

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

February 7, 2017

1:30 p.m.

PRESENT: Mark Curtis, Lynn Mahlberg, Tom Reagan, Bret Murphy, Angie DeBraga, Lisa Frazier, John Rice, Cathy Fulkerson, Greg Brorby, Joe Micke, Amber Donnelly, Jon Foster, Lynn Owens, Jinho Jung, Carrie Meisner, Kayla McCarson, Thomas Stafford (student), Kimberly Hess

ABSENT: Mardell Wilkins

MINUTES

1. Approval of Minutes - The minutes of the President's Council meeting on December 13, 2016, were approved.
2. SGA Update – Lynn Mahlberg asked for assistance in identifying students that would be good to serve on SGA. There is no Executive Board at this time, but there are Senators at other centers. If you have names, please send them to Adriana Mendez. There is always an election in Fall and Spring.
3. Summer Math Boot Camp 2017 - Go/No Go – Jinho Jung
President's Council reviewed the go/no request for the Summer Math Boot Camp 2017 and voted to proceed with the event. Foundation Director Greg Brorby stated there may be board-designated funds available from the Foundation to help with the cost.
4. National Science Foundation Collaborative Research Grant – Go/No Go – Carrie Meisner
President's Council reviewed the go/no request for the National Science Foundation Collaborative Research Grant and voted to proceed with the grant application.
5. National Writing Project – Go/No Go – Tom Reagan
President's Council reviewed the go/no request for the National Writing Foundation and voted to proceed with the grant application.
6. Solar Kit Presentation – Jinho Jung/Thomas Stafford
Professor Jinho Jung and student Thomas Stafford presented the three solar kits that their department has available for presentations. The three kits are for elementary school age, middle school age, and high school age. They have been trying to contact local schools to set up presentations and will be in the Elko High School Science Fair in March to represent GBC.
7. Marketing & Communications Policies & Procedures – Kayla McCarson
Kayla presented a new Marketing & Communications Policy and Procedures document for discussion. She has researched policies and procedures from other colleges and NSHE institutions and used her research to develop new policies and procedures for GBC. These

policies and procedures give us the groundwork to start the creative processes Kayla needs, defines to faculty and staff what Kayla's office does, and helps to improve GBC's image. John Rice stated that the faculty has concerns in regards to the section in Media Relations and Publications. Right now NSHE is working on an Intellectual Property Policy. Some of the questions the Faculty has had to do with photos and video recordings owned by the Faculty and GBC. The policy at NSHE is in draft form and hopefully, will be approved by the end of this academic year. John Rice recommends that we refer to that policy because it will be thoroughly vetted. Another question Faculty has referred to the statement that media representatives that are on campus should be directed to Kayla's office. The faculty is concerned about their academic freedom and freedom of speech if they are approached by the media for comment. Those things are also being covered in the draft of the NSHE policy. Faculty feels that there needs to be some clarity on who the section regarding film crews and photographers having to register with Kayla's office refers to, as people come on campus to use the campus as a backdrop because it is a public space. News crews or reporters are also permitted to film in a public space without permission.

Kayla stated that there is a lot of freelance happening in the name of GBC that needs to be unified and she wants to be in the know in order to help disseminate information.

John Rice stated that the way it is written right now seems very restrictive. He understands and appreciates the end goal but needs clarification. The bullet that has to do with writing letters to the editor implies that if a private opinion is to be shared it would require a disclosure, which needs clarification. A good example is that during the election season Danny Gonzalez was asked often to comment on things and he would make those comments without prior approval. Jonathan Foster stated that sometimes you do not have a lot of time to get approval before speaking to the media. In an environment that promotes academic freedom, these policies and procedures give an appearance of needing approval. He has problems with that very general statement and believes the document should state that it is not for approval.

Kayla stated that these procedures are to help protect GBC. She has had to speak with Legal to see how we can better protect ourselves because situations have come up, with social media as well, and we need to have protection. John Rice recommends Kayla look at the draft NSHE has put together and work together with Faculty to soften some of the language. Amber Donnelly stated that she gets many media inquiries that target Health Sciences and she forwards them to Kayla. She does not have the time to look into them all and Kayla sets the stage for when Amber does speak with them. She believes there does need to be something in the policies and procedures as far as a disclaimer or disclosure where they state they are representing their own personal opinion and not that of the College.

Lisa Frazier stated that the portion of the policy that states the GBC logo has to be on every site would make every site non-compliant because the GBC logo isn't scalable, and the GBC green is not ADA compliant. There are some issues that need to be addressed. She also doesn't want to have to go through Kayla every time an announcement would go up in WebCampus, which is a GBC site.

John Rice stated that the NSHE Intellectual Property document has been worked on for 2 years and is about 6 pages long. He will share it with Kayla.

8. Faculty Senate Update – John Rice

- Establishment of the ad hoc Committee on Diversity and Inclusion

John Rice reported that there has been some Faculty that approached him with some concerns in regards to things that were going on campus-wide as far as diversity and inclusion are concerned. They believe that more can be done and that it's more of a process than a policy. Their goal is to make it more systemic and although no one is discounting what has been done thus far, there is a feeling among the faculty that we are not as diverse and inclusive as we might be, in a systemic way. They would like to create an ad hoc Faculty Senate committee where members will get credit for the committee as part of their load.

Vice President Lynn Mahlberg made the following statement:

“Dean Reagan and I would like to go on record that last semester when we spoke with John Rice, Lynn Owens and Laurie Walsh, we agreed that it would be good to establish a Faculty Senate Diversity and Inclusion Committee to really look into general education requirements, etc. We do want to go on record stating that diversity and inclusion have been addressed in a systemic way. We discussed the Diversity Committee last year that had about 12 to 15 in attendance from faculty, staff, students, and administration. A Safe Zone Workshop was held in May, which was received well by some faculty and not so well by others. There was also an Inclusivity Workshop by Kurt Gunnes from the University of Utah that was well attended. The committee was co-chaired by Season Riley and Annie Hicks. This year the committee met and all felt that they did not have the time to devote to it and would email articles, etc. back and forth. Title IX does not have the need to check off a box. By Board of Regents Policy, faculty, staff, and students should receive training every two years. “Live” sessions have occurred for over 20 years and NSHE has now an online session for faculty and staff – LawRoom and an online session for students – Campus Clarity. Angie DeBraga has served for a number of years as the GBC Equity, Diversity, and Inclusiveness representative and has served as a Commissioner on the Governor’s Diversity Commission. Diversity has been addressed on an annual basis. Statistics are looked at as well as events. Student-wise, we have been spot on or better than the different areas we serve. Sonja could not be here today, but Affirmative Action wise, Human Resources sends position announcements out to about 50 colleges and advertises in appropriate magazines. Depending on the position, rural Nevada may or may not be able to attract a person representing a minority group. Any incidents that we have become aware of where one might feel that they were not placed as high as another person on the salary schedule has been addressed. These are personnel issues that are confidential. There is always room to do more. But, much has been done.”

John Rice stated that their intention is not to discount anything that has already occurred but the discussion is more than just about equity in salary and hiring. There are cultural things that are dynamic and always moving and it's boiled up in the last many months. There is more awareness of it after the election. The group thinks that it's a larger

conversation than has already occurred. John Rice fully acknowledges that all of the work that has previously been done has been done well, but that there's still a lot of work. He stated that he never meant to discount anything that has previously been done and apologizes if that was the perception. John Rice will write a memo to clarify and insisted that no one was pointing fingers at anyone or discounting what was done in the past.

Dr. Curtis stated that when he presented to the Board of Regents last June, one of the things he discussed was relative to diversity. Here in Elko, we have a lot of things stacked against us; we are relatively remote, have a relatively homogeneous population and minorities do not feel as comfortable as they would if there was a larger community. Those well-qualified minorities have many options so they don't have to come to work at GBC. When he had to report to NSHE about what we do relative to diversity he stated the following: We don't discriminate and hire the best-qualified person that will come to work for the wages we have to offer. Dr. Curtis stated that he can't imagine a much more welcoming or caring college and group than we have here.

The Committee on Diversity and Inclusion was established as a committee available for assignment, by consensus, that will count as a Faculty Senate ad hoc committee.

- **Curriculum & Articulation Action**

They have added a new English course and made some small catalog changes. The Distance Education committee has been working on the guidelines for academic courses. PC approved.

- **Distance Ed Committee, "Basic Guidelines for Academic Online Courses"**

Lisa Frazier stated that they have been trying to get some kind of online course requirements through for 15 years or so and Faculty Senate has always pushed back. At this time, they have a good starting place on guidelines and understanding on what courses should look like and this has helped to open up the dialogue. PC approved.

9. Classified Council Update – Joe Micke reported that a bake sale is normally done around Valentine's Day and will be pushed back to March for a Spring fundraiser.

10. Institutional Research Update – Cathy Fulkerson

Cathy reported that they will meet every Tuesday opposite PC for an hour. They decided not to change any language around the mission or core themes so do not need to go back to the Regents for approval. Instead, they will change the language that describes the core themes. There is a title nine required survey on sexual assault and safety that will go out to students in March or April.

11. Vice President Reports - None

- Business Affairs – Sonja Sibert

None

- Student Services/Academic Affairs – Lynn Mahlberg

None

12. Dean/Director/Assoc. VP Reports

- Continuing Ed – Angie DeBraga

None

- Health Science & Human Services – Heidi Johnston

None

- Arts & Science – Tom Reagan

None

- Business & Technology – Bret Murphy

None

- Distance Education – Lisa Frazier reported that the State Accessibility Committee has a draft they will be pushing forward within the next couple of weeks, which we will need to respond to quickly. There are concerns with our ability to meet the requirements of this policy. The deadline is September 2017 to meet the requirements. We will need someone to help Frank get our website ADA compliant; on just the homepage there were 23 problems.

- GBC Foundation – Greg Brorby reported that the Foundation's G drive has been encrypted by a third party and they have very little access to their data at this time. They have worked with financial institutions to protect their accounts.

13. President's Report – Mark Curtis

None

14. Miscellaneous

None

in the Ruby-East Humboldt-Wood
Hills Metamorphic Core Complex,
SW US Cordillera.

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: <i>National Science Foundation (NSF)</i> <i>Collaborative Research: Documenting the transition from contraction to extension</i>											Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria											Estimated Rating
	Negative				Neutral			Positive				
	0	1	2	3	4	5	6	7	8	9	10	
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan				10
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area				10
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team				10
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin				5
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect				10
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond				8
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal				8
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%				5
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships				7
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources				9
Total Score (sum of scores for each factor evaluated)											82/100	

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES ☒ NO ☐

Vice President Signature

Date

1/25/17

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: Summer Math Booth Camp 2017											Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria											Estimated Rating
	Negative				Neutral			Positive				
	0	1	2	3	4	5	6	7	8	9	10	
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan				10
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area				10
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team				10
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin				5
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect				NA 10
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond				NA
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal				NA
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%				NA
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships				NA
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources				5
Total Score (sum of scores for each factor evaluated)											50/70 50/70	

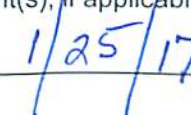
Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES ☒NO ☐

Vice President Signature



Date



**Great Basin College Grants and Projects
Go/No Go Decision Making Worksheet
Definitions**

1. Fit with College mission, Strategic Plan, research findings

How well does the grant/project support GBC's mission, strategic plan and any needs assessments GBC has conducted?

The GBC mission states that GBC enriches people's lives by providing student-centered post-secondary education to rural Nevada. This project is focused on improving student performance in mathematics and helping to increase the number of students who are able to complete their degrees in a timely manner.

2. Background (expertise of College in project area)

What level of experience does GBC, as an institution or its faculty/staff, have regarding the grant/project that is proposed? Will this experience ensure that the project will be successful?

The GBC math department faculty members have the highest expertise in teaching developmental and college level mathematic courses with average 10 years faculty teaching experience.

3. Proposed College Principal Investigators (PIs)

Who will take the lead (be designated as the Principal Investigator) for the grant/project? PIs will also be considered the project coordinators/directors if the grant is awarded. Do the people who want to pursue the project have appropriate experience to lead such a project? Will the PIs have enough time to devote to the project?

The PIs will be Math instructors, Jinho Jung and Daniel Murphree. Prof. Murphree has one previous experience on the similar project from the previous employment. Both PIs, Jung and Murphree have a full time teaching duty, however, between two of us, we will have enough time to develop the summer math camp.

4. Financial Potential

How much will the grant/project benefit GBC in the short and long term? Will there be any costs to GBC, and will they be recouped in the short or long term? NA

5. Team Members (College's partners and major subcontractors)

Who, from outside of GBC, will be involved? What outside experience will be provided for the proposed grant/project? How will the proposed partners strengthen the grant/project? Does the project strengthen GBC's networking capabilities or provide for future opportunities?

All involved will be within GBC math department faculty members. There will no contribution from outside of GBC. Recruitment from local high schools near all GBC campuses should strengthen our relationship with these school and provide future opportunities for working with them and recruiting their students to attend GBC.

6. Advance information on Request for Proposal (RFP) (Adequate information to respond)

How much time is available to put together a strong, competitive grant proposal/project? How complex is the RFP? How much information for the project is available? NA

7. Capability to effectively respond

What other deadlines is the Grants Director under? Is there enough time to craft a strong grant proposal? Will anyone else assist with writing the proposal? NA

The math department has been developing the project from the beginning of the Fall 2016 semester. The planning for the project is nearly complete, leaving plenty of time to craft a strong proposal. Jeannie Baily will be helping in writing the grant.

8. Competitive Assessment (competition and funding probabilities)

How many awards will be given? Approximately how many applicants will there be? How much total funding is available? NA

9. Funding Agency contact, history, and rapport

Does GBC have any connection with the funding agency? Does GBC have any connection with the agency's program officers, other staff or board members? Has GBC received funding from this agency before? Does GBC know what the agency's mission and goals are? NA

10. College Resources (space, personnel, matching funds)

What will GBC need to provide for the project to ensure it is successful? Are matching funds required (or looked upon favorably)? Will current GBC personnel be needed to work on the project to ensure its success? How extensive are the reporting requirements if the grant is funded?

GBC will need to allow the math department to use of the GBC main homepage for students' online registration. GBC will also need to allow use of computer lab facilities for student work.

Total Score (sum of scores for each factor evaluated)

How close is the score to 100? The closer the score is to 100, the more likely the decision is a "Go" for the grant/project.

Proposed project/grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

If a project/grant affects any departments in any way, all appropriate Chairs and Deans are aware of the project/grant and believe it provides a benefit to their departments/areas.

Vice President Signature & Date

Appropriate Vice President must sign the form to indicate that the checklist score is accurate to the best of his/her knowledge.

GBC Mission:

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

NSHE Board of Regents, December 2011

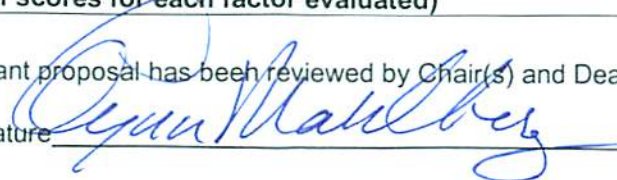
Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: National Writing Project: 2017-2018 NWP SEED Invitational Leadership Institute to Invest in Developing New Teacher-Leaders (K-16) Grant for the Great Basin Writing Project											Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria										Estimated Rating	
	Negative				Neutral			Positive				
	0	1	2	3	4	5	6	7	8	9		10
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan			10	
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9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships			9	
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources			5	
Total Score (sum of scores for each factor evaluated)											86	

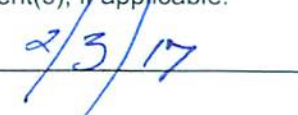
Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

 YES ☐ NO ☐

Vice President Signature



Date



2017-2018 National Writing Project SEED Invitational Leadership Institute to Invest in Developing New Teacher –Leaders Grant

Due February 15, 2017

Summary:

Eligible Writing Project Sites are invited to apply for funds to invest in new teacher-leaders through invitational institutes. This professional development opportunity engages K-16 teachers in building leadership skills and creating knowledge across the disciplines, as well as focusing on specific areas of need. These leadership skills equip teachers to lead work at their sites, in their schools, in their districts, and as active participants in an educational landscape of rigorous standards and technological innovation.

GBC has partnered with the Great Basin Writing Project for over 15 years. As part of being a NWP site, a college must be involved and oversee the activities. Currently, Teresa Howell has acted as the principal investigator since Linda Uhlenkott's departure. Hadley Noren, Flagview Intermediate School Librarian and Kelly Moon, Elko High School English teacher have been the project's co-directors who teach the participants during a 3-week intensive "Invitational Summer Institute" (ISI). Size of the ISI is limited to 12 people due to the intensive workshop nature of instruction (84 contact hours).

Funds from the grant pay the salaries and fringe for the ISI instructors and coaches as well as supplies such as participant books/subscriptions, and program materials. Tuition for participants to receive five graduate credits from Southern University of Utah is also included. Funds will cover fees for staying in the GBC dorms for participants from out of the area, and GBC may recoup 8% in indirect costs.

Budget Summary

Hadley Noren, Project Director	\$4000
Kelly Moon, Project Co-Director	\$4000
ISI Coaches 3 @\$400 each	\$1200
Fringe Benefits	\$860
Authors/Guest Speakers 2 @ \$300 ea.	\$600
ISI Books	\$650
ISI Subscriptions	\$170
ISI Supplies	\$342
ISI Dorms	\$900
GBC IDC @8%	\$1018
SUU Tuition 12 x \$105/person	\$1260
Grand total	\$15,000



Great Basin College Marketing and Communications Department Policies and Procedures

The policies and procedures of the Marketing and Communications Office are designed to achieve consistent initiatives in print, graphic design, photography, videography and any other media that is used to promote GBC as it strives to fulfill its mission.

Mission: The Great Basin College Marketing and Communications Department will provide quality information to better inform students, staff and the public about the college.

Objectives:

- o Better promote GBC's missions, goals and values
- o Increase awareness about GBC, its academic programs and services through integrated marketing efforts and forethought campaigns
- o Enhance the college's image by maintaining brand principles designated and approved by GBC officials

Responsibilities and Services available:

Marketing & Advertising

- o Campaign development for GBC **(see attached project brief for more tactics available)
- o "Grab n Go" Outreach Kits (recruitment materials coming soon)
- o Banners for loan
- o Tablecloths for loan
- o Give-away items
- o Publication and TV advertisements

Public Relations

- o Community and media relations
- o News releases
- o GBC website features
- o Photo backdrops for loan
- o Photography and videography services

Social Media & Web

- o For assistance in web publishing or general website updates, contact Frank Sawyer, Webmaster at frank.sawyer@gbcnv.edu.

- o For assistance in social media publishing or updates you wish to be announced on official GBC social media, contact Kayla McCarson, Associate Director, Marketing & Communications at kayla.mccarson@gbcnv.edu.

Priorities:

Not all requests may be met by the Marketing and Communications Department given the limit of time and resources, as well as other priorities to fulfill its mission.

Policies and Procedures

Publications and Media Relations

The Marketing & Communications office at GBC serves as a liaison between the college and the public.

Procedures:

- o All media inquiries should be channeled through the Associate Director of Marketing and Communications.
- o All media representatives who appear on campus should be directed to the Associate Director of Marketing and Communications.
- o All film crews and photographers must register with the Director of Environmental Health, Safety and Security before filming.
- o Employees who write articles and/or letters to the media, specifically pertaining to their academic or student services work should identify themselves using their professional title at GBC. If an employee writes an article or letter for private reasons, employees should clearly state that their ideas do not represent the ideas of GBC when writing nonacademic related articles and letters.
- o All students, faculty, staff, alumni, donors and friends of the college are encouraged to recommend publication ideas. Honoring these recommendations is dependent upon newsworthiness and timeliness.

Policies:

- o The Associate Director of Marketing and Communications is responsible for contacting the media to cover GBC related stories.
- o Editing and final approval of all college publications and media should be made by the Associate Director of Marketing and Communications in order to maintain brand guidelines and initiatives set forth by the college.
- o Photos and video recordings by college staff are owned by Great Basin College. Photos may not be reproduced without the written consent of

the Associate Director of Marketing and Communications or a media services staff person.

Graphic Identity

The success of GBC's marketing efforts depends upon its ability to communicate strategically as a cohesive institution. The GBC brand is more than a graphic and tag-line alone, it is a concept that shapes and defines the college.

Procedures:

- o The GBC logo should appear on all print, electronic and media produced by GBC departments or student services. All materials designed to represent GBC should abide by the GBC logo Quick Reference Guide. If you are unsure your design meets the standards set forth by the college, the Associate Director of Marketing and Communications, or a Media Services staff member, will approve the publication of materials which use the GBC logo or brand in any form.

Policies:

- o Great Basin College owns its logo, as well as designs and symbols referring to Great Basin College and its brand. These designs may be used for business purposes by any official unit of the college.
- o GBC reserves the right to take down or remove any publication or medias, which use the GBC logo or official designs.
- o No individual or group on campus should create or re-create any type of visuals which would perceive that it were an official GBC publication. Nor should they implement marketing campaigns which would interfere with those created in the Marketing and Communications Office.

Third Party Websites and Social Media

Great Basin College recognizes the role of social media as a means to foster communication and the exchange of information.

The college establishes and maintains social media to support its mission, goals, programs and authorized efforts. The intent of GBC's official social media sites is to disseminate scheduled information and forethought campaigns about GBC. All posts and content is at the discretion of the Associate Director of Marketing and Communications.

Procedures:

- o The Associate Director of Marketing and Communications will approve the request for a new official GBC social media site. Vice President or Dean approval may need to be considered as well, depending on the site's goals and purpose. All requests should be sent to Kayla McCarson at kayla.mccarson@gbcnv.edu. Please include the purpose, objectives, name of the site, administrator(s) and their emails. Login information for one administrator must be provided. The email must use a @gbcnv.edu address.

Policies:

- o The Associate Director of Marketing and Communications oversees the official Great Basin College social media sites, which are designated by the use of the title, Great Basin College and the official GBC logo.
- o Other Official GBC social media sites include those sites representing the college overall or sites representing a department, division or student service. These sites are also clearly designated as such and include an official logo. These sites may have administrators outside of the Marketing and Communications Office. These sites are also in accordance with the information technology policies, the GBC logo and design guidelines, Sexual Harassment and Title IX policies, FERPA, and other policies enforced by GBC.
- o The GBC Webmaster, Assoc. Director of Marketing and Communications and/or administration reserve the right to enforce this policy by taking down or removing links to third-party websites from the gbcnv.edu website. Unless the site is hosted by the domain "gbcnv.edu" OR is one of the official GBC third party (social media) websites, the pages are considered personal online sites. Third party sites that do not use the domain or official identification listed above do not represent opinions or ideas of GBC.

Guidelines:

While we highly encourage the use of social media sites, GBC requests that administrators follow recommended guidelines, which we believe will help the Department, Program, committee, etc. gain media success.

1. Correct Mistakes- Be upfront and maintain transparency. It's always a good idea to be quick in solving mistakes made on social media.
2. Monitor the comments made on your page- Please be sure that administrators review and approve comments made on their page by other viewers. It is also up to you to delete spam, and block individuals who become offensive.

3. Use a disclaimer- If you publish content outside of GBC and the topic happens to be about GBC, use a disclaimer such as: This post does not represent GBC, and is my own opinion.” Ask the Associate Director of Marketing and Communications for specific questions on this guideline.
4. Keep it relevant to your objectives/audience- Keep the sharing of other organization’s posts to a minimum. The followers of your page are interested in seeing information and content that you generate as part of your department’s purpose. Keeping posts close to home will ultimately help build credibility.
5. Think before you post- Search engines will turn up posts and pictures long after the publishing date. Comments may be archived.
6. Maintain Confidentiality- Do not post confidential or proprietary information about GBC, its students, its alumni, or fellow employees. Use your best judgment and always follow the college’s policies and federal requirements made available at:
7. Frequency- Assign an administrator who regularly checks the content. Creating a content calendar will help your page obtain a following. Be sure not to overwhelm your followers with too many updates.

****GBC Marketing and Communications Department Project Brief**

PROJECT NAME			
DEPARTMENT/POINT CONTACT			
EVENT DATE		PROJECT COMPLETION DATE	
GOALS/ OBJECTIVES	PRIMARY		
	SECONDARY		
TARGET AUDIENCE	PRIMARY		
	SECONDARY		
WHAT IS THE CALL TO ACTION	PRIMARY		
	SECONDARY		
HOW WILL SUCCESS BE MEASURED			
BUDGET		MARKETING CONTACT	
DELIVERABLES	DESCRIPTION/NOTES	DUE DATE	POINT PERSON

TASKS, MILESTONES AND DEADLINES			
MARKETING TACTICS	NOTES	DUE DATE	POINT PERSON
FLYER (8.5X11)			
POSTER (11X17)			
BROCHURE			
TV SLIDE			
PRESS RELEASE			
SOCIAL MEDIA			
OTHER			
OTHER			
OTHER			
OTHER			
OTHER			
PROJECT COMPLETE/CLOSE DATE			

January 18, 2017

TO: GBC Faculty Senate Executive Committee

FROM: JPR, Chair

RE: Establishment of the ad hoc Committee on Diversity and Inclusion

Late last semester a number of faculty members had a conversation with Vice President Lynn Mahlberg and Dean Tom Reagan regarding the establishment of a Committee on Diversity and Inclusion. The discussion was prompted by a series of instances within the GBC community which made it evident matters of diversity and inclusion were not being addressed in a systemic way. It was observed that diversity initiatives were driven by individual faculty members and students through courses, clubs or events, and that they served as an opportunity to “check off a box” on a Title Nine or Affirmative Action report.

Additionally, it has been observed that GBC struggles with the topic of diversity in its general education curriculum objectives. The curriculum currently requires “cultural awareness, a sense of the past and the sense of the individual in society.” The objectives were established many years ago, are vague and do not address diversity and inclusion in a modern sense.

Vice President Mahlberg and Dean Reagan agreed and advised that the committee be established. In accordance with bylaws, I have established the membership of the committee:

- Angie DeBraga
- Annie Hicks
- Kevin Hodur
- Adriana Mendez
- John Rice
- Season Riley
- Laurie Walsh

The members met earlier this week and established a set of initiatives to begin its work.

1. Develop a holistic, comprehensive definition of diversity and inclusion for GBC.
2. Develop systemic applications of the principals of diversity and inclusion at GBC.
3. Report of data and analysis related to equity in recruiting, hiring, salary, promotion, tenure and evaluation in faculty, and recruiting, enrolling and graduating students.

It is recommended the timeline for this ad hoc committee extend through academic year 2018/2019, with the opportunity to request the extension of its duration beyond that time. In accordance with Senate bylaws, a recommendation can be made to create this ad hoc committee as a standing committee at any time, or to dissolve the committee at any time.

Report of the Curriculum and Articulation Committee

GBC Faculty Senate on January 27, 2017

The Curriculum and Articulation Committee met on December 15, 2016.

Items for approval:

- ENG 240 – Digital Literacy and Composition
- MATH 126E – Small changes in the catalog description, including updating material covered, shortening description, and replacing “Accuplacer” with “placement” test in light of the introduction of ALEKS.
- MATH 126 – Small changes in catalog description to more accurately reflect material covered, and replacing “Accuplacer” with “placement” test.

Informational items:

- EMS 206 – Remove “Instructor permission required” from prerequisite.
- EMS 210 – Remove “Instructor permission required” from prerequisite.
- EMS 214 – Remove “Instructor permission required” from prerequisite.
- Add ENG 240 as options for the AA English Program Requirements.
- Add ENG 240 and WMST 101 options for the 9 credits of prerequisite English courses required for entrance into the BA English program
- TA 100 – Add prerequisite: IT 106
- IT 103 – Add prereqs: IT 106 and 201
- IT 105 – Add prereqs: IT 103, 106, 201, 209, 214, 216; TA 100
- IT 201 – Add prereqs: IT 106, 216; TA 100
- IT 207 – Add prereqs: IT 103, 106, 201, 209, 214, 216; TA 100
- IT 209 – Add prereqs: IT 106, 216; TA 100
- IT 210 – Add prereqs: IT 103, 105, 106, 201, 207, 208, 209, 214, 216; TA 100
- IT 214 – Add prereqs: IT 106, 216, 201, 209; TA 100
- IT 216 – Add prereq: IT 106
- IT 220 -- Add prereqs: IT 103, 105, 106, 201, 207, 208, 209, 214, 216; TA 100
- INT 496 – Remove INT 400 as a prerequisite
- Change prerequisite minimum grade for all MATH classes from D- to C-. This includes the following classes: MATH 95, 96, 97, 116, 120, 122, 123, 126, 126e, 127, 128, 181, 182, 283, 251, 285, 310, 314, 330, 331, 333, 352, 475

You are encouraged to continue to submit changes to the Curriculum & Articulation Committee this semester, but please be aware that all changes that come forward this semester will apply to the 2018-2019 catalog.

A schedule for C&A spring meetings will be announced once we receive submissions.

BASIC GUIDELINES FOR ACADEMIC ONLINE COURSES

(Revised 11/29/16)

This document is for guidance purposes and not evaluation.

GBC online courses are expected to be high quality, appropriate to college-level expectations, and involve on-going instructor participation in delivering content, assessing learning, and communicating with students. Effective online instruction requires that instructors and students actively engage in the process of learning through the duration of a course. The following guidelines provide a baseline for effective online instruction at GBC.

LEARNING PLATFORM

1. All GBC online courses must originate in the current learning platform (Canvas LMS).
2. Outside platforms can be used but the current learning platform is the starting point for students.

ALIGNMENT

1. Course components align with the syllabus per department standards.
2. Learner objectives and measurements are clear to students and align with the syllabus.
3. The syllabus contains policy statements for grading and communicating with the instructor.
4. Online courses will follow the official GBC Academic Calendar for the term unless dynamically dated.

GRADES AND GRADING

1. Instructors must make available to students current grades (i.e., Canvas gradebook, Excel file, Word document, etc.).
2. The assessment of assignments/exams/etc. must occur throughout the semester with reasonable and set expectations for turnaround time stated in the syllabus.
3. Expectations for grading (i.e., rubrics, written expectations, etc.) assignments are included in WebCampus assignment descriptions and/or the syllabus.
4. Expectations for Exam proctoring, if required, are included in the syllabus. For a Respondus exam, a practice exam should be provided.
5. Expectations for exam proctoring should be coordinated through the ASC.

COMMUNICATION AND ENGAGEMENT

1. Instructors introduce themselves and the course to students in the first week of class.
2. Instructors post announcements, emails, homepage messages, feedback, comments, etc. at least 4 times per semester.
3. Instructors must respond to student inquiries within at least 3 business days by email, telephone, Skype, Cranium Café, or some other means.
4. Timely, throughout the semester, instructor feedback (i.e., grades, written comments, rubrics, verbal feedback, etc.) is provided to improve student learning.

ORGANIZATION

1. Courses must contain a College Resources and Policies (i.e., student services links: library, ASC, HelpDesk, SGA; ADA statements, Netiquette & Student Conduct policies; etc.) module developed by the Distance Education Office. This module will be added to all course shells and should be visible to students the entire semester.
2. Courses are organized in such a way that students can navigate easily.

GENERAL EXPECTATIONS

1. Course requirements and learner objectives are commensurate with college-level expectations and appropriate to the sequence of courses (developmental, 100, 200, 300, or 400).
2. Content delivery is accomplished through a variety of methods (i.e., reading, lectures, films, sound recordings, exercises, laboratory activities, discussions, etc.). [Note: The “read the chapter-take the quiz” should be avoided in favor of more interactive approaches.]

TRAINING AND REVIEW

1. *As per faculty senate requirements specifying two WebCampus training sessions*, new faculty (tenure-track. Mentor status, or part-time) must complete WebCampus Summer Camp and/or alternative training prior to teaching an online course for the first time. Upon completion of the course and/or training, faculty will receive a "completion certificate".

2. All faculty must complete Online Training Reboot Camp and/or alternative training every three years to ensure compliance with basic requirements and to keep current on online developments. Upon completion of the course and/or training, faculty will receive a "completion certificate".

NONCOMPLIANCE

1. Red flags (i.e., student complaints to department chairs or the distance 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 who may make recommendations for changes, which may include an action plan in consultation between the Associate Vice President of Distance Education and the appropriate Dean with the goal of resolving issues within a year. Once a faculty member determines that issues have been fixed, she/he will meet with the appropriate Dean for review.