

**Great Basin College
FACULTY SENATE 2024-2025
Friday, April 18, 2025
9:00 am**

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

AGENDA

- 1. Roll Call:**
- 2. Call to Order:**
- 3. Approval of March 21, 2025 minutes - For Possible Action**
- 4. Senate Chair Verbal Report:**
- 5. Standing Committee Reports:**
 - a. Academic Standards & Assessment..... **No Report**
 - b. Bylaws..... **Action Item**
 - i. Proposed Changes to the Bylaws – For Possible Action**
 - c. Compensation & Benefits..... **Report w/ Action**
 - i. Written Report w/ Professional Development Awards – For Possible Action**
 - d. Curriculum Review..... **Action Items**
 - i. Proposed Changes to the Curriculum – For Possible Action**
 - e. Instructional Technology..... **Verbal Report w/ Future**
 - i. Distance Education Policy – For Possible Action in May**
 - f. Gen Ed Committee..... **Action Item**
 - i. Substitution/ Waiver Form – For Possible Action**
 - g. Personnel..... **No Report**
 - h. Equity Review Committee, ad hoc **Action Item**
 - i. Faculty Salary Equity Review Final Report – For Possible Action**
 - i. Policy Review Committee, ad hoc **Action Item**
 - i. GBC Institutional Bylaws – For Possible Action**
- 6. Unfinished Business:**
 - i. Proposal for Faculty Evaluation Process Improvements – For Possible Action**
 - ii. Updates to GBC Strategic Plan – For Possible Action**
 - iii. Nominations for Faculty Senate Vice-Chair open today!**
- 7. New Business:**
- 8. Information Items:**
 - i. ADA Update – Arysta Sweat**
- 9. Announcements:**
- 10. Good of the Order:**
- 11. Adjournment:**

**Great Basin College
FACULTY SENATE 2024-2025
Friday, March 21, 2025
9:00 am**

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

DRAFT MINUTES

1. **Roll Call:** Tim Esh, Steven Hrdlicka, Robert Cowan, Norm Whittaker, Madison Arbillaga, Dorothy Callander, Jamie Carlson, Merrick Milldrum (Proxy for Tami Potter), Eleanor O'Donnell, Ping Wang, Kara Coates, Ethan Hawkley (Proxy for Stephanie Davis), Jason Brick, Kimberly Noah, Roger Quijada

Representatives Absent: Abigail Loya, Christopher Salute, Tiffany Ross, Kristin Heath, Amber Ogle

Other Members Present: Dave Sexton (Chair), Oscar Sida (Vice Chair), Donald Jones, John Rice, Jennifer Puentes, Yvonne Naungayan, Stefan Beck, Jen Stieger, Xunming Du, Michelle Beecher, Arysta Sweat, Rita Pujari, David Antonini, Krishna Subedi, Cheyenne Stocks, Jenny Ahlvers, Rebecca Hawkley, Gerardo Wence-Munoz, Adriana Mendez, Amber Cannon, Amy Smith, Daniel Murphree, Gina Johnson, Sam Leyba, Shemayne Pitts

Others Present: Elizabeth Stanley, Sharon Butterfield, Kimberly Myers

2. **Call to Order:** 9:03AM
3. **Approval of February 21, 2025 minutes - For Possible Action**

A motion to approve the February 21, 2025 was by Ethan Hawkley, seconded by Madison Arbillaga. Motion passed unanimously.

4. **Senate Chair Report:** The Board of Regents will be on GBC campus in the Fall.

Congratulations to all six faculty who were awarded tenure this year: Ms. Michelle Beecher, Ms. Jamie Carlson, Dr. Brian Dankowski, Dr. Steven Hrdlicka, Mr. Di Li, and Dr. Ping Wang!

Congratulations to Karissa Sena-Fadenrecht for GBC's recipient of the Sam Lieberman Regents' Award for Student Scholarship!

A member mentions that another recognition that was awarded was the Nevada Regent's Teaching Award, and GBC did not have anyone nominated. The member recommends that the departments make a commitment to nominate faculty every year for these honors. The faculty deserve them.

The two faculty who were nominated in the past were nominated by the Faculty Senate Chair.

We may not win every year, but we should at least have nominees.

5. **Standing Committee Reports:**

- a. Academic Standards & Assessment..... **No Report**
- b. Bylaws..... **Written/ Verbal Report**

i. Proposed Changes to the Bylaws – For Possible Action in April

The Bylaws Committee is addressing the issue that has taken place in the past where there wasn't a vice-chair taking over for Senate Chair.

- c. Compensation & Benefits..... **Written Report**

i. Report – Information Only

Professional Development applications are due by March 31st.

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

i. **New Course and Changes to a Program – For Possible Action**

A motion to approve the New Course ANTH 423 and the Changes to the AS in Engineering and Physical Science Pattern of Study Program was by Ethan Hawkley, seconded by Tim Esh. Motion passed unanimously.

e. Instructional Technology..... **Verbal Report**

The committee is working on guidelines for the new Distance Education Policy, which hasn't been updated since 2014. Computer Services will take it after the draft is finished for review. The policy is scheduled to be presented at next faculty senate as an informational item in April and then approved in May.

f. Gen Ed Committee..... **Report w/Future Action**

i. **Report – Substitution/ Waiver Form – For Possible Action in April**

The committee is presenting a new Substitution Form, which must include an explanation from the department of why the substitution is necessary.

g. Personnel..... **Written/ Verbal Report**

i. **Written Report – Information Only**

ii. **Emeritas Deadline – March 28**

h. Policy Review Committee..... **Action Items**

i. **GBC Institutional Bylaws – For Possible Action**

This policy will be going to the lawyer, so no vote today.

ii. **Program Review Policy – For Possible Action**

A motion to approve the Program Review Policy was by Dodi Callendar, seconded by Madison Arbillaga. Motion approved unanimously.

iii. **Mission Fulfillment/ Institutional Effectiveness Assessment – For Possible Action**

A motion to approve the Mission Fulfillment/ Institutional Effectiveness Assessment was by Dodi Callendar, seconded by Madison Arbillaga. Motion approved unanimously.

i. Faculty Salary Equity Review, ad hoc..... **Written Report**

i. **Report – Information Only**

The committee will present the final report at the next faculty senate meeting in April.

6. Unfinished Business: None.

7. New Business: None.

8. Information Items:

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

The Faculty Evaluation Committee, ad hoc, are presenting improvements for the evaluation process. It's important for this proposal to be approved soon for it to be in effect by this Fall. There are two different ways this can be addressed: update the spreadsheet, or completely revamp the entire document.

Some of the issues the committee is addressing are outdated items, some of the items should be worth more than others, and specific questions that do not apply to all faculty. The committee is willing to work with the spreadsheet, because when they examined other institutions that required essays, the committee preferred checkboxes. The committee wants to update the spreadsheet with digital accessibility.

Any questions, comments, or concerns regarding this proposal may be directed to the Faculty Evaluation Committee members.

9. Announcements: Chair Sexton would like everyone to keep in mind the nominations of Vice-Chair for Faculty Senate will open in April.

10. Good of the Order: None.

11. Adjournment: 9:49AM

Bylaws Committee 2025

February 19, 2025

(Rev 2, 3/15/2025)

Proposed language addition to address the issue of not having an incoming chair (i.e. no vice-chair was nominated or selected):

In the event of a vacancy of the Vice-Chair position, the incumbent chair, with approval of the Senate voting body, shall serve a second term. The incumbent may only serve a second term after receiving a nomination from the Senate body and accepting that nomination. After the nomination is accepted by the incumbent, a vote shall be held by the Senate. A 2/3 majority vote is required for this circumstance.

Every effort shall be made to fill the vacant position of Vice-Chair during the Chair's tenure. It is expected that a new Vice-Chair will take the vacant position at the time of the incumbent Chair starting their second term.

If the Senate does not wish to extend the incumbent Chair to a second term and the Vice-Chair position is vacant, an appointment by the Executive Committee will be brought to the Senate.

April 3, 2025

Compensation and Benefits Committee Minutes

Written Report. ACTION

Members Present: John Patrick Rice, Chair; Jessica Bellander, Eleanor O'Donnell, Jessica Puentes, Steve Scilacci. Members Absent: Jonathan Foster, Abigail Loya, Matthew Nichols, Katie Snow, Milinda Wasala

The committee met on Thursday, April 3, 2025, at 10:00 AM. Discussion of Professional Development applications and disbursements were conducted.

It was determined each spring applicant with a request of \$1,500 or less would be fully funded. All other requests would be funded at 75%. Details of the disbursements are shown on the accompanying spreadsheet.

Spring Requests totaled \$14,161.53. Spring awards totaled \$8,517.40. Two of the spring requests were for events taking place in FY 2026. The committee determined that it would recommend funding the deposits for those events. To be reimbursed in FY ending June 30, 2025, those deposits must be paid and a reimbursement request made by the applicant by June 1, 2025. Those applicants will be eligible to apply for reimbursement of the remaining FY 26 expenses in Fall of 2025.

This disbursement model left a balance of \$1,584.63 of the original \$15,446.53 we were provided. The remaining funds will be distributed equally among the five awardees from Fall, 2024. Each Fall 2024 applicant will be eligible for an additional \$264 reimbursement.

A motion was made by Steve Scilacci and seconded by Jessica Bellander recommending disbursements as shown on the accompanying spreadsheet.

The committee also heard updates on the work of the Ad Hoc Committee of Salary Equity.

Respectfully submitted,
John Patrick Rice, Chair

Professional Development \$13,000.00				Professional Development funds are for conferences, training and related travel				
Department	Name	Amount Requested	Amount Funded	Description	Location	Date		
Business and Technology	Robert Cowan	\$ 558.00	\$558.00	Professional Memberships/ American Marketing Association and American Management Association	N/A	N/A		
Arts and Letters	Tim Esh	\$ 2,294.93	\$1,721.20	Willa Cather and the Counterculture	Taos, New Mexico	November 14-17, 2024		
Great Basin Child Center English and Mathematics Departments	Amber Ogle	\$ 2,364.00	\$700.00	ERS National Conference	Las Vegas, Nevada	September 15-18, 2025	FY2026	Note for applicant OGLE: Conference deposit funded, Applicant may request reimbursement for FY26 expenses in the fall. Deposit must be paid in reimbursement request by June 1, 2025.
	Daniel Murphee	\$ 3,825.60	\$2,869.20	NSHE Corequisite Conference	Las Vegas, Nevada	April 24-25, 2025		
Business and Technology PVC Center Director	John Green	\$ 3,250.00	\$800.00	Western Association of Veterans Ed. Specialist Conference	Reno, Nevada	July 6-9, 2025	FY2026	Note for applicant GREEN: Conference deposit funded, Applicant may request reimbursement for FY26 expenses in the fall. Deposit must be paid in reimbursement request by June 1, 2025.
Arts and Letters	Christopher Salute	\$ 1,319.00	\$1,319.00	WACAC Conference	Las Vegas, Nevada	May 13-16, 2025		
	David Antonini	\$ 550.00	\$550.00	2025 BioEthics Bowl	Salt Lake City	April 5, 2025		
		\$ 14,161.53	\$8,517.40					
	\$ 15,446.53							
	\$5,344.50							
Balance from Fall 24	\$ 10,102.03							
Spring Awards	-\$8,517.40							
Balance	\$ 1,584.63							Note for Fall, 2024 applicants: An Additional \$264 will be reimbursed to Fall 2024 Applicants. There was \$1,584 balance in the Professional Development fund that we distributed equally to each Fall applicant.

Meeting 3/20/2025

New Program: Associate of Arts Secondary Education

- The proposed Associate of Arts pathway to the Bachelor of Arts in Secondary Education at Great Basin College is designed to streamline the transition from an associate-level degree to a four-year education program. This proposed AA pathway will provide students with a well-defined route into secondary education teaching whether the student stays at GBC or transfers to another NSHE institution. In addition, this pathway allows the dual enrollment student who complete the Certificate of Achievement in General Studies in the Education pathway to easily transition to the Associate of Arts as a next step in the process. The creation of this pathway provides an accessible, equity minded introduction to a much-needed profession for Nevada workforce.

Meeting 4/3/2025

Change Program: Secondary Education Alternative Route to Licensure (ARL) Program.

- EDSC 425, Methods of Teaching Secondary Physical Education, will also be listed with EDSC 433, 453, 463, & 473 as a "Methods Course Requirement."

Meeting 4/10/2025

Change Course: Moved by Brian seconded by Krishna, the committee recommends the changes in catalog descriptions.

- NURS 326 - Transition to Professional Nursing
Change catalog description to read: This course bridges the students' current views and those presented throughout the program related to the major program concepts. It also differentiates the baccalaureate program from the associate level program. The course provides an overview of the major areas of nursing studied in more depth throughout the RN to BSN program, including current healthcare systems with a distinct focus on rural health and agencies serving underserved populations. It emphasizes the responsibilities of nurse leaders in quality improvement, nursing research, and evidence-based practice, and highlights the importance of collaborative relationships with the interprofessional team. Leadership principles and theories, as well as information management, are explored.
- NURS 420 - Evidence-Based Practice and Research in Nursing
Change catalog description to read: This course focuses on the research process, research analysis, and research utilization in the context of evidence-based nursing practice. This course introduces students to the role of the nurse as an evolving scholar, emphasizing the critical skills of synthesizing, translating, applying, and disseminating knowledge to enhance healthcare and advance nursing scholarship, with a specific focus on the needs of rural populations. Students will develop skills in interpreting published research findings and understanding the science of nursing as the foundation for best practices and evidence-based quality improvement measures in diverse healthcare environments. The course encourages knowledge dissemination through scholarly activities that promote lifelong learning and interprofessional collaboration. Application of ethics, legal principles, and professional standards are integral to responsibly carrying out the research process and guiding decision-making and leadership in clinical, research, and policy contexts. Ultimately, this course aims to equip students to be change agents, driving healthcare transformation in underserved and rural communities and improving outcomes through evidence-based, population-tailored practices.
- NURS 429 - Population-Focused Community Health Theory
Change catalog description to read: This course focuses on the synthesis of community and public health nursing concepts and theories to promote health and prevent disease within rural communities and underserved populations, with a critical emphasis on addressing social determinants of health and promoting health equity. Students will learn to analyze the personal, social, economic, and environmental factors impacting the health of these vulnerable populations.

Applying nursing concepts and principles of epidemiology, students will develop skills to plan, implement, and evaluate strategies for health promotion, disease prevention, and the management of population health, including communicable diseases. The course will also prepare students for policy advocacy, equipping them as leaders to engage stakeholders, advance equitable health policies, and build effective interprofessional partnerships to improve health outcomes in rural settings.

- **New Program: Process Operator**
The Process Operator program is a 5-week, accelerated program to support the mining industry and process operations associated with the extraction of critical minerals. It is 10 credits in length.

GUIDELINES FOR ACADEMIC ONLINE COURSE DEVELOPMENT AND DELIVERY

(Revised 04/02/2025)

GBC expects online courses to be high quality with the academic rigor appropriate for college-level expectations, and to meet regular and substantive interaction (RSI) standards that include ongoing instructor participation in content delivery, learning assessment, and communication with students. Effective online instruction requires continual teaching presence and student engagement throughout the duration of a course. The following guidelines provide a baseline for effective online instruction at GBC.

OUR LEARNING PLATFORM

1. All GBC online courses must originate in the current learning platform, WebCampus (Canvas LMS).
2. Supplemental platforms (e.g. Pearson, Padlet, Canva, etc.) may be used/integrated, however WebCampus/Canvas (via MyApps and the GBC Multi-Factor Authentication) is the primary portal for access to online courses and coursework. (Contact the GBC Online Education Department for questions regarding supplemental platform integrations.)

CURRICULAR ALIGNMENT

As an instructor of GBC online courses, you are responsible to ensure:

1. Course curricula and components align with the course syllabus, according to your program/department's standards.
2. Student learning outcomes and assessment/grading practices are clearly communicated to students throughout the course and align with the course syllabus, according to your program/department's standards.
3. Course requirements and learner objectives are commensurate with college-level expectations and the GBC catalog course description and sequence of courses (developmental, 100, 200, 300, or 400). The amount of time required of students to complete online coursework is in line with the expectations set forth by NSHE and in the GBC course catalog, according to the number of credits awarded for course completion.
4. The course syllabus contains policy statements for grading, communicating with the instructor, and aligns with the current institutional version of the GBC Course Syllabus that includes current GBC Institutional Policies and Procedures. (If you need this added to your course, please contact the Online Education department and request that the Syllabus be imported into your course from the Faculty Best Practices Template.)

5. Content delivery is accomplished through a variety of methods (i.e., reading, lectures, films, sound recordings, exercises, lab activities, discussions, etc.)

Note: The “read the chapter-take the quiz” should be avoided in favor of more interactive approaches. (For instructional design advisement/assistance, contact the GBC Online Education department.)

6. Online courses will follow the official GBC Academic Calendar term dates. For 8 week, Wintermester, CTE or other courses that do not follow the regular semester schedule, instructors are responsible to ensure the course start and end dates (in the Course Details tab under course Settings) are correct for that specific course. (If you’re not sure how to do this, please reach out to the Online Education department for assistance.)


STUDENT LEARNING OUTCOMES, ASSESSMENT AND GRADING

As an instructor, you are the expert on what you expect students to learn and achieve in your course. Therefore, as the instructor you are responsible for:

1. Ensuring current grades are available to students on an ongoing basis through WebCampus/Canvas (i.e. Canvas Gradebook).
2. Assigning grades (for assignments, discussions, labs, quizzes etc.) regularly throughout the semester, providing clear communication for when students can expect to see their grades in the syllabus.
3. Communicating expectations for learning outcomes and grading (i.e., rubrics, written expectations, etc.) in both the assignment descriptions and the course syllabus.
4. Communicating expectations for proctored exams in both the exam description and the course syllabus. For a Lockdown Browser exam, a practice exam should be provided for students to complete prior to completing the actual exam.
5. Coordinating any needed exam proctoring with the GBC Academic Success Center.

COMMUNICATION AND ENGAGEMENT

As the instructor, you are your students’ point of contact not only for your online course, but also for GBC. Your feedback, encouragement and engagement is the gateway to their success in learning from you, and in continuing their personal learning journey. Therefore it’s good online instructional practice to:

1. Introduce yourself and the course to students during the first week of class. (You can use the Start Here page from the WebCampus Faculty Best Practices Template for an outline. Panopto  is a tool available in the Rich Content Editor that allows you to quickly add an introductory video to your Welcome page.)

2. Post announcements, homepage messages, feedback, comments, regularly throughout the semester. This is part of providing the regular and substantive feedback that is required for all online for-credit courses.
3. Respond to student inquiries within at least 3 business days, if not sooner.
4. Provide regular, timely instructor feedback (i.e., grades, written comments, rubrics, verbal feedback, etc.) throughout the semester.
5. Ensure each course, including all activities (assignments, quizzes etc.) and materials (lecture recordings, presentations, documents etc.) meet required accessibility standards. Use the tools available to you (e.g. Readspeaker, Panorama) to review and revise your course content to make your content accessible for your students. Become familiar with the online accessibility tools available to your students (e.g. Readspeaker, Panorama).

COURSE ORGANIZATION AND STRUCTURE

1. Courses must contain the following:
 - Computer/Technology Requirements
 - Participation and Attendance expectations
 - Course objectives/Student Learning Outcomes
 - Assignments and Late Policy
 - Grading scale
 - Institutional Policies and Procedures (i.e., student services links: library, Academic Success Center, HelpDesk, SGA; ADA statements, Netiquette & Student Conduct policies; etc.)

This should be visible to students the entire semester.

2. Courses are organized in such a way that students can navigate easily.

(If you need these added to your course, please provide your course name to the Online Education department, and request the Faculty Best Practices Template with the Syllabus.)

TRAINING AND REVIEW

1. *As per faculty senate requirements specifying WebCampus training*, **all** new faculty (including part-time/adjunct) must complete the WebCampus Orientation for Faculty Canvas course prior to teaching an online course for the first time. Additional one-on-one training can be scheduled by contacting the Online Education department.

1a. Tenure/mentor committees will use a basic requirements rubric to review online courses.

2. More in-depth WebCampus/Canvas training resources, including video tutorials and step-by-step job aids, are available to all faculty through the Professional Development Series course in WebCampus.

Training modules include:

- DesignPLUS Course Design Tool tutorials and resources
- Turnitin training and resources
- Curriculum Mapping training and resources (course level)
- Panopto Video Management System recorded training sessions, tutorials and resources
- Faculty Inservice and professional development recorded sessions
- Strategic Planning and Assessment recordings
- MunchBytes training resource materials

ONLINE COURSE ISSUE IDENTIFICATION AND RESOLUTION

Reported online course issues (e.g. student complaints to department chairs, Director of Accessibility Services/Title IX Coordinator or the Online Education staff; a lack of progress addressing issues identified by a tenure/mentor committee, etc.) relating to the above guidelines may prompt a course review by the appropriate Dean. It will be at the Dean's discretion to make recommendations for changes, which may include having the instructor create an action plan in consultation with the Vice President responsible for Academic Affairs and/or the Director of Accessibility Services, along with the appropriate Dean, with the goal of resolving course issues within a year. Once a faculty member determines that the identified course issues have been remediated, the instructor will meet with the appropriate Dean for review.



Great Basin College

STUDENT SUBSTITUTION/WAIVER FORM

Please send completed and signed forms to Assistant registrar via secure share.

Date: _____

Academic Advisor Name: _____ Dept: _____

Student Name: _____ NSHE ID#: _____

Major: Bachelor Associates Certificate Catalog Year: _____

Declared Major: _____ **(Student must be declared this major)**

GBC Requirement: _____ # of credits: _____
(GBC Requirement example: English Requirement, Math Requirement, Scientific Reasoning, etc.)

Waive Substitute _____ # of credits: _____

Office use only RG _____ RQ _____ LN _____ Override # _____ Date & Initials _____

GBC Requirement: _____ # of credits: _____
(GBC Requirement example: English Requirement, Math Requirement, Scientific Reasoning, etc.)

Waive Substitute _____ # of credits: _____

Office use only RG _____ RQ _____ LN _____ Override # _____ Date & Initials _____

GBC Requirement: _____ # of credits: _____
(GBC Requirement example: English Requirement, Math Requirement, Scientific Reasoning, etc.)

Waive Substitute _____ # of credits: _____

Office use only RG _____ RQ _____ LN _____ Override # _____ Date & Initials _____

GBC Requirement: _____ # of credits: _____
(GBC Requirement example: English Requirement, Math Requirement, Scientific Reasoning, etc.)

Waive Substitute _____ # of credits: _____

Office use only RG _____ RQ _____ LN _____ Override # _____ Date & Initials _____

Academic Advisor Signature: _____ Date: _____

Program Advisor/Director Signature (if required): _____ Date: _____

Academic Advisor must receive program advisor/director signature before submitting program requirement subs or waivers.

General Education Committee Chair Signature: _____ Date: _____

Required for all General Education subs or waiver. *The Gen Ed Department tasked with oversight of the course must provide written justification based on Gen Ed outcomes with their approval before sending to the Gen Ed Committee for final approval. The only exception is if a student has a previously received an AA, AS, BA or BS degree, or when a transfer course was designated a General Education at the institution it was taken.*

Curriculum Manager Signature (if required): _____ Date: _____

April 7, 2025

Ad Hoc Committee on Faculty Salary Equity Review Final Report and Recommendation

The ad hoc committee on Faculty Salary Equity Review was convened at the request of GBC President Amber Donnelly. The committee was formed to perform a biannual salary equity review as required by NSHE.

The committee members are:

John Rice, Chair; Sheri Baker, Eleanor O'Donnell, Abigail Loya, Bryan May, Dorothy Callandar, George Kleeb, Jason Farnsworth, Katie Snow, Norm Whittaker, Nicole Scollard (TMCC HR), Kim Studebaker (TMCC HR), Dave Sexton (Ex Officio).

The Nevada System of Higher Education requires its institutions to adopt and follow a policy for bi-annual Equity Salary Adjustments. Great Basin College has been out of compliance with this directive since 2013, when its last salary equity study was conducted.

The committee has been meeting as a whole and in subcommittee one to two times weekly since February 17, 2025.

The committee defines its study as one focused on analyzing existing internal positions and their associated responsibilities and duties to identify pay disparities and discrepancies for the same or similar work relative to age, race, gender, job description and responsibilities, seniority, academic credential, previous work experience, whether the position was identified as “difficult to hire”, and other variables.

The committee has mined data from all academic and professional faculty. The academic faculty were divided into three areas:

1. Zero/Non-Tenured Track
2. Tenure Track
3. Tenured

Professional Faculty were examined as a whole.

All data was examined “by hand” to identify discrepancies in pay. As those discrepancies were discovered, a subcommittee of the whole, made up of members Baker, Kleeb and Rice drilled down into individual personnel salary data and examined age, race, gender, job description and responsibilities, seniority, academic credentials, previous work experience, and other variables.

In its examination of academic and professional faculty data, the committee finds discrepancies in pay, but it does not find inequities. Discrepancies appear in all areas the committee examined. The committee found those discrepancies were caused by one or another faculty member having a higher academic credential, a higher number of previous years of experience¹, seniority, or other variables.²

¹ In “difficult to hire” Zero track negotiated contracts, an employee may be credited with up to 25 years of previous experience, including related job experience in “industry”. Standard tenure track positions can be credited with up to 10 years of previous experience

The committee reminds the Faculty Senate that faculty members who feel they are not being compensated fairly for *any* reason may seek their own individual salary review process through human resources.

The committee makes the following finding and recommendations to President Donnelly:

- After thorough examination of academic and professional faculty salaries, the ad hoc committee finds no instances of inequity.
- The committee recommends President Donnelly engage the institution in a full-scale institutional salary study to address compensation issues comprehensively. The committee recommends this study take place at the earliest opportunity.
- The committee recommends the adoption of the following policy: GBC Equity Salary Adjustment Plan³.

Great Basin College Equity Salary Adjustment Plan (RECOMMENDATION)

It is the policy of Great Basin College to conduct a biannual equity review of the salaries of academic and administrative faculty to determine whether a faculty member's salary is appropriate as compared to the salaries of other faculty at the institution based upon years of experience, educational attainment, and other relevant factors.

Responsible Office(s): GBC Human Resources

Procedure: Provisions, definitions, and procedures may be found on the Human Resources website.

HR Provisions, Definitions, and Procedures

(Human Resources maintains provisions, definitions, and procedures of this plan)

A biannual review of the salaries of academic and administrative faculty will be conducted to determine whether a faculty member's salary is appropriate as compared to the salaries of other faculty at the institution based upon years of experience, educational attainment, and other relevant factors.

An accompanying biannual identification of institutional resources to fund equity adjustments shall be made.

The internal equity study may be performed by institution HR personnel, or the institution may hire an outside consultant as agreed upon by the president and the faculty senate.

The results of all internal equity studies shall be provided to the faculty senate.

Appropriate internal equity adjustments of salaries may be phased-in incrementally within the biennium they are awarded, depending on funding resources.

² Simply put, as the subcommittee of the whole examined instances of salary discrepancies, it discovered in all instances it was comparing an apple to an orange. Those instances cannot be compared on the same scale.

³ This policy draft was provided for our consideration and use by TMCC.

A faculty member may request an equity review of his or her salary. The review shall be conducted by Human Resources and any equity adjustments made as a result shall be approved by the president and shared with the faculty senate.

The annual progress of the internal equity review (study) and related adjustments shall be reported annually to the Board of Regents regarding the progress, per P&G manual, Ch.3, Section 3.

Definitions:

- Equity studies or reviews analyze existing internal positions and associated responsibilities/duties to identify pay disparities and discrepancies for the same/similar*

The ad hoc committee includes dedicated members from every area of the college. As chair of this committee, I am deeply grateful for the careful and considerate work of our colleagues.

Respectfully Submitted,
John Rice, Chair

GREAT BASIN COLLEGE BYLAWS

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1.0 Organization and Administration of Great Basin College

Purpose of the College. Great Basin College (GBC) is part of the Nevada System of Higher Education (NSHE) – a system comprised of three universities, four community colleges, and a research institute. GBC must comply with all policies and procedures outlined in the Board of Regents of NSHE Handbook Title 2 (Code) and Handbook Title 4, Codification of Board Policy Statements.

GBC is a comprehensive community college and provides educational opportunities for university transfer, occupational/technical, selected baccalaureate degrees, community education, developmental education, business and industry linkages, and student support services.

With an 86,500-square-mile-service area, a multi-educational center organizational structure and extensive distance education technologies are utilized.

2.0 College Bylaws (GBC)

Other GBC Bylaws. As per NSHE Code, Title 2, Chapter 1, Section 1.4.7., the Board of Regents delegates to the faculty of GBC the authority and responsibility for organizing itself in accordance with GBC Bylaws and for recommending policy on matters of faculty welfare, on the rights of faculty under the Nevada System of Higher Education Code, and on their involvement in the College's primary missions as stated in the NSHE Code. Classified staff are also awarded the authority and responsibility for organizing themselves into a representative body in accordance with the NSHE Code.

The **College Bylaws Committee** is formed by recommendations from the Faculty Senate, Classified Council, President's Council, and appointed by the president. The Committee deals with questions related to GBC Bylaws interpretation, possible revisions, and amendments. This is an ad hoc committee. Any college person or group requesting interpretation, revision, or amendments should contact the president's assistant.

Questions of interpretation of GBC Bylaws shall be directed to the ad hoc College Bylaws Committee. The committee shall rule on the questions, and any appeal of the decision shall be made to the president, who has final authority to resolve questions of interpretation. To the extent that any provision of these Bylaws conflicts with a provision of the NSHE Code, the provision of the NSHE Code shall be controlling.

GBC policy on policies. The GBC policy on policies ensures that the management of GBC policies aligns with NSHE policies, as well as state, federal, and local laws and regulations, while reflecting the values of the college. This policy is available upon request.

Amendments to the GBC Bylaws:

- Any employee or college body may propose an amendment. Such a proposed amendment shall be presented to the College Bylaws Committee for review and validation with federal and state laws as well as NSHE Code and Policies. Such a proposed amendment must be forwarded to the President's Council with appropriate notes from the College Bylaws Committee. If the president rejects the proposed amendment, then the president shall notify all parties, in writing, of the decision and the reason(s) for rejection within twenty (20) working days after receiving the proposed amendment.
- Any amendment must be reviewed and accepted by the President's Council. Upon approval by GBC's President, proposed bylaw changes are submitted to the NSHE Chancellor for final approval.

3.0 Organizational Structure of Great Basin College

3.1 The Participants. Organizationally, Great Basin College consists of Deans, Faculty, Classified Staff, and Students. Faculty encompasses executive faculty, full-time and adjunct teaching faculty, and administrative faculty, as outlined below. Classified (or support) staff are non-exempt employees governed by the State of Nevada personnel procedures. Students, whether full-time or part-time, are the foundation of GBC's mission. These categories of participants are detailed in the sections below.

Executive Faculty

Executive faculty are the president and vice -presidents. The president of the College is the chief executive officer. The president reports to the Board of Regents through the Chancellor. The president's specific duties and responsibilities are set forth in the Bylaws of the Regents. The president is responsible for all final decisions at the College and is the chief college representative to the community at large. Each vice -president is appointed by the president subject to the approval of the NSHE chancellor. The president specifies duties and responsibilities. Vice-presidents report directly to the president.

Academic Faculty

The faculty of the College is composed of all persons holding positions as defined and authorized by the Board of Regents (NSHE code, 1.1(g) and 1.4.5). This definition includes those who teach, instruct, lecture, and provide counseling services or professional library services directly supporting teaching. People holding letters of appointment for teaching or other part-time professional duties are considered adjunct faculty. They are not eligible for tenure. The president appoints all academic faculty.

Administrative Faculty

Administrative faculty may perform various professional duties, such as supervising administrative or support areas. They may work at a variety of intellectual specialized or technical work tasks. The president appoints administrative faculty. The president shall establish duties and responsibilities of administrative faculty.

Classified Staff

Classified staff are employed to provide technical and clerical support to the administration and faculty. Terms and conditions of employment are set forth in Chapter 284 of the *Nevada Administrative Code*.

Students

Students are people enrolled in credit and/or non-credit courses at Great Basin College.

3.2 College Governance

3.2.1 President's Council. For the purpose of promoting shared governance in the College community these bylaws authorize the formation of the President's Council, consisting of senior administration with representation including the GBC faculty senate chair.

The President's Council serves as both an information gathering and a decision-making group. It receives recommendations from all the College groups. It also acts as a forum for debate and discussion on policies, procedures, issues, and concerns. Final decisions on matters of policy and procedure are reserved to the president.

The President's Council may establish committees to make commendations on any matters of concern to the College. Whenever possible and appropriate, members of the President's Council will work together with both academic faculty and classified staff.

The president shall determine the administrative organization of the College. A current organizational chart of the college may be found in the *GBC Policy and Procedure Guide*. Updates are located on the Great Basin College website.

3.2.2 Faculty Senate. These Bylaws authorize the formation of a faculty senate as allowed by NSHE Code, Ch. 1, Sec.1.4.7. The purpose of the senate is to assure faculty participation in the formation of institutional policies and goals and the implementation of these policies and goals.

In accordance with the GBC Bylaws and the NSHE Code the faculty establishes and maintains separate bylaws for their governance. The *GBC Faculty Senate Bylaws* are on the website.

The faculty senate will make recommendations concerning general policy on matters of faculty welfare, faculty rights under the NSHE Code, and faculty involvement in the Great Basin College mission.

These recommendations will be provided to the president in writing for decision, and, if applicable, on to the Board of Regents. Recommendations that are to be sent to the Board of Regents must first be approved by the president's council.

The faculty will be represented at all meetings of the Board of Regents by the chair of the faculty senate or designee. The faculty senate chair will also sit on the President's

Council.

The Faculty Senate may nominate and elect two representatives from the adjunct faculty.

Faculty Senate Standing Committees. The Faculty Senate establishes membership in each of its standing committees and, when necessary, ad hoc committees.

3.2.3 Classified Council. For the purpose of promoting support staff participation in the College community, the GBC Bylaws authorize the formation of an organization of classified staff to be known as Classified Council. All full-time and part-time employees of GBC under the State of Nevada Classified Employee System are eligible for membership in the classified council.

The Classified Council shall develop bylaws for governance. All such Council bylaws shall conform to the *GBC Bylaws* and the NSHE Code and be approved by the president.

Classified Council Bylaws may be amended according to conditions set forth within those bylaws, provided the amendments do not bring the Council bylaws into conflict with the GBC Bylaws or the NSHE Code.

The Classified Council may establish committees to make recommendations on matters of personnel and involvement in the institutional mission. If possible and appropriate, members of the classified staff will participate on institutional committees as provided for in these bylaws.

The chair of the Classified Council or designee shall communicate to the president of GBC the results of any deliberations on matters of personnel policy or matters involved in the institutional mission. The Council's actions are advisory only; the president shall have the final decision. The Classified Council chair shall be invited to participate in the President's Council on a regular basis.

Classified Council Subcommittees. The Classified Council establishes membership in each of its standing committees and, when necessary, ad hoc committees.

3.2.4 Student Government Association (SGA). For the purpose of promoting student participation in the College community, the Board of Regents authorizes the formation of the Student Government Association (SGA) of students at Great Basin College. The SGA shall conform to rules, regulations and policies as established by the Board of Regents, and to all applicable statutes of the State of Nevada.

Students currently enrolled at GBC in any FTE-approved courses are eligible for membership in the Student Government Association.

The SGA shall have a constitution, approved by a majority of those voting. All provisions of the SGA constitution are subject to the review and comments of the president of GBC and approval by the Chancellor of NSHE. The constitution shall be in conformance with the NSHE Code, in particular Ch. 1, Section 1.3.6.

The SGA through its constitutional provisions may establish committees to deliberate

student concerns. Whenever possible and appropriate, students will be included on institutional committees as provided for in these *Bylaws*.

The SGA president shall be the official spokesperson for the students of the College and shall be present at all regular Board of Regents' meetings. The president of the SGA shall communicate monthly to the vice-president for student services any official SGA actions, concerns, and/or reports for the vice-president's action or for forwarding to the president of GBC.

3.2.5 GBC Institutional Advisory Council. (IAC). IAC membership will consist of no less than 10 and no more than fifteen individuals who reside in the GBC service region to function as ambassadors from and liaisons with stakeholders. As much as is reasonably feasible, the geographic distribution of IAC members will reflect the GBC student distribution.

3.2.6 GBC College Foundation. The Foundation's mission is to enhance the overall mission of Great Basin College as an institution of higher learning, achieved primarily through cultivation and management of fiscal resources and promotion of the College's image throughout the region.

3.2.7 Other College Committees and Councils. In addition to the standing committees and councils outlined elsewhere in this policy, the institution may establish various other committees and advisory boards to support specific administrative, academic, and student service functions. These committees serve to provide guidance, oversight, and recommendations on institutional policies, student concerns, academic program development, and administrative procedures.

4.0 Budget

In keeping with the priorities of excellence for instructional and support services, the vice-president for finance and operations shall request annual budgetary recommendations from the faculty. The budgetary process shall include the opportunity for faculty and staff members to make budgetary recommendations.

The president or designee shall ensure that all faculty and staff members are informed on the status of the yearly work program and the biennium budget.

5.0 Human Resources

5.1 Personnel Actions

5.1.1 Recommendations for Action. All recommendations for personnel actions shall be directed through regular administrative channels. As the appointing authority, the president must provide final approval of all recommendations from supervisors, search committees, and other appropriate individuals or groups concerning appointment to employment, non-reappointment to employment of non-tenured faculty members, salary, promotion, or appointment with tenure within the College. However, an appointment with tenure shall also require the approval of the Board of Regents.

No employment contract is valid without the president's approval. Unsigned contracts are non-binding and do not constitute an offer. A contract form which has not been signed by the president is considered an instrument of negotiation and is not a binding contract or offer. The president shall have the authority to issue a contract for employment for any approved or budgeted position, except as otherwise stated in the NSHE Code, Ch. 1 Sec. 1.6.1 and Ch. 5 Sec. 5.4.2.

5.1.2 Denial of Appointment with Tenure, Salary Increase, Promotion, or Reappointment. A faculty member who has been denied appointment with tenure, a salary increase, promotion, or reappointment to employment, or who has received a notice of termination may, within 15 calendar days after notification of such denial, provide a written request to the department chair, supervisor, or vice-president who rendered the negative decision asking for a statement in writing of the reasons for the denial or notice of termination. The response must be received by the faculty member within fifteen calendar days after the appropriate administrator receives the written request for reasons. Faculty who has not been granted tenure may be issued notices of non-reappointment or termination depending on their date of hire, consistent with Handbook Ch. 5, Section 5.9.

Within fifteen calendar days after receipt of the written reasons for denial of appointment with tenure, salary increase, promotion, reappointment to employment, or for the issuance of a notice of termination, a faculty member may request reconsideration. The request shall be submitted in writing to the faculty member's department chair, supervisor or vice-president who rendered the negative decision together with the reasons, arguments, and documentation supporting the request for reconsideration. The request for reconsideration shall be promptly directed through regular administrative channels with recommendations for or against reconsideration of the decision. Final action shall be taken within a reasonable time by the president after receipt of the recommendations, except that if the president, after reconsideration, decides to recommend that appointment with tenure should be granted, the final decision must be made by the Board of Regents.

5.2 Appointment

5.2.1 Recruitment Procedures. Procedures for recruitment and selection of faculty shall be published with GBC Policies on the GBC website. Such procedures shall be consistent with the provisions of the NSHE Code.

5.2.2 Duration of Employment Contracts. The NSHE Code Sec 5.4.2 provides, in lieu of tenure, for employment contracts for up to three years with subsequent one-to-three-year contracts possible as offered and accepted by the employee. These contracts do not provide tenure. Employees receive the same benefits, and salary increases as tenured full-time faculty. See NSHE Code citation listed above for more detailed information.

5.2.3 Terms and Conditions of Employment. All employment contracts shall be in writing and shall specify therein the terms and conditions of employment. The provisions of the NSHE Code, in their entirety, shall be a part of the terms and conditions of every employment contract, except as may be varied in writing by the parties to the contract. Any understanding, promise, term, condition, or representation not contained in the contract is of no effect.

An employment contract shall not be binding until executed by both the appointee and the appointing authority and approved as may be provided in the NSHE Code.

5.2.4 Personnel Files. The College will maintain an official personnel file for each employee. No anonymous material except duly authorized evaluations/letters/memos will be placed in the file. Any employee will have the right to examine and duplicate the contents of the file during regular office hours.

5.2.5 Job Descriptions. All employees of the College shall have job descriptions. Academic faculty responsibilities shall be provided in a job description as determined by the vice-president for academic affairs after consultation with the faculty member involved. The specific responsibilities shall reflect the workload policy as set forth in the *GBC Policy and Procedures Guide*, and they shall reflect the goals, objectives, and priorities of the College.

Executive and administrative faculty and non-teaching faculty responsibilities and classified staff responsibilities shall be provided in a job description as determined by the appropriate administrator. Specific responsibilities shall reflect the goals, objectives, and priorities of the College.

5.3 Recruitment

A position analysis, description, and announcement will be developed by the administrative unit concerned and published by the personnel office. Recruitment will be on an internal, local, regional, or nationwide basis as determined by the president. A search committee process as determined by campus policy will be used for professional, administrative, and classified position openings.

In accordance with the Board of Regents' Handbook, Title 4, Chapter 8, Section 8(2), the president or chancellor may waive the search requirement where he or she determines the waiver to be in the best interests of the college.

In addition, internal college promotions (excluding presidents and vice-presidents) do not require a search (Board of Regent's Handbook, Title 4, Chapter 8, Section 8(3)).

For the recruitment and selection of executive faculty (vice-presidents), the president will appoint a chair of a search committee, which will be broadly representative of the college. Since the hiring of the vice-president for academic affairs affects the teaching faculty directly, and because this leadership position establishes professional tone and pedagogical engagement and is central to the program vision of the college, the faculty will be well-represented on this particular search committee. Specifically, major areas of the college teaching functions will be represented.

For the recruitment and selection of administrative faculty, the appropriate vice-president will appoint a chair, who will then form a search committee. Faculty will be represented on the search committee to the extent that the position affects the college's teaching function. The committee will be broadly representative of the college community and, depending upon the technical or specialized nature of the position, by persons possessing the technical knowledge and skills.

The recruitment and selection of the college president will be conducted in accordance with rules set forth by the Board of Regents Committees; recruitment and selection will be determined by the Board of Regents in compliance with NSHE Code.

Search committee procedures for full-time teaching faculty positions are detailed in GBC Faculty Senate Personnel Committee's document, *Procedures Governing the Search for and Recruitment of Faculty and Administrative Faculty*.

5.4 Employee Evaluation

Every employee of GBC shall receive periodic evaluation of their work performance in accordance with NSHE Code, Ch. 5, Sec 5.12 and Handbook Title 4, Ch. 3, Sec 4.

An evaluation shall be conducted for the purpose of documenting, supporting, and encouraging excellence at Great Basin College. Excellence of instruction, support services, and administrative functions shall be the highest priority. Evaluations are to be conducted in a constructive manner for the benefit of the employee and will be structured to provide for a variety of inputs. Evaluations will include, but not necessarily be limited to assessments of professional performance, communication skills, performance of assigned duties, commitment to teamwork, and effective use of the resources of the College.

Administrative faculty, academic faculty, classified staff, and adjunct faculty each have guidelines for periodic evaluation. The guidelines are detailed in Chapter 5 of the *GBC Policy and Procedures Guide*.

A summary of the performance evaluation procedures follows:

- The evaluation of the president shall follow guidelines approved by the Board of Regents.
- The president will determine the evaluation process for vice-presidents.
- The performance evaluations of executive administrators (president and vice-presidents) shall include consultation with the professional and classified staff of the administrative unit.
- **Administrative faculty** are evaluated by the immediate supervisor annually with attention paid to the past year's progress on professional goals and directions and the development of mutually agreed upon directions for the upcoming year. The supervisor also evaluates the administrative faculty on management competencies (planning, communicating, and others) on a four-point scale. The performance evaluations supervisory faculty shall include consultation with the professional and classified staff of the appropriate administrative unit.
- **Academic faculty** are evaluated annually using data and judgments from course evaluations completed by students, evaluation by immediate supervisor, and a self-evaluation, with each of the three methods carrying equal weight.
- **Tenured academic faculty** will undergo a peer review every five years. This involves teaching observations by the department chair, a peer picked by the faculty member from within the department, and a peer from another discipline. Their written reports are submitted to the vice-president for academic affairs or the appropriate supervisory dean.
- **Adjunct faculty** are evaluated based on classroom observation/conference the

first semester of employment and every fifth year thereafter. The department chair or an appointed faculty member conducts the evaluation. Student course evaluations are also considered in the review process.

- **Classified staff** are evaluated according to State of Nevada procedures.

All evaluation procedures are reviewed periodically to maintain a system of evaluation that enhances performance and the accomplishment of the College mission.

5.5 Adverse Annual Evaluation Rating

Academic and administrative faculty who disagree with the supervisor's evaluation may submit a written request for peer review, as provided in the NSHE Code, Ch. 5, Sec 5.16 and in Handbook Title 4, Chapter 3, Section 4.5. Following the provisions in these two references, GBC uses the peer review process to address faculty objections to an adverse annual evaluation rating **or** a denial of merit increase. The result of the peer review will be a recommendation to the president for a final decision. Whether the president accepts or rejects the peer review recommendation, the president must include a signed addendum on the front of the original evaluation stating the change, if any, and the reasons for the change or the reasons for a denial of a recommended change. See 5.11 below for more detail on the peer review process.

5.6 Tenure

The major objectives of tenure are to provide a faculty committed to excellence and to provide a substantial degree of security to those people who have exhibited excellent abilities, sufficient to convince the NSHE that their expected services and performances in the future justify the privileges provided by tenure.

Tenure policy and eligibility will follow those established in the NSHE Code, Chapter 4, Tenure for Community College Faculty, and those procedures outlined in Section 5 of the *GBC Policy and Procedures Guide*.

5.7 Professional Rights and Appeals, Salary Schedules

Changes in contractual status shall be administered in accordance with the NSHE Code.

All appeals and reconsideration of personnel actions shall be conducted in accordance with the NSHE Code. Salary schedules for the universities, special units, state colleges, and the community colleges shall be reviewed every four years, in an odd numbered year, by joint efforts of the faculty, the presidents and the chancellor. Any proposed revisions to the schedules shall not go into effect until approved by the Board of Regents (BIR 1/03).

5.8 Layoffs for Curricular Reasons and Financial Exigency

5.8.1 Curricular Reasons. An employee of the college may be laid off for curricular reasons because an administrative unit, project, program, or curriculum has been discontinued, reduced in size, or reorganized for bona fide reasons pertaining to the mission of Great Basin College resulting in the elimination of the employee's position (NSHE Code, Ch. 5. Sec. 5.4.7., as revised). The process for elimination of an

administrative unit, project, program, or curriculum follows Code Ch. 5, Sec. 5.4.7, subject to the committee recommendation described below.

No decision about program termination shall be made by the president without a recommendation of a program review committee, either a regularly scheduled review or a special review. The committee will be constituted as a program review group, including membership from area or department under review, cross-campus faculty, employers, and faculty or administration from another institution. The committee's investigation will consider enrollment, employment trends, costs, and status of students enrolled in the program but not yet completed.

5.8.2 Financial Exigency. A faculty member may be furloughed or laid off as an employee before the end of the contract term because of financial exigency declared by the Board of Regents, following the process in Code Ch. 5, Section 5.4.5.

If the Board of Regents chooses to implement ad hoc financial exigency committees pursuant to Code Ch. 5, Section. 5.4.5(d), and if any Great Basin College administrative unit, project, program, or curricula is potentially affected by the financial exigency, the president shall determine the number of persons to serve on the ad hoc financial exigency committee, shall choose the chair of the committee, and choose one-half of the remaining membership of the committee. The Faculty Senate shall elect one-half of the membership, and the chair shall vote only in case of a tie vote. The plan recommended by the committee must be approved by the president before being submitted to the chancellor. (See 5.4.5(d) of the NSHE Code.)

5.8.3 Layoffs Due to Curricular Reasons or Financial Exigency (Procedures). If a professional employee is notified of a layoff for curricular reasons on or before December 1 of the professional employee's current contract year, the layoff shall not be in effect until the following June 30. If a professional employee is notified of a layoff for curricular reasons after December 1 of the current contract year, the layoff shall be in effect until the completion of the contract year immediately following the June 30 of the contract year of notice (NSHE Code, Ch. 5, Sec. 5.4.8 (d)).

When a professional employee has been officially notified of a layoff for curricular reasons, the faculty member, in addition to the requirements of the official notice as provided in Code Ch. 5, Section 5.4.7 should be informed of possible alternatives to layoff for curricular reasons.

A professional employee may be furloughed or laid off as an employee before the end of the contract term because of a **financial exigency** declared by the Board of Regents as outlined in NSHE Code, Ch. 5, Sec. 5.4.5 and 5.4.6.

5.8.4 Classified Staff Layoffs. If, because of changes in organization, job duties, financial exigency, or the like, it becomes necessary to consider reductions in Classified Staff, status, performance, and seniority are all determining factors. Procedures for reduction in Classified Staff are outlined specifically in the State Administrative Manual. (State Administrative 288.614 - 284.630).

5.9 Academic and Administrative Faculty Grievances

5.9.1 Definitions. 1) A grievance is an act or omission to act by the respective administrations of the System institutions, allegedly resulting in an adverse impact on the employment conditions of a faculty member relating to promotion, appointment with tenure or other aspects of contractual status, or relating to alleged violations of the Nevada System of Higher Education Code or institutional bylaws (from NSHE Code, Ch. 5, Sec. 5.7.1). Board of Regents Handbook, Title 4, Ch. 3, Sec. 4(5) provides a procedure, as described below, for addressing a faculty member's dissatisfaction with an adverse annual evaluation rating or denial of merit. The faculty member will have the right to pursue reconsideration and a grievance, in addition to submitting a written rejoinder. 2) Acts or omissions that do not meet the formal definition above, but which still affect workplace relationships and productivity are also subject to grievance.

5.9.2 Procedures. Except as stated in the following paragraph, the faculty member (administrative or academic) will take the grievance to that person's supervisor; if it is not settled at that level, it goes to the next level of supervision, and so on. The president, if it reaches that level, will make a final decision. At each level, the parties are encouraged to make a sincere effort to resolve the grievance in a collegial and respectful manner.

For grievances pursuant to 5.9.1(1) of these bylaws Great Basin College uses peer evaluation or peer review for resolving issues relating to promotion, tenure, and evaluations as provided in the NSHE Code Ch. 5, Sec. 5.16(c).

An employee who disagrees with an adverse evaluation may provide a written rejoinder and/or request a peer review within fifteen working days of the date of the evaluation. The peer review committee which must be represented by **both** administration and faculty, will be comprised of the following:

- The grieved employee chooses one member.
- If the grieved employee is an academic faculty member, the senate chair will select at least five and no more than eight tenured academic faculty members.
- If the grieved employee is an administrative faculty the senate chair will select at least five and no more than eight administrative and/or academic faculty, each of whom has been at GBC at least 5 years. From these lists, the president selects one person for the committee, who will then serve as chair.
- The employee's supervisor chooses one member.

Within fifteen working days of the committee selection the peer review chair will convene a meeting of the group, which will then complete the work within twenty working days. The working days specified above are the maximum. Some steps may be completed in a shorter period.

The committee will:

- Review written materials submitted, including the original evaluation and the faculty rejoinder.

- Gather information from other sources as the committee chair deems necessary.
- Discuss the merit of changing or not changing the evaluation. The proceeding of the peer review shall be informal in nature.
- Draft a report recommending the confirmation of the original evaluation or recommending a new evaluation.

The peer evaluation report will be submitted to the college president. If the recommendation is to change the evaluation the president may or may not accept the recommendation. Either way the president must attach an addendum to the front of the original evaluation explaining how the evaluation was changed (if it was changed) and why the evaluation was changed or remained the same. The addendum is signed by the president and a copy is given to the faculty member within fifteen (15) working days.

The supervisor's official evaluation and the faculty member's rejoinder and/or peer evaluation will be retained in the faculty member's personnel file along with other recommendations from a review process.

5.10 Classified Staff Grievance

Classified staff of the College who feel aggrieved because of an action or omission of an action resulting in an adverse impact on the employment conditions relating to salary promotion, or other contractual status as conditional by the NSHE Procedures and Guidelines Manual may seek redress through the State of Nevada procedures available from the college human resource office.

Proposal for Faculty Evaluation Process Improvements

ADHOC Faculty Evaluation Committee Members: Jamie Carlson, David Antonini, Karl Stevens, Jonathen Foster, Mary Doucette, Tim Esh, Yvonne Naungayan, & Daniel Murphree,

Introduction

The ADHOC Faculty Evaluation Committee has conducted a thorough review of the current evaluation process and has identified key areas for improvement. This proposal outlines recommended revisions to enhance efficiency, fairness, and accessibility within the evaluation process at Great Basin College (GBC). The recommendations aim to modernize evaluation procedures, recognize faculty contributions more accurately, and streamline assessment process and tracking.

Proposed Recommendations

Digital Accessibility and Form Modifications

Transitioning the evaluation document into a working document integrated with an electronic system, such as Watermark or a similar platform, to facilitate ease of use, review, and signature collection.

Convert the current form into a user-friendly fillable format that allows online access each year, eliminating the need for manual distribution. Putting the evaluation onto the website for faculty to access would be beneficial to those employees that would prefer to work on it sooner than the current distribution date.

Add a fillable year field to the document. This would allow for annual updates without requiring a new template distribution each year to faculty.

Teaching 1.B. Instructional Delivery

Replace the outdated IDEA evaluation system with updated student evaluation scores. This process is one line that needs to be updated to reflect what GBC is currently using to evaluate instructor effectiveness in the classroom.

Clarify the section under 1.B. where it has the note to explain how the rating from the student evaluation is used to calculate the role rating.

Teaching 1.C. Course Assessment

The committee recommends adding a paragraph to this section to define the course assessment process and its importance. This section should outline the steps for assessing courses, ensuring

alignment with both Gen Ed and program requirements. It should emphasize regular assessments to avoid gaps, which can impact program and institutional accreditation. Clear guidelines will promote consistency, accountability, and continuous improvement, strengthening the educational experience and meeting accreditation standards.

Teaching 1. A. Instructional Design

Move the ADA statement to the required section under instructional design.

Add an additional check box for having an AI policy or statement in the syllabi.

Teaching 1. D. Instructional Management

Assign two items for faculty who create their own banks of test questions for a course due to the amount of time that it takes. Allow for one item if the faculty member chooses to order a test bank from a company.

Allow the option for up to two items for faculty who teach winter or the summer courses. These are additional requirements that are outside of the required time at the college.

Change the wording for the item desk copies ordered to include online resources for course development.

Increase the items for faculty who create a new course to reflect the effort required to create these courses. When creating a new course, the course needs to be developed in its entirety and this would count for four additional items.

Create a point system based on the number of part-time instructors the faculty member manages. List managing 1-5 part-time faculty as one item and add an additional item for managing more than five part-time faculty members.

Professional 2.B. Scholarly/Creative

Increase the value of publishing a book to five items towards this section, requiring justification for the higher level of items awarded.

Allow multiple items to be counted for each publication, book review, and/or article published if justified.

Assign one item per conference presentation to encourage faculty participation in academic opportunities outside of campus.

Justifying the additional items by the amount of time that it takes someone to prepare a presentation, author a book, publish an article, or author a book review.

Service 3. A. Service to the Institution

Implement a structured recognition system for faculty members that are serving on multiple faculty senate, institutional, or ADHOC committees. For example, list it as a item for each of the following:

- 1-2 committees or subcommittees
- 3-4 committees or subcommittees
- 5-6 committees or subcommittees

This allows for additional credit for service beyond the minimum requirements that are set.

Add an additional required category for regularly attending and participating in department meetings.

Service: 3.B. Service to Students

Define what student advising is or means within the requirements. Explaining that student advisement includes informal discussions outside of class regarding academic progress and career planning. By doing this it will ensure that faculty receives recognition/credit for student advisement, even if it does not occur through a formalized process.

For example, on the document provide a statement similar to the following:

“Advising includes but is not limited to: X, Y, Z”

Conclusion

These proposed changes aim to refine and modernize the faculty evaluation process while ensuring fair recognition of faculty contributions. Choosing to adopt these revisions, GBC can enhance faculty engagement, streamline assessments, and improve overall evaluation transparency. The Faculty Evaluation Committee submits this proposal for review and approval by the Faculty Senate to submit for potential changes in the future evaluations.

Welcome to Great Basin College

Great Basin College (GBC) values our students, faculty and staff, industry partners, and community stakeholders! Valuing what we have in common, and our differences, allows us to innovate, create lasting friendships, and accomplish our goals together. We do this by fostering a college climate of mutual trust, tolerance, informed discourse and having a culture where everyone can explore new ideas and perspectives. Our driving purpose to “change lives” comes when we work together in a friendly and supportive way.

GBC shines in our ability to provide in-person educational opportunities throughout rural Nevada at any of our campus locations and throughout the United States with our online educational offerings. Additionally, GBC enriches people's lives by providing student-centered, post-secondary education with high standards and expectations by providing outstanding academic programs, smaller class sizes, and excellent faculty who really care about our students.

Education is more crucial than ever to Nevada's economy. Because of that, GBC offers an expanding range of both traditional academic programs and career education to meet the workforce needs. Great Basin College embraces these opportunities and its role in shaping the future, with a vision for an even greater impact ahead. Drawing on nearly 60 years of history and success as a high quality educational institution, GBC has developed a bold strategic plan centered around three key goals: access, retention and completion, and culture and belonging. We are GBC!

Mission, Vision, and Values

Mission - Transforming lives through education!

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

Values - GBC is guided by the belief that a healthy community is developed when individuals work together for a greater good, resources are utilized responsibly, and education and training are aligned with economic outcomes. To accomplish these important purposes, GBC is guided by these core values:

- Collaboration
 - We believe we are better when we work together with industry, educational, and community stakeholders.
- Innovation
 - We embrace advances in technologies, use data to make informed decisions, and listen to our students, faculty, staff, and stakeholders to identify new trends and practices.
- Belonging
 - We strive to cultivate a college climate where all individuals feel valued, respected, and empowered to share ideas.

- Learning
 - We enhance student lives by upholding high academic standards and supporting faculty and staff development, while offering lifelong learning through academic programs, workforce training, and continuing education.
- Integrity
 - We believe in having a trusted and inspired approach to leadership and teaching through authenticity, humility, and transparency.

About Great Basin College

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

In 1967, ten local businessmen began planning a community college in rural northeastern Nevada. Later that year, Elko Community College began operation at Elko High School with 367 students and more than 30 courses. Since the college opened its doors, educational, cultural and related economic needs of this multi-county outreach area have been met through skills certificates and training for workforce development, associate and baccalaureate degrees as well as university transfer.

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

Great Basin College, "The Gold Standard in the Silver State", offers associate and baccalaureate level instruction in academic, career, and technical education areas. GBC serves students enrolled online from across the country and on campuses and centers, providing multiple learning modalities for all students to be successful.

Great Basin College Leadership

President, Amber Donnelly It is with great pride and enthusiasm that I welcome you to the vibrant and inclusive world of Great Basin College. As the interim president, I am honored to lead an institution that is deeply committed to transforming lives through education. GBC's mission goes beyond simply imparting knowledge; it is about empowering individuals to reach their full potential and achieve their dreams. We believe that education is the key to unlocking doors of opportunity and creating a brighter future for all.

Central to our mission are core themes that guide our every endeavor. We are dedicated to enhancing the student experience, and providing a supportive and enriching environment where every individual feels valued and inspired to excel. From innovative

programs to comprehensive support services, we are committed to ensuring that our students have the tools they need to succeed. Workforce development is a cornerstone of our mission because we understand the critical role that education plays in preparing individuals for success in today's rapidly evolving job market.

Whether you are pursuing a career in a technical field or seeking to further your education in an academic discipline, GBC offers a wide range of programs and resources to help you achieve your goals. I am thrilled to invite you to join us on this journey of discovery and transformation at Great Basin College. Whether you are a prospective student, current student, faculty, staff member, or community partner, I encourage you to explore all that GBC has to offer. Together, we can build a brighter future for ourselves and generations to come.

Strategic Plan Committee Members - The following faculty and staff represented departments from across campus:

- Dr. David Stoddard - Chair
- Dr. Sarah Negrete - Co-Chair
- Adriana Mendez
- Arysta Sweats
- Carrie Meisner
- Cheyenne Stocks
- Gail Rappa
- Jeff Winrod
- Dr. Staci Warnert
- Dr. Brian Dankowski
- Dr. Mary Doucette
- Scott Nielson
- Bryan May
- Yvonne Naungayan

Theme 1: Access

Goal: Increase the number of students pursuing their education at Great Basin College.

NSHE Alignment Pillar 1: Increase access to higher education.

Objective 1. Increase GBC's baseline enrollment by 3% annually to reach 4000 students by year five.		
Key Performance Indicator (KPI)	Outcome	
1.Total fall enrollment by level: A. enrollment numbers and participation rates by race/ethnicity; B. enrollment numbers and participation rates by age; C. enrollment numbers and participation rates by degree-seeking status, D. enrollment numbers and participation rates by part-time and full-time status; E. enrollment and participation rates by first-generation status.	1.Total enrollment by level: A. Mirror rural Nevada's average race/ethnicity markers B. Increase non-traditional enrollment and participation rates by 1% annually of total enrollment; Increase traditional and dual enrollment numbers and participation by 2% annually of total enrollment numbers. C. Degree-seeking students will make up 90% of enrollment numbers and participation rates annually. D. Increase our full-time or part-time students by 3% annually. E. Identify and establish a benchmark number of enrolled first-generation students and then increase by 2% annually.	FALL numbers B. 2240 students dual/traditional; 1260 students nontraditional C. Rolling three year average is 11.4% non degree seekers. Current year is 7.3% D. E. No data currently; added to the application to begin collecting.

Objective 2. Expand opportunities for students to obtain academic and workforce credentials.

Key Performance Indicator (KPI)	Outcome	
1. Dual credit fall enrollment and participation rates by A. race/ethnicity, B. high school graduating class, C. and school district/county.	1. Dual credit enrollment and participation rates by A. Mirror average of rural Nevada's high school demographics B. Each graduating class increases by 50 dual enrollment students. C. 80% of all high schools in the GBC region will participate in dual credit opportunities annually.	
2. Formal pathways for certificates and degrees via alternative schedules.	2. Five existing or new programs developed as alternative schedules in order to cater to working adults by the end of year five.	

Objective 3. Enhance student services at GBC to provide comprehensive enrollment support.

Key Performance Indicator (KPI)	Outcome
1. Number of monthly outreaches to prospective students who have completed an inquiry and/or partial application to GBC.	1. Recruiters contact 100% of potential students each semester
2. Number of proactive outreaches to students who 1) have been accepted to GBC but not enrolled, or 2) withdrawn in previous years.	2. GBC advisors and retention specialists to collectively reach out to 300 accepted students who have not enrolled or withdrawn students per month.
3. FAFSA completion rate using the FAFSA tracker	3. Financial Aid staff to contact 100% of accepted students to encourage and offer assistance in completing the FAFSA application to increase FAFSA completion rate by X%. b) Hold one student financial event annually at each high school in the GBC region and 3 events annually at each campus.

Theme 2: Student Success

Goal: Increase the number of students completing their educational goals.

NSHE Alignment Pillar 2: Improve Student Success

Objective 4. Improve student retention from course to degree completion.		
Key Performance Indicator (KPI)	Outcome	
1. Full-time and part-time IPEDS retention rates.	<p>Increase GBC retention rate by 2% annually from the average of the last three years' retention rates</p> <p>1. Increase the GBC IPEDS retention rate by 2% annually in order to exceed the median three year average of our peer institutions in five years. Regional is 53% and National is 48%. GBC is 37%.. Regional is 53% and National is 48%. GBC is 37%.</p>	<p>Fall to fall first time part time at GBC is 33%, 41%, 52% = 42% average of last three years</p> <p>Fall to fall first time full time at GBC is 38%, 60%, 61% = 53% average of last three years</p> <p>IPEDS full time Regional median 53%; National median 48%; GBC = 37%</p> <p>IPEDS part time</p>
2. IPEDS part-time and full-time retention rates by race/ethnicity, Pell status, gender, age and first-generation status.	<p>Increase GBC subgroup retention rates 2% annually for groups that have ten or more students including race/ethnicity, Pell status, first-generation status, age, and gender.</p> <p>Increase the GBC IPEDS subgroup retention rates in order to exceed the median three year average of our peer institutions in five years.</p>	BRYAN – need numbers
3. Percentage of first-time, full-time fall students who complete 24 credit hours during the first year of college.	<p>2. Increase annually by 2% of all first-time, full time students complete 24 credits in their first year.</p> <p>b) Increase annually by 2% of all first-time, part</p>	<p>Three year average full time 38%, 60%, 61% = 53%</p> <p>Three year average part time 33%, 41%, 52% = 42%</p>

b) Percentage of first-time, part time, fall students who complete 12 credit hours during the first year of college.	time students complete 12 credits in their first year.	
4. Percentage of first-time fall students enrolled in gateway English and math courses in their first two regular semesters	3. 90% of first-time fall students enrolled in gateway English and math courses in their first two regular semesters.	
5. Percentage of first-time fall students who completed gateway English and math courses in their first two regular semesters.	4. 70% of first-time fall students complete gateway English (ENG100, 101, 107, 108) and 60% of first-time fall students complete math courses (MATH 116, 120/E, 126/E) in their first two regular semesters.	ENG - 67%, 70%, 68% = 68% MATH 59%, 57%, 60% = 59%
6. Percentage of dual credit students in gateway English and math courses	85% of dual credit students in gateway English (ENG100, 101, 107, 108) and 65% of dual credit students in gateway math courses (MATH 116, 120/E, and 126/E) annually.	Eng - 89%, 84%, 86% = 86% Math 70%, 63%, 65% = 66%
7. Percentage of first-time fall students who completed gateway math and English courses in their first two regular semesters by race/ethnicity, Pell status, gender, age, and first-generation status	70% of first-time fall students subpopulations completed gateway English courses in their first 2 semesters (ENG 100 and 101). 60% of subpopulations completed gateway Math courses in their first 2 semesters (MATH 116, 120/E, 126/E).	Bryan please get the data.
8. Number of IPEDS completers [includes degrees and certificates]	5. Increase GBC completers by 2 % annually 2. Increase the GBC IPEDS completion rate to exceed the median three year average of our peer institutions. Regional is 23% and National is 29%. GBC is 23%.	GBC = 20%, 24%, 24% = 23% average of three years

9. IPEDS graduation rates	<p>5. 50% of students graduate annually.</p> <p>2. Continue to exceed the median three year average of our peer institutions via IPEDS graduation rates</p>	<p>GBC graduation rate 44%, 48%, 52% = 48%</p> <p>IPEDS 43%, 44%, 48% = 45%</p> <p>IPEDS - Regional is 35% and National is at 31%. GBC is 45%.</p>
10. IPEDS graduation rates by race/ethnicity, Pell status, and first-generation status, age, and gender.	Increase subgroup graduation rates by 2% for groups that have ten or more students including race/ethnicity, Pell status, first-generation status, age, and gender.	<p>AI 23%, 20%, 56%</p> <p>Asian 0% 33% 0%</p> <p>Black 100% 33% 100%</p> <p>Hispanic 46% 46% 53%</p> <p>Hawaiian 100% no data, 0%</p> <p>Unknown 31% 50% 33%</p> <p>2 or more 50% 33% 50%</p> <p>White 44% 45% 45%</p>
11. DWF Rates	7. Decrease the DWF rates in all academic credit courses to below 40% annually	<p>National average is 30% DWF</p> <p>GBC has been tracking 14% of courses above 40% for the last three years.</p>
12. Satisfaction with courses and programs	80% of graduate survey respondents will be satisfied or very satisfied with their courses or programs annually	See page 4 of MFR

Objective 5. Provide support services (counseling, tutoring, career, advising) to help students be successful.

Key Performance Indicator (KPI)	Outcome	
1. Number of mental health awareness events and services promoted on campus.	1. Promote a minimum of four mental health awareness events or communications per year	
2. Number of students using BrainFuse or in-person tutoring at the ASC.	2. Increase the percentage of students utilizing BrainFuse or in-person tutoring at the Academic Success Center by 2% annually.	
3. Student satisfaction of advising	<p>3 a) 100% of currently enrolled students will receive at least one contact from an advisor each semester.</p> <p>b) 80% of students indicate satisfaction with advising on the graduate survey</p>	<p>(95 students answered) Overall effectiveness of advising system at GBC: 46% + 37% = 83%</p> <p>(96 students answered) Availability and accuracy of advising 53% + 34% = 87%</p>
4. Percentage of graduates securing employment within 12 months of graduation.	4. 75% of graduate survey respondents who are seeking employment are in a position related to their education discipline.	(97 responded) 63% said yes, 37% no

Theme 3: Workforce Development

Goal: Expand and/or introduce high demand workforce programs

NSHE Alignment : Pillar 4: Meet workforce needs in Nevada

Objective 7. Provide opportunities for degree, certification, reskilling, and upskilling to remain competitive and adaptable in a constantly evolving workforce.

Key Performance Indicator (KPI)	Outcome	
1. Number of students enrolled in programs that prepare students to work in high-demand occupations.	1. 75% capacity in current programs for all high demand occupations in health sciences/behavioral health, CTE, and education.	Register nurses CNA Secondary Education AS Engineering (2+2) Substance abuse, behavioral disorder, and mental health counselor MAPE Electrical Computer occupations Middle School Teachers Paraprofessional Elementary School Teachers Industrial Maintenance CDL Diesel Mechanic AAS Accounting AS Radiology Early Childhood Welding/Machining - Fabrication Medical Coding Social Work Sonography/cardioVascular Respiratory Therapy Criminal Justice Geo Tech Land Surveyors

		Dispatcher
2. Number of graduates (including certificates of achievement) in programs that prepare students to work in high demand occupations	2. 75% of students enrolled in high-demand programs will graduate from their program.	
3. Number of students who participated in work-based learning activities (internships, job shadowing, apprenticeships, etc.)	3. 50% of enrolled in high-demand programs participate in work-based learning activities before graduation annually.	
4. a) Number of students enrolled in non-credit courses focused on workforce development and career skills b) Number of non-credit courses focused on workforce development and career skills.	4. a) 50% of enrolled students in non-credit courses will focus on workforce development and career skills. b) 50% of non-credit courses will focus on workforce development and/or career skills.	So that students have opportunities to participate in other noncredit classes (art, pottery, fitness)
5. Credit Prior Learning awarded through workforce-oriented learning experiences (certifications, licenses, recognized training, portfolios, etc.)	5. Identify and create 1 CPL pathway in our current and future programs annually.	

Objective 8: Engage with employers to develop a workforce ready pipeline.		
Key Performance Indicator (KPI)	Outcome	
1. Percentage of employers surveyed reporting satisfaction with the skills, performance, and preparedness of hired graduates.	1. 75% of employers surveyed are satisfied with GBC's academic education according to the employer survey.	26 surveys; 3 responses = 100% satisfied
2. Industry, stakeholder, and partnership collaborations.	2. Hold an annual Advisory Board meeting per workforce program. b) Cultivate on new corporate partnership annually	

Theme 4: Culture & Community

Goal: Position GBC as a trusted community partner.

Objective 9: Create an open campus environment where students, faculty, staff, and the community gather to celebrate, learn, entertain and work together.		
Key Performance Indicator (KPI)	Outcome	
1. Number of courses held and number of students enrolled in continuing education programs	1. CE to offer 350 live and online courses to serve 2000 students per year.	Cont Ed. currently offers 168 different online courses through Ed2go and NCLab. Cont. Ed offered 217 live classes (plus driver's ed) run since the beginning of 2024. Cont. Ed;s enrollment since the beginning of 2024 is currently 1,999.
2. Number of community engagement events hosted across all campuses and centers, including online events.	2. 50 events hosted collectively across all locations per year.	This would be career, student activities, college events, theater, recruitment, mental health expos, and humanities events.
3. Percentage of students satisfaction with GBC mission fulfillment.	3. 80% percent of graduate survey respondents will report satisfaction with GBC mission fulfillment over the 5 year rolling average.	Question on survey: Overall satisfaction with GBC is influenced by its success in fulfilling it's mission. 90% are satisfied or higher (2023) .
4. Alumni Association	4. A. Establish an Alumni Association 4. B. Engage with alumni three times annually.	

Objective 10: Provide an innovative, positive, and safe work environment where GBC employees feel they belong.

Key Performance Indicator (KPI)	Outcome	
1. Number of Professional Learning opportunities for all faculty and staff.	1. Host 1 major professional learning event for faculty and staff per semester. Host 30 learning opportunities for faculty and staff.	
2. Number of Team Building/Special Events available for faculty and staff participation.	2. Host 6 team building/special events per year for faculty and staff participation.	So GBC creates a culture of belonging, transparency and support so current and future faculty and staff want to be here.
3. Adopt an up-to-date technology plan to support faculty and staff.	Develop a comprehensive technology plan that ensures effective use across all areas of the college and begin implementation over the next five years.	