

PLANNING COUNCIL MEETING MINUTES

Monday, May 11, 2020

9:00 am

Video Conference via Zoom

In Attendance: Dr. Karin Hilgersom, Elena Bubnova, Dr. Melissa Deadmond, Dr. Ayodele Akinola, Anne Flesher, Alexandra Patri, Amy Williams, Brandy Scarnati, Barbara Walden, Cynthia Pierrott, Dr. Dana Ryan, Diane St. Jacques, Estella Gutierrez, Gwendolyn Clancy, Heather Haddox, Julia Bledsoe, Dr. Julie Ellsworth, Dr. Julia Hammett, Jim New, Dr. Joan Steinman, Dr. Marie Murgolo, Natalie Brown, Paul Seybold, Thomas Dobbert, Dr. Tina Ruff, Virginia Irintcheva, Yevonne Allen, Kim Studebaker

TMCC Bylaws, Policies and Procedures

Faculty Senate Chair, Anne Flesher, presented the second reading of new policy: Textbook Policy. Discussion was held on revisions necessary to align with Nevada System of Higher Education code. Additionally, a typo was noted that "with the" appeared twice in error. Alexandra Patri, Student Government Association President, expressed student support of the policy. YeVonne Allen, Program Manager of Equity & Inclusion and Faculty Senate Chair-Elect motioned to approve the policy, contingent upon changes discussed within the Council. Anne Flesher provided a second to the motion. The policy was approved with no opposition and no abstentions.

The Council also took the opportunity to review the Textbook Policy Guidelines along with the policy. Alexandra Patri shared concerns from the Student Government Association on ensuring cost efficient materials and requested her comments be attached to the minutes which are included as Attachment D. Anne Flesher noted that the guidelines are open to revision as they are not set yet. The guidelines are very comprehensive and may change as needed. President Hilgersom also noted the importance of incorporating guidelines that serve Part-Time Faculty. Dr. Marie Murgolo, Vice President of Academic Affairs, also stressed that the document is a suggestion at this point and will need customization before it can be approved. Alexandra suggested a name change to Educational Resources instead of Textbook. The Student Government Association will be creating a task force to continue discussion and to provide SGA contributions to the guidelines.

President & Leadership Team Updates – Dr. Karin Hilgersom

President Hilgersom and members of the Leadership Team provided updates on the status of re-opening plans to resume campus operations. Our plans will align with phases as implemented by the Governor's Office. Chancellor Reilly is in talks with the Governor's Office to open CTE classes. Deans are working with Chairs who are in turn working with Faculty on developing department specific plans. The importance of communication was stressed in ensuring all are informed as we move toward the close of the Spring session.

Dr. Hilgersom also reported that a Budget Reduction Task Force was created to provide recommendations for anticipated reductions. A special legislative session is expected and could result in changes to currently established recommendations.

Planning Council Committee Updates

- Academic and Student Services Committee
 - Dr. Marie Murgolo reported that the committee met and discussed the M3 project. Also, work needs to be done on pathways. Estela Gutierrez, Vice President of Student Services and Diversity reported that Dr. Natalie Brown will be conducting Summer training for the Advising Pilot Program. Also approximately \$433,000 has been awarded in CARES funding for COVID relief.
- Accreditation Committee
 - Dr. Melissa Deadmond, Associate Dean of Assessment and Planning, reported that the committee will reconvene Fall 2020. The focus will be on the upcoming Year 6 and Year 7 reports. Dr. Deadmond would like to have more Faculty representation on the committee. If you are interested or know if someone who may be able to serve please contact Dr. Deadmond directly.
- Budget Committee
 - No report, the committee has not met.
- Diversity Committee
 - YeVonne Allen reported on upcoming events and initiatives of the committee including a Virtual DACA Town Hall that was held by NSHE, Summer Book Club, Professional Development proposals for Fall 2020, Open Office Hours at the DISCO, Courageous Conversations and Michaela Rubalcava's Diversity Advocate training.

- Enrollment Management Committee
 - Associate Vice President Elena Bubnova reported that committee last met April 30 where they looked at enrollment and trying to gauge where the numbers will be Fall 2020. At this time, the numbers look positive and that is encouraging. Institutional Research has developed a dashboard for Deans & Chairs to use specifically for their departments.
- Facilities Committee
 - Dr. Ayodele Akinola, Assistant Director of Facilities Operations, reported to the council on current and future Facilities projects including installations of sneeze guards, café construction, Meadowood improvements and transformer maintenance which will result in a 16-hour power outage scheduled for May 23. Also, the Dandini/Parr bridge project is anticipated to begin June 8th.
- Technology Committee
 - Thomas Dobbert, Chief Technology Officer, reported the committee met and discussed classrooms that may need additional equipment if remote instruction continues Fall 2020 along with anticipated costs for that equipment. They are also looking at the processing of service requests that are in queue when campus operations resume and creating their own re-opening plan.

Constituency Updates

- Student Government Association
 - Alexandra Patri thanked the Council for the opportunity to serve in representation of the Student Government Association and reported that Alyssa Fromelius will be the 2020-21 SGA President.
- Faculty Senate
 - Faculty Senate Chair Anne Flesher provided year in review highlighting the achievements of the Faculty Senate for the 2019-2020 session including putting forth Faculty Surveys for Deans, Faculty Surveys for Presidential Evaluation, Evaluation Guidelines, Tenure Report Guidelines, the Anti-Bullying Policy, the Textbook Policy & Guidelines and a number of resolutions.
- Classified Council
 - Classified Council President, Julia Bledsoe, reported that Classified Staff are participating in Department meetings in developing re-opening plans. The Council has decided Employee of the Month recognition will be incorporated into monthly Council meetings instead of individual ceremonies. Also, Executive Board Officer positions have been extended to 13-month terms to allow for better transition.

Next Meeting – TBA

REQUEST FOR POLICY REVIEW

Please complete this form and submit it to the Office of the President for inclusion on the President's Advisory Council Agenda

Please describe the purpose of this review. *(Check all that apply)*

- Add a policy Revise a policy Delete a policy Other

Please provide the text of the new policy. *(If this request is for a revision, please provide previous policy text with mark ups on a separate sheet.)*

Background

Please provide the reason and justification for request

Impact

Please describe the impact of this request *(cost, legal ramifications, etc.)*

Submitted By _____

Signature _____

Date _____

Legal Review _____

Truckee Meadows Community College confirms its commitment that the selection of textbooks is the ~~right and~~ responsibility of the faculty member teaching that course, [with the with the commitment of minimizing costs to students, where appropriate](#). To comply with the NSHE Policy on Printed and Electronic Instructional Materials, NSHE Board of Regents Handbook, Title 4, Chapter 14, Section 27, TMCC ~~shall use~~ [accepts recommendations from](#) the Faculty Senate approved Guidelines Regarding the Selecting, Authoring, and Publication of Textbooks and Other Educational Material by Faculty at TMCC.

Responsible Office(s): TMCC Faculty Senate, [Office of the VPAA](#)

Procedure: Guidelines may be found on the TMCC Faculty Senate website.

Guidelines Regarding the Selecting, Authoring, and Publication of Textbooks and Other Educational Material by Faculty at TMCC

*Created by TMCC Textbook Task Force 2020 and Salary Benefits and Budget Committee 2020
Approved by Faculty Senate XXXXXXXXXXXXX*

The selecting, authoring, and publication of textbooks and other educational materials is the responsibility of each individual instructor, subject to the guidelines set forth here. These Guidelines are in compliance with NSHE BOR Handbook Title 4, Chapter 14, Section 27, "NSHE Policy on Printed and Electronic Instructional Materials". (dated B/R 9/16)

Selecting of Textbooks and Other Educational Material

1. The selection of textbooks and other instructional materials is the responsibility of faculty. (BOR 4.14.27)
2. Faculty should exercise their expertise and professional judgment when selecting instructional materials, and carefully consider the academic, professional, and ethical implications of criteria used in selections. (BOR 4.14.27)
3. All instructional materials should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. These materials should help faculty and students accomplish the educational objectives of a course and should only be required when necessary and highly utilized. (BOR 4.14.27)
4. Textbook determinations are to be made by the appropriate department or teaching faculty within the discipline. When appropriate and if practicable, departments and disciplines may seek to adopt uniform learning materials for the same course.
5. Each department is responsible for determining whether part-time instructors may choose their own textbooks and other instructional materials.
 - a. If a part-time instructor is not permitted or otherwise does not choose textbooks and other instructional materials, the relevant department shall choose and ensure that such materials are made available and used by the part-time instructor.
 - b. Part-time faculty are encouraged to direct feedback on textbook selection and learning materials to the appropriate department chair or director.
6. It shall be the responsibility of the Department Chair or (if Chair is unavailable or unable) Dean to select the textbook for any classes where the book order deadline is not met.
 - a. The only exception to this shall be when classes are added after the textbook selection deadline.
 - b. Textbook selections should not be changed after the textbook selection deadline unless the instructor changes and the new instructor requires the change.
7. Cost should be considered when selecting instructional materials. (BOR 4.14.27)
 - a. This shall be done without compromising academic standards or academic freedom, instructors and departments, when selecting textbooks and other instructional materials.
 - b. As progress is made in reducing course material costs, faculty and/or departments are encouraged to track and share such progress.

8. Where appropriate, each institution shall encourage faculty to select or develop electronic and free or low-cost options for instructional materials. (BOR 4.14.27). These may include, but are not limited to:
 - a. Open Educational Resources (OER)
 - b. Open-Source textbooks
9. The TMCC Bookstore will include the student price of materials when distributing the textbook adoption form for completion, including the student price of material not previously used. If adoptions contain ancillary material, the bookstore will confirm with departments and divisions that the material is in fact required and necessary, and if not, will give to the department the information on how unbundling the packages will impact pricing to the student.
10. As a best practice, a copy of books assigned in classes should be placed on reserve in the Library for students to use, in coordination with the Library.
11. In accordance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, TMCC Policy #2322, TMCC is required to provide access to instructional materials in alternative formats for individuals with disabilities. The Disability Resource Center can assist faculty in selecting and producing materials which provide equal access for students with disabilities.
 - a. "Accessible" means an individual with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and use the same services as a person without a disability in an equally effective and integrated manner. A person with a disability should be able to obtain the information as fully, equally, and independently as a person without a disability.
12. An instructor shall not seek or accept any gift, service, favor, employment or engagement, emolument or economic opportunity which would influence the selection of a textbook or other instructional material.
13. The work of this Textbook Task Force shall be continued through as-needed meetings supported by the Faculty Senate and Vice President for Academic Affairs. This Task Force shall be chaired by a faculty member and include minimally the following members: four faculty members recommended by the Faculty Senate, two students recommended by Student Government Association, TMCC Bookstore Manager, Disability Resource Center representative, Classified representative, and the Library Director. The Vice President shall be ex-officio and provide administrative support for the work of this Task Force.

Authoring and Publication of Textbooks and Other Educational Material

Approved by Faculty Senate March 13, 2020

1. The authoring and publication of textbooks and other educational material by faculty at TMCC should be encouraged and celebrated. Working on publications is an opportunity for professional development and staying relevant within one's academic field. Having faculty that author academic material gives TMCC national and international exposure.
2. Faculty are afforded the right to outside compensation for textbooks and other educational material that they produce, per the NSHE Handbook, Title 4, Chapter 3, section 9, "*Outside professional or scholarly service by faculty members within their subject matter field and for compensation is recognized as a legitimate activity unless specifically prohibited by the employee's contract with the institution.*"
3. Textbooks and other educational material authored or produced by TMCC faculty should be properly copyrighted. All material should be either peer-reviewed or reviewed and approved by the department before being required for classes in the department.
4. Self-published textbooks and other educational materials produced by an instructor that yield compensation for the instructor and are required for a class section the instructor teaches, or for other classes in the department, shall be reviewed and approved by the department and the Dean of the department.
5. An apparent conflict of interest may be present when faculty produce textbooks and other educational materials that yield compensation for the instructor and are required for a class section the instructor teaches, or for other classes in the department. In such a circumstance, the instructor and the department must act as follows:
 - a. The instructor must inform the department chair and the appropriate dean prior to submitting books orders.
 - b. The department must convene a group of departmental faculty to review and approve the textbook and other educational materials.
 - c. The review should include such things as having a reputable publisher ([an academic or trade publisher that has an established method of distribution either directly to the student or through the bookstore ordering system](#)), the currency and accuracy of information, the cost to students, alternative textbooks available, etc., to ensure the textbooks or other educational materials are beneficial to the students.
 - d. The instructor must put an appropriate number of copies of the textbook or other educational materials on reserve in the library for students to use.
 - e. The instructor ~~should~~ **shall** not make sales directly to students.
6. ~~An instructor shall not seek or accept any gift, service, favor, employment or engagement, emolument or economic opportunity which would influence the selection of a textbook or other instructional material.~~ **(Move to Selecting)**

ATTACHMENT D

I am a member of the Textbook Task Force Committee. Out of the 14 faculty members who are a part of this committee, myself and another SGA representative are the student voices and advocates. Our Task Force was committed to revising the current Textbook Task Force Guideline. I am writing you today to voice my concerns regarding this Task Force. I want to start off by saying that this Task Force was not what I expected. I expected the purpose of the Textbook Task Force to focus on high and rapidly rising cost of textbooks. However, it was more of the opposite. Faculty wanted to remove statements from the guidelines such as: "Textbooks adopted for classes should always be the most affordable option which will provide essential information or skill development for students", "TMCC should support the use of Open Educational Resources (OER) by faculty in place of textbooks or supplement textbooks. These resources are becoming more and more available from excellent sources." And even more statements containing the words affordable or the word cost effective.

I told the Task Force that as faculty members at TMCC, it should be our obligation to curb the costs that prevent student success, student completion, and student graduation. They responded that the statements were against academic freedom. However, I do not see these statements infringing on academic freedom because they are suggestions. TMCC serves the student which is the product the college produces. The spirit of academic freedom is only intended to serve the student while keeping academic programs alive and viable. An instructor replied that if I wanted to afford my textbooks I should stop buying iPhones every year, which is quite disrespectful to say to a student.

I told faculty that it would be fair to include statements that students agree with. We are the ones buying the textbooks after all. Unfortunately, the faculty members reiterated that it would be against academic freedom to include statements that suggest that faculty should always use affordable learning materials for students. As students, where is our academic freedom? Especially now, when we have had an udder disruption. I cannot support the Textbook Taskforce revised guidelines from a student perspective because it does not change anything. If anything, it limits the idea that faculty should use cost effective materials in the classroom. The best teaching comes from the teacher, and the resources are supplemental. Not the other way around.

The purpose of a community college is to prepare a student with the knowledge necessary to transition into the workplace with skillsets necessary to compete for higher-paying rewarding careers. The careers sought provide economic stability, medical coverage, and retirement benefits with the economic safety similar to those enjoyed by college faculty. However, that has all changed for college students. The coronavirus pandemic is likely to lead to a steep, and potentially protracted, economic downturn for years to come. Travel, hospitality, leisure, technology and manufacturing firms have already experienced considerable revenue deterioration, and now college students are facing challenges no other generation has faced in future employment outlook. Unemployment rates are hovering at 20%, not seen since the Great Depression and after normalization, the unemployment rate is expected to linger around 10% a rate worse than the Great Recession. It's not business as usual on college campuses.

At the beginning of the year, TMCC students were prospects in the greatest hiring boom on record, 4 months later, we are facing the worst. Contemplating continuing college at current

course of study may be irrelevant in the new economic paradigm post-COVID-19. The continued cost of college is competing with simple human survival needs. Our students are facing an uphill battle not faced by any generation. With very few openings and swarms of other graduates flooding toward the small pool of jobs. TMCC students are competing against other skill sets and college degrees of more competitive than TMCC, thus college faculty will need to facilitate change to meet the needs of students.

More than ever, students need every edge possible. TMCC is faced with the change from reducing costs to increasing fees. Today's approach to education must now adapt to the new economic reality. With the estimated \$500 billion budget shortfall from the economic fallout of the pandemic coupled with enrollment reduction, colleges are aggressively working with their students. Survival of the college and the needs of the students take precedence over contracts as many faculties are discovering. TMCC serves the student which is the product the college produces. The spirit of academic freedom is only intended to serve the student while keeping academic programs alive and viable.

Professors across the nation are striving to keep their instruction simple. Creativity will test the strength and efficacy of how faculty approach the student need. College students under the protection of Academic Freedom will now have more rights than ever to opt-out of expensive texts and materials in exchange for creative and equally effective resources necessary to continue their education which in itself, is part of the academic process and experience. TMCC recognizes that each student is cloaked with the protection of acceptance, diversity, and educational value. If a college student is facing the challenge between dropping out of college due to economic hardship, or continuing because the faculty did their part in implementing and exercising solutions like that of OER, then students will have that added edge to keep TMCC viable, relevant and competitive during this dramatic change in our disrupted global economy. It's time to throw out the book and rewrite how we approach teaching because the world has had to do the same necessary to reinvent itself.

I had really high hopes for the Textbook Task Force, and I was sorely disappointed. I believe student voice is not represented here. Thus, the SGA is going to make our own task force, so as students we can provide our feedback.

DRAFT: TMCC Academic Stakeholders Covid-19 Statement (originated in the ASA Committee)

The Covid-19 pandemic has created unforeseen consequences for all students, faculty, staff, and administrators at Truckee Meadows Community College. The decisions to take all classes to online delivery and to close the campus in March 2020 were necessary, and were the results of a lack of contingency planning.

Going forward, TMCC faculty must be closely and meaningfully involved in policies and planning for ongoing and future TMCC responses to the Covid-19 crisis including federal, state, and local recommendations, guidelines, and policies. **The faculty would like to see increased representation of academic and administrative faculty from multiple divisions on the existing Covid-19 Re-opening Committee, or see the formation of a Covid-19 Academic Stakeholder Task Force, a diverse body of academic and administrative faculty, students, and staff, to be consulted and involved in all academic planning going forward.**

Furthermore, while policies and contingencies may come from the federal, state, and local governments, as well as the NSHE Board of Regents, TMCC Faculty feel strongly that campus leadership should be developing contingency plans and policies without waiting for them to be disseminated through a lengthy bureaucratic process. Faculty particularly want to be involved in the following:

Fall 2020 Contingencies for a Phased Return to Campus

- 1) Faculty would like to collaborate on a plan to address:
 - a) How classrooms and shared spaces including department offices can be configured to meet social-distancing requirements.
 - b) How classrooms and shared spaces will be sanitized, how supplies for cleaning and sanitizing will be provided to appropriate staff, and what will be done if supplies are unavailable.
 - c) How schedules may be affected by social distancing protocols, including staggered classroom and office hour schedules.
 - d) **The conduction of a thorough facilities utilization study including maximizing the use of physical spaces including classrooms, public spaces, and parking lots to accommodate a return to teaching and learning activities on all campuses.**
- 2) Testing, Monitoring, and Safety Protocols
 - a) The availability of Personal Protective Equipment (PPE) for faculty in classrooms and shared office spaces.
 - b) New faculty-student protocols addressing group work, lab partners and equipment, not approaching teaching tables, office desks and spaces, and maintaining distance in offices and other shared spaces.
 - c) The staffing, training, and scheduling of monitors at building or classroom doors with thermometers and other monitoring equipment.
- 3) Sick/Leave Policies for Faculty/Staff/Students

- a) Establishing official policy for immunocompromised or other vulnerable students/faculty/staff who choose not to return to campus for the time being. Guaranteeing students/faculty/staff will not have to document or disclose any underlying conditions or confirmed diagnoses in order to be allowed to remain off campus and work from home.
- b) Establishing official policy for symptomatic students/faculty/staff that have been unable to be tested but cannot be on campus for 2-3 weeks as well as students/faculty/staff that have tested positive for Covid-19, or been exposed, and must be quarantined for 14 days.

Fall 2020 Contingencies for Online Delivery of Courses

- 4) Faculty and students should be informed at the earliest possible moment if there is the possibility of all Fall 2020 courses being completely or partially delivered online.
 - a) It is recommended that MyTMCC include a statement to students that all courses may be taught online for the entire semester, or may at some point in the semester be continued online.
 - b) That the Fall 2020 refund, partial-refund, and add/drop dates take a potential shift back to online into account.
 - c) That faculty and student support services, including Information Technology, Web College, Advising, Counseling, Tutoring, Library Services, the Bookstore, and other key stakeholders have a clearly communicated contingency plan to address faculty and student needs.
 - d) That there be a reimbursement plan for faculty expenses related to converting course delivery to online including necessary ergonomic and peripheral equipment (external keyboards, laptop stands, mice) printer ink, paper, software upgrades, [increased home utility costs](#), and Zoom and other software licenses for remote content delivery.

Ongoing Contingencies and Policies Related to Faculty Workload, Assessment, and Administrative Data

- 5) That TMCC administration hold harmless faculty and staff for any negative retention, persistence, graduation, pass-fail, course and program assessment, and instructor and course-evaluation data beginning in the Spring 2020 semester and until a time mutually agreed upon by faculty and administration to accommodate for the gaps in education for both college and incoming high school students caused by the Covid-19 pandemic and quarantine.
 - a) A clear statement from TMCC on the potential implications of an S/U grade.
 - b) Updated policies on Incompletes, Grade Appeals, and other policies affected by the crisis.
 - c) A draft of contingencies for addressing faculty workloads because of the domino effect for “incompletes” and other deferred teaching, grading, and classroom-activities to be made-up in classes beginning in Spring 2020.
 - d) [Contingencies developed for free and low cost services and programs to support the mental and emotional health of faculty, staff, and students.](#)