

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

June 14, 2016

1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Lynn Mahlberg, Sonja Sibert, Angie DeBraga, Mardell Wilkins, Bret Murphy, John Rice, Jonathon Foster, Cathy Fulkerson, Lisa Frazier, Joe Micke, Chelsey Fox
ABSENT: Tom Reagan, Mary Doucette, Greg Brorby, Cathy Fulkerson, Amber Donnelly
GUEST: Lynne Owens

1. Approval of Minutes – The minutes of the President's Council meeting on May 10, 2016, were approved.
2. SGA Update – Chelsey Fox reported the next SGA meeting is June 29. She reported SGA is recruiting for senators. Chelsey reported she met with all the other student government presidents at the Board of Regents' meeting. They discussed ideas on how to improve student education and experiences.
3. Chancellor's Diversity Round Table – Lynne Owens reported the Chancellor has created a diversity round table group which has come up with a framework to start the conversation on diversity. The round table members came up with 30 recommendations that were whittled down to 4 actionable items. The 4 recommendations were: 1) increase cultural competency training for all NSHE faculty and staff; 2) provide professional development/leadership training for promotional advancement for all faculty and staff; 3) increase opportunities for students and campus administrations interactions; and 4) ensure diversity measures are included in professional evaluations for all NSHE faculty and staff. On recruiting a diverse faculty it was noted that almost half of the full time faculty at community colleges could potentially be retiring in six years. Questions to ask are: where are we getting our faculty from and what attracts minority candidates? Our faculty should match our students and should be reflected in our hiring. It is important to talk about what attracts people and what keeps them here. Mike McFarlane reported WICHE uses terms like percent and numbers and makes it more actionable. Once you get the diverse faculty here you need to keep them. Tenure committees can function unequally depending on who is on the tenure committee. Chelsey Fox said that creating a more diverse faculty was a topic that the student leaders discussed at the last Board of Regents' meeting. John Rice invited Lynne Owens to the next Faculty Senate executive committee meeting to talk about this issue.
4. Faculty Senate Update – John Rice reported his term as Faculty Senate chair begins on July 1st. He introduced Jonathan Foster as the chair elect. John reported the committee assignments have been made for the upcoming academic year. Next year there will be a discussion on the structure of the committees. It is possible that some committees can be combined. John reported that Lisa Frazier and Frank Sawyer are working on a way in

which the faculty can do updates to their own webpage. Currently, any changes to the faculty webpage is done by Frank Sawyer for security purposes.

- Program Supervisor and Lead Faculty Definitions –President’s Council approved the definitions of Program Supervisor and Lead Faculty in the Workload Policy. The Program Coordinator position is eliminated.
 - Part Time Instructor Workload Change (10 credits changed to 6 credits maximum allowable for part time instructors) - This has been in effect for at least one year.
 - Priority Hire List - already acted on the positions that are to be filled.
 - Distance Education Committee – Lecture Capture Statement for Catalog – Statement for the syllabus and the catalog starting in 2017-18: “Lectures in this course may be recorded in video format by Great Basin College. The recording may be used by Great Basin College for the purposes of instructional material in a password protected area available for course participants. Any person who does not wish to physically appear in the recording should sit in designated areas for non-recording.” President’s Council approved.
 - Faculty Evaluation Policy – John Rice thanked all of the committee members and Mike McFarlane, Tom Reagan, Bret Murphy, Amber Donnelly, and Lynn Mahlberg for all the help that went into creating this policy. Please review and provide comments back to Mardell by July 1st. It will then go back to Faculty Senate for their final approval.
 - Academic Standards – Change to Grade Appeal Process – The proposed change is to Step 4 of the process. At Step 4 the appeal will go to the appropriate dean for a final decision. This change will be implemented starting July 1st. President’s Council approved.
5. Classified Council Update – Joe Micke reported \$710 was raised at the Duck Race. The end of the year Classified BBQ is scheduled for July 1st.
6. Institutional Research Update – no report.
7. Vice President Reports
- Business Affairs – Sonja Sibert had nothing to report.
 - Student Services – Lynn Mahlberg reported that the Department of Ed will be conducting an audit of the Financial Aid services in relation to Title IX. We have never been through an audit of this nature before. It will be very comprehensive and time consuming. President Curtis arranged a meeting of all areas of the college to prepare for the audit as it is more of an institutional audit. Lynn reported as a result of the 4% fee increase that was implemented 3 years Student Services will be hiring an Advisor.
 - Academic Affairs – Mike McFarlane reported this is his last PC meeting. He reported at the last Board of Regents’ meeting there was discussion on a \$50 initiation fee to put towards remedial education. Fees may be created with negotiation with the individual school districts. It will give us discretion. Mike said it does worry him that it will create a bit of a “price war”, but President Curtis doesn’t think it will be much competition outside service are.
8. Dean/Director/Assoc. VP Reports

- Continuing Ed – Angie DeBraga reported Julie Byrnes did a good job on the disability report at the committee meeting. She reported enrollments for Summer school are equal to last year's enrollment. There were 30 students enrolled in the Shoshone language class which was live from Elko with IAV to Owyhee.
- Health Science & Human Services – no report.
- Business & Technology – Bret Murphy reported on the MTC/CTE enrollments. They will be at capacity for all programs.
- Distance Education – Lisa Frazier reported the new web campus interface is now active. She has created a training video and has found some design tools that will give it a nice accessible look. Lisa is working with Jonathan Foster and Laurie Walsh to create a document that has basic guidelines for online courses. Lisa reported Cranium Café has asked us to be part of a PBS show and special. Because of our online classes and how we interact with our students Cranium Café thought we would be a good example to highlight for the PBS program. President Curtis said this is the 3rd time we have been approached. This time it will be Cranium Café who is the actual client. It was recommended that John Albrecht should be involved.
- GBC Foundation – President Curtis reported the Foundation is continuing to work with NSHE to transfer endowment assets to the NSHE pool. The transfer will reduce audit costs, increase funds and lessen risk. The transfer should be complete by the end of the year. A new administrative assistant has been hired for the Foundation – Kimberly Hess and she has hit the ground running.

9. President's Report – Mark Curtis reported on the many office moves that will be occurring this summer. Continuing Education will be moving to McMullen Hall. The Foundation will be moving down the hall to where Continuing Education is currently located. Sonja Sibert and Dorinda Friez will be moving to where Mike and Janie are currently located. Janie Moore and Tom Reagan will be moving to where Sonja and Dorinda are currently located. President Curtis reported on the Board of Regents' meeting where the State College topic was discussed. The Regents did not end up voting on it. President Curtis requested an audio of the meeting and will note their concerns, issues, and suggestions for a plan moving forward. This is not a dead issue. Early next year President Curtis will meet with each Regent individually about their concerns and the importance of GBC moving forward in this way. There is a special Board of Regents' meeting on August 26 to finalize the NSHE to submit to the Governor by September 1. Workforce development will be very prominent in the budget. There will be a 5% budget cut across the board. Increasing the weighted student credit hour could bring in enough to maintain what we are doing now.

10. Miscellaneous

John Rice reported this spring the Elko Theatre Coalition began rehearsals for its first theater production which opens the first week in August. It increases our outreach and will bring people to campus this summer.

Compensation & Benefits Committee Meeting
April 21, 2016
11:00 am

Present: Scott Nielsen, Mardell Wilkins, Kara Coates, Bob Byram, Cindy Hyslop, George Kleebe
Absent: Sonja Sibert, Norm Whittaker, Cheri Jaques, Sheri Baker
Guest: Mike McFarlane, Bret Murphy, Tom Reagan, Donald Jones

Meeting was called to order at 11:00 a.m.

Minutes were approved from the meeting on March 10, 2016.

Committee discussed the definition of Program Supervisor and Lead Faculty and recommends approval of the Faculty Senate.

Program Supervisor – New definition

A Program Supervisor will typically oversee a Bachelor's degree program for a three (3) workload unit reassignment. However, with sufficient program duties and workload, certain Bachelor degree emphases, Associate's degrees, or stand-alone certificate programs may apply be considered for workload reassignment. A Program Supervisor may be awarded workload unit reassignment based on an evaluation by the faculty member's supervising Dean if the extra work is duties performed are above or in addition to a normal faculty workload. Workload reassignment for Program Supervisor will require documentation of the workload and approval by the Dean. Workload reassignment will be awarded proportionately with the premise that one day per week extra for performed duties is equivalent to a three (3) workload unit reassignment and/or equivalent plus days as approved by the supervising Dean. Workload reassignments shall be reviewed annually.

This is the current definition for Lead Faculty:

5. Lead Faculty

A Lead Faculty is a faculty member who has been assigned development of a new program, particularly a new GBC Baccalaureate program. This position will normally be a one- to two-year assignment, and is more intensive than supervising an established program. A Lead Faculty shall be granted 6 workload units per semester and a B+ 20 annual contract for the initial development of a new program.

Lead Faculty – New definition

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

Eliminate the Program Coordinator position.

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

Meeting was adjourned at 11:30 a.m.

DISTANCE EDUCATION COMMITTEE

March 17, 2016

Attending: Robert Hannu (chair), Jinho Jung, Ping Wang, Jill Chambliss, Kayla
McCarson, Rod Sidwell, Lisa Frazier (ex officio)

Absent: John Newman, Stacy Rust, Diane Wrightman

The following items were discussed by the committee:

Recording/Lecture Capture Syllabus Statement:

In response to a suggestion by GBC Faculty, the committee was asked to approve a statement that should be included in course syllabi for any class that is recorded/captured for future use. (Attached) A motion to approve was made by Rod Sidwell and seconded by Ping Wang. The motion was approved unanimously.

E-Learning:

Lisa Frazier recapped a presentation she made at recent Faculty Senate meeting regarding e-Learning.

GBC has moved forward in Phase One with the EdReady college prep tool, being used extensively for Math Refresher lessons. The EdReady tool can be found at:

<https://gbcnv.edready.org/home>

Phase Two of the project will involve the e-Ncore cross listed database of on-line courses offered by the NSHS institutions, but significant progress is not expected until funding and staffing are made available.

Other Notes:

Lisa announced that Chad Luke was leaving GBC for another position this week. Lisa has also been working with a group to ensure ADA compliance with our web based materials.

Jill Chambliss mentioned recent concerns about some departments apparently pulling back from offering remedial classes to the campuses via IAV.

Syllabus Statement

Lecture Capture: Lectures in this course may be recorded in video format by Great Basin College. The recording may be used by Great Basin College for the purposes of instructional material in a password protected area available for course participants. Any person who does not wish to physically appear in the recording should sit in designated areas for non-recording.

An abstract graphic design featuring overlapping green geometric shapes, primarily triangles and polygons, in various shades of green. The design is positioned on the right side of the slide, partially overlapping the white background.

Recruiting a Diverse Faculty

Dr. Barbara Buchanan

What are student demographics in Community Colleges across America?

► Demographics of students enrolled in all community colleges for credit

► White	49%
► Hispanic	22%
► Black	14%
► Asian/Pacific Islander	6%
► Native American	1%
► Two or more races	3%
► Other/Unknown	4%
► First generation to attend college	36%
► Single parents	17%
► Non-U.S. citizens	7%
► Veterans	4%
► Students with disabilities	12%

AACC Facts Sheet February 2016

Representation of CC Students among American Undergraduates (Fall 2014)

► All U.S. undergraduates	45%
► First-time freshmen	41%
► Native Americans	62%
► Hispanic	57%
► Black	52%
► Asian/Pacific Islander	43%



Changing trends?

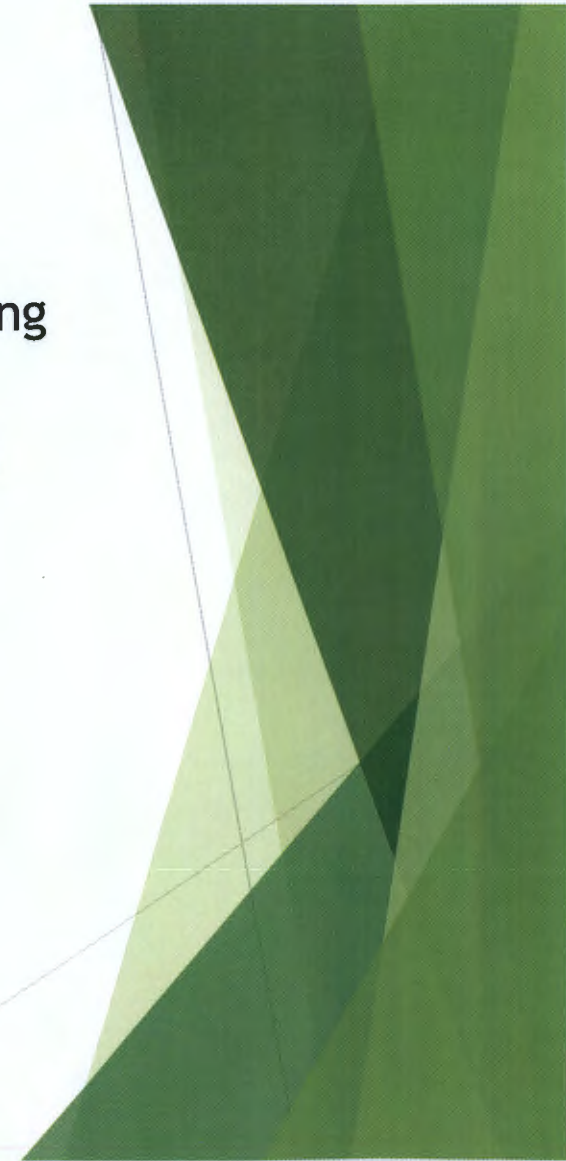
- ▶ In the past, Community colleges were more likely to hire diversity
- ▶ but this is a changing trend
 - ▶ Within last 7 years, 15 percent hired were minority compared to 18-20 at research institutions
 - ▶ More representation of various educational backgrounds
 - ▶ 2/3 have masters
 - ▶ 1/5 doctorate
 - ▶ 1/8 bachelors
 - ▶ Less 1/10 professional degree (NCES 1997)
 - ▶ But 80% at research university have doctoral or professional degree

Shared Characteristic at both CC and University

- ▶ According to NCES (1997), 45 percent of FT faculty at community colleges were over 49 years in 1992.
- ▶ An additional 37% were 40-49. So almost half should retire within 10-15 years and at least 80% with next 20-25 years.
- ▶ This means we are in a great place to start making deliberate changes!!

Where do we get faculty?

- ▶ For years, CC faculty often came from secondary teaching positions
- ▶ Now more often sources include 4 year institutions (18% were formerly employed in 4 year setting)
- ▶ Interestingly, 20% were formerly employed in business, government, and or health care areas



Where are Community Colleges in recruiting diversity?

- ▶ As the diversity of students on college campuses continues to increase, the racial and ethnic diversity among faculty members continues to lag (Jayakumar, Howard, Allen, & Han, 2009; Turner, Myers, & Creswell, 1999).

It is our goal to graduate students who will be confident and successful in today's world. We must help students recognize and value the interconnectedness of all peoples. Addressing this concern requires an ongoing commitment.



Why is it important?

- ▶ Improve overall Quality of Education
- ▶ Open discussions for a more global education in a global society
- ▶ Faculty diversity is a necessary component in the robust exchange of ideas
- ▶ Diverse faculty can bring new questions and new perspectives to the academy and stimulate both fellow faculty members and students
- ▶ A diverse faculty can expose the student body, whether it is itself diverse or not, to a wider range of scholarly ideas than can a homogeneous faculty
- ▶ A diverse faculty also helps provide students with diverse role models and mentors.
- ▶ Diversity is important to dispel myths and stereotypes
- ▶ Many occupations now depend on cultural awareness and sensitivity

Why do other institutions think it matters?

A diverse faculty is important to our students' success in the 21st Century. No place is, nor can afford to consider itself, isolated and self-contained. We are all part of a globally interdependent society. A faculty representing different races, religions and ethnic groups, one bringing together expertise from many countries and continents, one showcasing the abilities of both men and women, one including those who are able-bodied and challenged illustrates by example how diverse groups can work together harmoniously and productively. The experience of working with a diverse faculty prepares our students for the team environment - one that prizes diverse talents, expertise and backgrounds - in which they will solve problems for most of their professional lives.

Statement from Ball State University

What are the barriers

- ▶ Minorities may feel they will be isolated and not supported
- ▶ Hiring practices and postings may not be encouraging as worded
- ▶ Vision and mission statements from the institution may not highlight their support and put high importance on diversity
- ▶ Prejudice - even when sometimes unaware
- ▶ Often we hear lack of or shallow pool of qualified candidates
- ▶ Minorities are not aware of the possible positions
- ▶ Minorities are being heavily recruited among top level institutions
- ▶ Some institutions have limited resources in outreach, marketing, and human resources to make this a priority

What attracts minority candidates?

- ▶ Campus and community demographics;
- ▶ Special research opportunities with specific groups or in specific situations, e.g., migrant farmers, inner-city communities, special library collections, state/federal prisons, Native American reservations, industrial plants
- ▶ Presence of other faculty of color;
- ▶ Administrative support for people of color to assume leadership positions;
- ▶ Possibility of achieving tenure and being promoted in rank;
- ▶ Faculty development opportunities and mentors;
- ▶ Success of other faculty of color in the program and/or on campus;
- ▶ Infusion of diversity issues into the curriculum;
- ▶ Social support network in the community;
- ▶ Community resources that include ethnic churches, stores, restaurants, hair stylists, and professionals of color to provide medical, dental, and legal services; and,
- ▶ Availability of a large metropolitan area within a short traveling distance when institutions are located in small communities.

Specifically what can we do?

- ▶ Look at our diversity and discuss the need — be self-aware and be honest in communicating our ratios and why this is important
- ▶ Include “experience working with/teaching diverse groups/students as a preferred criteria
- ▶ Have minority participation on searches
- ▶ Ask search committees to work with the Office of EEO/AA Services in compiling an extensive list of advertisement sources.
- ▶ Circulate announcements to include, but extend beyond, the minority academic community to encompass ethnic minority
- ▶ Seek candidates who work in businesses, corporations, governmental agencies, and the military.
- ▶ Consider summer teaching, internships, and other opportunities to interest minority graduate students
- ▶ Ask ethnic minorities who have received grants and/or professional recognition to serve as resource persons for referrals.
- ▶ Recruit via personal contact and referral - more successful than reliance primarily on placement of advertisements in the Chronicle of Higher Education, if the goal is to attract an increased number of ethnic minority applicants.
- ▶ Utilize online databases and Internet servers for placement of job announcements.

continued

- ▶ Write directly to colleagues to request nominations of ethnic minority candidates.
- ▶ Contact temples, mosques, and churches that might list job announcements in bulletins or announce them to the congregation.
- ▶ Contact the Midwest Consortium of Latino Research for a position listing on the e-mail network - MCLR ListServer.
- ▶ Contact the National and/or State Black or Hispanic Caucus organizations and state and local legislators and representatives.
- ▶ Place ads in periodicals and communications such as Black Enterprise, The Black Resource Guide, The Black Collegian, Hispanic, and American Visions.
- ▶ Write to historically Black, predominantly Latino, and tribal colleges and universities to secure lists of doctoral students graduating in a particular field.
- ▶ Write to ethnic minority caucus groups (e.g., Black Coalitions of Higher Education) that may have a network of professionals within their organization.
- ▶ Contact corporations that publish newsletters and or communications that include job announcements. Include veteran groups in your communication.
- ▶ Send job announcements to social organizations (Black Greek sororities and fraternities, LULAC, and the NAACP). Better yet, asking to speak at one of their meetings to talk about the department and the open position.

Samples to improve postings in job descriptions

- ▶ Not demonstrated and effective communication but change to
 - ▶ Demonstrated ability to communicate effectively with diverse communities
- ▶ Not strong team building and effective relationship skills
 - ▶ Ability to work in informal and formal teams with individuals from diverse communities and cultures
- ▶ Not leadership skills
 - ▶ Ability to lead and resolve conflicts among people from a variety of cultures and backgrounds.

Language for advertisement beyond EEOC statement

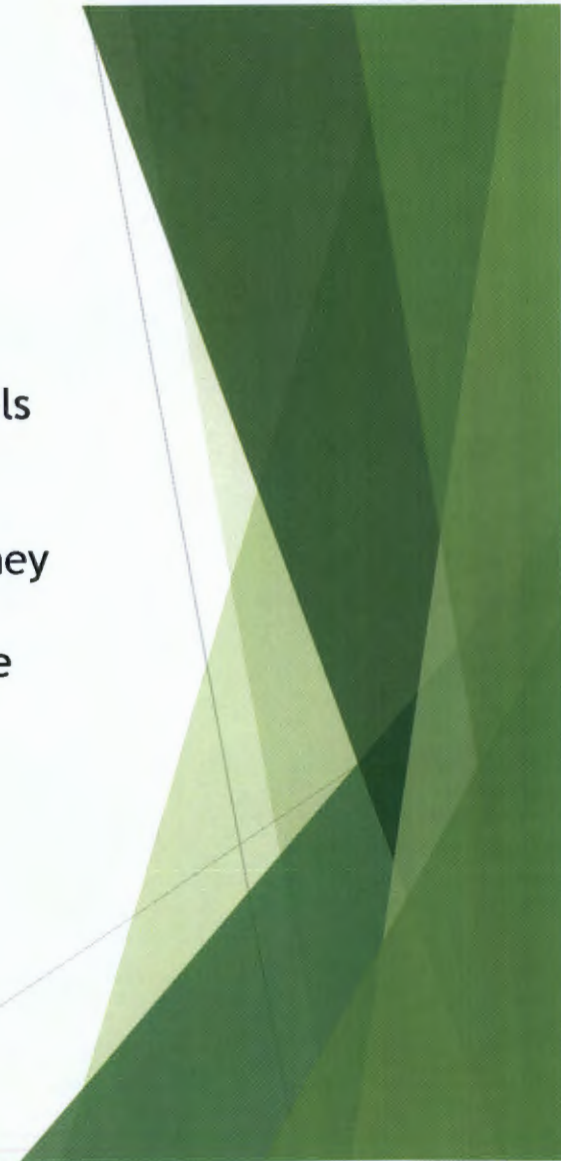
- ▶ Some institutions add proactive language to reinforce and enhance the summary statement.
- ▶ For instance-
 - ▶ Our college is committed to building a culturally diverse faculty and strongly encourages applications from female and minority candidates
 - ▶ Women, minorities, individuals with disabilities, and veterans are encouraged to apply
 - ▶ Our college is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment

What can we do to retain?

- ▶ Offer professional development opportunities
- ▶ Build collegial and welcoming environments on purpose
- ▶ Have strong onboarding and orientation so no one feels lost
- ▶ Set clear expectations and give positive and consistent feedback
- ▶ Show pride in our diverse student population and faculty population
- ▶ Ensure sufficient support for minority focused events
- ▶ Offer tenure tracks and other measures that show faculty are valued

Results from adding diversity

- Diversity among faculty is essential for providing positive role models for students. A diverse faculty provides an effective and visible support system for an increasingly diverse student population. Minority faculty are essential to the multicultural campus, where they “act as role models, advisors, and advocates for minority students while they expose majority students to new ideas” (Colby and Foote 1995).



Questions?

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