or using the electronic proctoring available through the Academic Success Center. It is your responsibility to find a proctor near you and inform me of the proctor's contact information OR schedule with the ASC BEFORE the exam.** You are allowed to use one sheet of notes, your textbook, the Geogebra website, and a calculator on the exam, but no other electronic devices or websites are permitted while taking the exam. If your textbook is in electronic format you can have it open on a computer at your proctoring location, but you may only

have that one tab and browser program open during the exam. Make-up and late midterm exams will be given only in dire and verified medical emergencies for you or a close family member. For all other instances (such as scheduled conflicts or a change of work schedule) please contact your instructor immediately so that arrangements can be made for you to take the exam early.

Proctored Final Exam: There will be one final exam in this course covering the topics from modules 4 and 5. The final exam will count 25% of your grade. The final exam must be completed by Thursday, December 17th. **You MUST take the midterm exam with either an approved proctor or using the electronic proctoring available through the Academic Success Center. It is your responsibility to find a proctor near you and inform me of the proctor's contact information OR schedule with the ASC BEFORE the exam.** You are also allowed to use one sheet of notes, your textbook, the Geogebra website, and a calculator on the exam, but no other electronic devices or websites are permitted while taking the exam. If your textbook is in electronic format you can have it open on a computer at your proctoring location, but you may only have that one tab and browser program open during the exam. Make-up and late final exams will not be given so please plan accordingly.

Final Project: There will be one final project for this class. The final project is to make an art project on a topic that was not used as a module project in class or not covered in the class at all. There is a list of possible project ideas available in the final project assignment that you can use or you can come up with an idea on your own. All final project ideas must be submitted to the instructor no later than November 30th for approval and guidance and the final project submission is due by December 15th. Late final projects will not be accepted, so please plan accordingly. Your final project will count 20% of your grade.

INSTITUTIONAL POLICIES & PROCEDURES

Student Conduct

Students are required to adhere to the behavior standards listed in [GBC Student Conduct \(Links to an external site.\)](#) and Netiquette Guidelines. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under Great Basin College Policy. In accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics.

Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course InBox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course.

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information here is the policy on [academic integrity, including the policy and appeal procedures](#) and read the *Student Conduct Statement* below.

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Student Assistance, Technical Support, & Security

[GBC's Academic Success Centers](#) (ASC) 775-753-2149 on the Elko campus and at GBC's rural centers offer the following services to GBC students, all at **no cost**. GBC is committed to your success!

- Live tutoring -- free to all GBC students
- Free placement testing
- Proctored testing
- Open computer labs
- Help for students where English is their second language. You can also request a personalized one-on-one success plan utilizing the Student Support & Retention Office. 775-753-2255

Smarthinking is a tutoring program in WebCampus. This tutorial service provides students an optional seven hours, per school year, of live 24/7 tutoring through online discussion boards, or live chat with a tutor.

Subjects covered include Writing/English, MLA & APA assistance, Math, Economics, Accounting, Spanish, Biology, Chemistry, and Anatomy & Physiology

[GBC's Library](#) 775-753-2222 provides electronic and digital resources to help students located in any area in their research and learning.

[GBC's Technology HelpDesk](#) 775-753-2167 provides WebCampus assistance when students click on the *Help* button in the lower left corner in WebCampus or email helpdesk@gbcnv.edu.

For information on college closures and outages see the [GBC Homepage](#).

Campus Security 775-934-4923 GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, GBC's online WebCampus, and other places where college or class activities occur. If you feel you are in immediate danger on the Elko Campus contact security at 775-934-4923 or call 911, GBC Centers contact the Center Director or call 911, or the Vice President for Academic and Student Affairs 775-753-2282.

Each year all registered students are automatically enrolled in Title IX Sexual Harassment on-line training. The course is provided, free to each student, regardless of the number of credits they register for and should be completed once every two year. Students will receive an email invitation to the course the week after the 100% drop date with a sender address of [Vice President Mahlberg](#), [Director Patricia Anderson](#) or from our training provider Campus Clarity

Withdraw Policy

If you feel it is necessary to withdraw from the course, please see [GBC Calendar \(Links to an external site.\)](#) for refund and withdrawal dates for full-semester courses. To avoid an F in a course, be sure to drop it before 60% of the course has elapsed. For more detail information, see the [Refunds and Withdrawals page \(Links to an external site.\)](#).

Accessibility

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability.

This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC's Disabilities Office will provide captioning for you in this course.

The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-753-2271.

Syllabus Disclaimer

All material, assignments, and deadlines are subject to change with prior notice to benefit the learning of students in the course. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule

(Instructor should include course schedule here.)

Instructional Technology Committee Report to Faculty Senate

Committee Members: Madison Arbillaga, Robert Cowan, Xunming Du, Michelle Husbands, Reme Huttman, Jessica Lynch, Karl Stevens, Jennifer Stieger, Eric Walsh.

Present: Madison Arbillaga, Robert Cowan, Xunming Du, Jonathan Foster, Michelle Husbands, Reme Huttman, Jessica Lynch, Karl Stevens, Eric Walsh.

Absent: Reme Huttman, Jessica Lynch

The Instructional Technology Committee met on February 7, 2024 from 3:00 to 4:00 p.m. and discussed the following item:

1. Placement of High School Administrators in WebCampus Courses

The committee chair reported that faculty members had voiced numerous concerns to him regarding the recent placement of high school administrators in WebCampus courses for the purpose of monitoring dual enrollment students' grades. The chair relayed several of these concerns to the committee and noted that he had passed along the information to Faculty Senate Chair David Sexton. Dean Stevens addressed the concerns and answered committee members' questions. He also indicated that he had scheduled a meeting with faculty members for later in the week to discuss this issue.

Submitted by Jonathan Foster

February 13, 2024



GBC February 2024 Personnel Committee Report

Monday, 2.05.2024 (11:00 am)

Members in Attendance

Arysta Sweat, George Kleeb, Erica Salazar, Jennifer Stieger, Mike McGhee, Jason Brick, Mardell Dorsa, Xunming Du,

Agenda Items

Tenure Draft

- Phase 1 of the tenure policy draft, including performance standards, is complete.
- Phase 2, which will cover drafting relevant forms connected to the policy, will take place at the March meeting.

Important Dates

Mar 6, 2024 - March Personnel Committee meeting

Feb 16, 2024 - Faculty Senate meeting

Artificial Intelligence Ad Hoc Committee Update

For GBC Faculty Senate

2/12/23

The AI committee met on 1/30/24. Attached to the bottom of this report.

The committee is working on the following for faculty,

- 1. Research and benchmarking in conjunction with other Nevada institutions.**
- 2. Creating a Best Practices webpage for faculty on AI and its usage.**
- 3. Determining future interest in training for current AI detection tools.**
- 4. Discussing applications available and usage of new AI applications.**

AI Committee Meeting

January 30, 2024/ 10:00 A.M./VIA ZOOM

<https://gbcnv-edu.zoom.us/j/81677001774?pwd=Z0hEaXA3L2x1QWt4L2N3STMrM2FqUT09>

Attendees

Chair: Madison Arbillaga.

Members: Daniel Murphree, Staci Warnert, Dean Straight, Laura Debenham, Di Li, John Mittelman, Robert Hunton

Agenda

1. Welcome
2. Action: Approve [Meeting Minutes](#) from the December 13th, 2023 Meeting
3. Review: Any updates
4. Discuss: Turnitin
5. Information items from committee members
6. Next meeting

Items currently in progress:

1. Research and benchmarking in conjunction with other Nevada institutions.
2. Creating a Best Practices webpage for faculty on AI and its usage.
3. Determining future interest in training for current AI detection tools.

Minutes

The meeting was called to order at 10:06 am.

Madison asked the group to think about how often they would like to meet and she would come back to it later in the meeting.

Madison then updated the group that Yvonne has not had a chance to speak with her UNLV counterpart for an update.

Madison inquired if there were any comments about Turnitin and stated she had noticed it to be a lot more sensitive. There was a comment about the faculty using Grammarly. She also stated with this being such a new thing and a sensitive field there have been lawsuits filed. Daniel stated that during one of his seminars he attended the same thing was mentioned. Dean commented that even some students are worried that spell and grammar checks will be included in this, which is not the case. There was a more general discussion. The basic consensus is to stick with our current

policy based on how much the instructor wants to use the program, the sensitivity, industry, and best practices.

Daniel asked about a prior discussion at Faculty Senate regarding the cheating policy and was advised Artificial Intelligence be added to denote what "AI " stands for.

Stacy brought up for discussion that it has been brought to her attention that there is an AI grading assistant and is wondering what would the best practices for the faculty be on this. She also stated that there is a cost for the program. During the group discussion, it was noted that it is very inconsistent and Dean stated it is called STUKENT. The discussion continued regarding expectations, guidelines, concerns, or faculty not looking at my students' work or how they know what the students' needs are.

Laura mentioned a great aid for this subject is Munchbytes on Thursdays. They have had a lot of good stuff on this subject.

Dean mentioned our part-time faculty are using Pearson, which is not an AI-driven but product-driven program.

Robert brought up an issue regarding writing and then AI came along. How do we handle this? There was a great deal of general discussion with a consensus of technology vs critical thinking. This is the way of the future. There will be some classes that AI will not be allowed to be used in due to the fact the student won't obtain the foundation, knowledge, or skills needed to progress.

Daniel inquired if there would be a class coming soon for the students to take and Dean mentioned not at this time. During the discussion of this topic, the general consensus was that this needs to be taught across the disciplines not from just one area, with the faculty needing to integrate it into their classes to make it more beneficial for the students. There was a comment that some institutions are already implementing classes on the subject.

Madison thanked the group for a great discussion and received a consensus that a monthly meeting would be good on this matter at this time. She suggested that we come with more information on the grading assistant for our February meeting.

Meeting adjourned.

Emeritus Recognition Committee Update – February 13, 2024

All the pictures of the emeritus professors are in safe storage until we can decide the best way to display them.

We have met with the library personnel to look at possible areas to display the pictures.

A suggestion has been made to the committee to replace the pictures with plaques which would be cheaper to display and maintain.