

## FACULTY SENATE ACADEMIC YEAR 2005 MOTION TRACKING

DATE MOTIONED	DESCRIPTION OF MOTION	SENATE STATUS	PRESIDENTIAL STATUS
27-Aug-04	To approve 05/14/04 Faculty Senate Meeting Minutes. (Bouweraerts/Mortensen)  <b>DISCUSSION:</b> None.	Unanimous Approval	N/A
27-Aug-04	To increase the size of the Ad Hoc Committee on Faculty Evaluations to fifteen. (Refer to Action Item from Bridgett) – (Delaney/Lokken)  <b>DISCUSSION:</b> None	Unanimous approval	N/A
27-Aug-04	To confirm the members listed below as members of the Ad Hoc Committee on Faculty Evaluations: Bruce Lucia, Cynthia Kroon, John Kemp, Carlo Ferguson-McIntyre, Brian Fletcher, Quan-Ping Chai, Julie Stage, Elsi Reinhardt, Warren Hejny, Beverly Turner, Barbara Chism, Hugh Fraser, and Bill Newhall. (Loranz/Lokken)  <b>DISCUSSION:</b> Is this an instructional faculty evaluation? Yes – it is the academic instructional side of the house. Discussion also included the addition of two more members. Scott Huber will be serving on this committee. Andy Delaney has been given the authority to make the decision as to whom the other will be.  FOOTNOTE: the librarians are satisfied with their present arrangement; however administration wants everyone under the same “umbrella.”	Unanimous approval	N/A
24-Sep-04	To approve 08/27/04 Faculty Senate Meeting Minutes. (Lokken, Allen) <b>DISCUSSION:</b> None	Unanimous approval	N/A
24-Sep-04	To confirm the members listed below for Sabbatical Application Committee: Math, Science, English, and Technology: John Septien, Dave Boden, Jim Winston, Les Garaventa	Unanimous approval	N/A

	<p>Arts and Humanities: Beth Baines, Bill Baines, Neil Whitehurst  Health Sciences and Safety: Pat Durham-Taylor, Warren Hejny  Non-teaching Academic Faculty: John Fitzsimmons  At-Large: Bobbeye Bowes  <b>DISCUSSION:</b> None</p>		
24-Sep-04	<p>To change the name of the library committee to the Library, Culture, and Arts Committee.  <b>DISCUSSION:</b> This committee is accepting responsibility to deal with the library for all kinds of “stuff”. The committee is here to address arts and culture. This is a huge spectrum. The charges are not affected by the change of a name; the charges are specific in the bylaws. However, this name creates confusion; they should come back next time with a better name that does not encompass other areas charges.</p>	Motion Fails	N/A
24-Sep-04	<p>For the Faculty Senate Committee on Library to study the name change issue further and come back with a better name specifying any charges that will be affected.  (Delaney/Lokken)  <b>DISCUSSION:</b> We had done that and thought they were broad enough for this name – apparently we need to look further into this. What other role for faculty are there in these topics, etc.?</p>	Motion passes with two nay votes	N/A
24-Sep-04	<p>For the Faculty Senate of Truckee Meadows Community College to support the organization called the Nevada Campaign to Defeat the Patriot Act.  <b>DISCUSSION:</b> I encourage a vote against, it is non partisan, but it is still political. It does not say that individually we can not endorse it, but as a body we can not. The language set forth at the last meeting was inappropriate. I am not advocating or opposing the Patriot Act itself, but as a college we can not make a stand. I don't think we as a body should be a vehicle for this. It makes people nervous to think that TMCC is making a public stand regarding a political issue. If you are going to be using terms illegal/unconstitutional, know what you're talking about. And didn't the president say not to do this? To support an institution that supports the Patriot Act, it's not okay. It is a danger to students – how does it affect the students is the issue. The Students are not supportive of making a stand on this issue. The only way to make a political stand would be to do it in conjunction pro the Patriot Act as well – both sides must be considered. This group is not affiliated with one party or another. I would strongly urge to not vote out of nervousness... always vote your hopes, not your fears. If you vote on this issue you will have “hell” to pay with the legislature. The institution can not “rubber stamp” this. The librarians could and should do this on their own.</p>	<p>3 Yea votes, 10  Nay votes, 4  Abstentions    Motion Fails</p>	N/A
24-Sep-04	<p>For the Faculty Senate to approve the following courses as brought forward from the Curriculum Committee:  READ 135  VETT 101B  VETT 203B</p>	Unanimous approval	Approved 9/28/2004 by VPAA and 9/29 by President

	VETT 235B VETT 240B <b>DISCUSSION:</b> None		Ringle
<b>▲ COMMENTS:</b> Learning Outcomes to be worked on January 11 and 12, 1005; <b>▲</b> however, classes are approved.			
24-Sep-04	<p>Academic Standards Committee members of the Program Review Committee will stop work on that subcommittee until the workload issues can be resolved.</p> <p><b>DISCUSSION:</b> Statement from Pat Slavin: The Program Discipline and Review Committee (PDRC) wishes the TMCC Faculty Senate to know that the PDRC is a College Committee, not a subcommittee of Academic Standards. The PDRC is in part comprised of members from the Academic Standards Committee and Academic Standards participates in the program review process.</p> <p>The PDRC will continue its ongoing analysis of timelines, process and workload issues associated with the program review process. This past year the PDRC reevaluated its procedures; this resulted in an extension of timelines for self study committees, reduced the amount of programs to be evaluated in any given year, and streamlined the program review process. We will engage in a similar evaluation of these issues at the end of this program review year.</p> <p>The PDRC respectfully asks the Faculty Senate to support its work by voting against the motion brought forward by the Academic Standards Committee, so that the College will stay in compliance with the mandate from the Board of Regents that we have such a process and so that the College can stay true to achieving our strategic goal of “Academic Excellence.”</p> <p>It is requested that this motion is voted against so we can stay in compliance. The bylaws do not say they are the chiefs of the program review process. The members of both, two voted for and one against. All this Workload issue stuff seems it is done – but it still has to come back to them.</p>	Yea 0 MOTION FAILS	N/A
24-Sep-04	<p>To remove 9.11.3.5 from the TMCC Faculty Senate Bylaws which reads: “To make annual announcement of Sabbatical leave. To evaluate and rank submitted proposals based upon established criteria, and to forward the ranked proposals to the President of TMCC.” And, to add the following:</p> <p>9.1.1 The Faculty Senate Chair will accept nomination for the Sabbatical Leave Committee Chair up to one week before the September meeting of the Faculty Senate.</p> <p>9.1.2 At the September meeting of the Faculty Senate the Faculty Senate will confirm a Sabbatical Leave Committee Chair. If no one is nominated the Faculty Senate</p>	17 Yea votes – Motion Passes	Approved by Dr. Ringle 10/12/04

	<p>Chair will appoint a Chair.</p> <p>9.1.3 The Professional Standards Committee will ensure that the Sabbatical Leave subcommittee contains a proportion of faculty members from each division based on the percentage of TMCC faculty members in each division. The composition of the Sabbatical Leave Subcommittee is determined by a vote of the Professional Standards Committee. A simple majority approves the composition.</p> <p>9.1.4 At the September meeting of the Faculty Senate the Faculty Senate will confirm the Sabbatical Leave Committee make-up.</p> <p>9.1.5 In the event the Faculty Senate does not meet during the month of September the Faculty Senate Chair will appoint a Sabbatical Leave Committee Chair and confirm the make-up of the committee.</p> <p>9.1.6 The Sabbatical Leave Committee Chair will: Make announcements about sabbatical leave and create deadlines; Call for proposals for sabbatical leave; Call and preside over the committee meetings.</p> <p>9.1.7 The Sabbatical Leave Committee will: Evaluate and rank submitted proposals based upon established criteria, and forward the ranked proposals directly to the President of TMCC; Follow the UCCSN Code and TMCC Administrative Manual concerning faculty sabbatical leave selection. Meet all deadlines established by the UCCSN Code and TMCC Administrative Manual. Keep the deliberations confidential.</p>		
24-Sep-2004	Truckee Meadows Community College Support funding for professional recognition in the amount of \$2,000 so that the recipients of the TMCC Distinguished Faculty Teaching and the TMCC Distinguished Faculty Service awards receive a monetary award of \$1,000 each	Unanimous Approval	See Comments
COMMENTS from President Ringle: "While I do not disagree with the concept, I cannot approve this until a stable and lasting source of revenue is identified for the project."			
24-Sep-2004	The Faculty Senate committee on Social Activities and Professional Recognition receive a budget of \$250.00 each year for the purpose of purchasing two plaques or similar awards to be given to the recipients of the TMCC Distinguished Faculty Teaching Award and the TMCC Distinguished Faculty Service Award.	Unanimous Approval	See comments
COMMENT from President Ringle: "While I do disagree with providing monetary awards, I cannot approve this. Once stable funding is identified the college should purchase the plaques."			
22-Oct-2004	<p>For the Faculty Senate of Truckee Meadows Community College to approve the following courses:</p> <p>MATH 090 Developmental Math Lab  BIOL 188B Foundations in Scientific Literacy  <b>BIOL 110 Biology for Elementary / Middle Education</b></p>	Unanimous approval	Stipulated approval by VPAA 10/26/04 and President 10/26/04

	<p>EDU 214 Preparing Teachers to Use Technology  <b>ENG 107 Technical Communications I</b>  <b>MTL 163B Welding for Art I</b>  <b>MTL 263B Welding for Art II</b>  AAD 101 Design with Nature  AAD 202 Analysis of the Built Environment  AAD 125 Construction Drawings &amp; Detailing  AAD 180 Fundamentals of Design I  AAD 181 Fundamentals of Design I Discussion  AAD 182 Fundamentals of Design II  AAD 183 Fundamentals of Design III  AAD 201 History of the Built Environment  AAD 223 Graphic Software for Architects, Constructors,  Designers &amp; Planners  AAD 230 Design with Climate  AAD 257 Plant Materials  AAD 262 CAD for Landscape Architecture  AAD 265 Computer Applications in Architecture I  AAD 280 Fundamentals of Architecture Design I  AAD 282 Fundamentals of Architecture Design II  MUSE 135 Jazz Vocal Ensemble  DAN 232 Intermediate Jazz Dance  DAN 281 Dance Performance</p>		
<p><b>COMMENTS:</b> The ONLY classes approved are BIOL 110, Eng 107, MTL 165B, MTL 263B.  All other classes are pending.</p>			
22-Oct-2004	The Curriculum Committee would like to bring forth a motion requesting that Vice President Laguerre extend the deadline for submission to be in the printed fall, 2005, schedule. That deadline should be the November meeting of the Curriculum Committee.	Unanimous approval	Approved VPAA 10/26/2004
COMMENT from Dr. Laguerre: "Deadline November 5, 2004 – Faculty Senate will act by November 9, 2004"			
Virtual Meeting 9-Nov-2004	That the Faculty Senate of Truckee Meadows Community College approve the following courses from the Curriculum Committee as listed below: ET104B Fabrication Techniques (deactivation) ET105B Electronics for Trade and Industry (deactivation) ET 230B Sound System Repair (deactivation) ET235B Video Monitors and Cameras (deactivation) ET237B Gamine Machine Repair (deactivation) MUS 108 Guitar Class II (new)		Approved by VPAA 11/16/04 and approved by President 11/18/04

	MUS 113 Fundamental of Music Composition I (new) MUS 213 Fundamentals of Music Composition II (new) HEB 221 Intermediate Hebrew (new)		
10-Dec-2004	To approve the 10/22/04 Faculty Senate Meeting Minutes. (Bale/Bouweraerts)	Motion Passes with abstention from Brad Summerhill	N/A
10-Dec-2004	To approve the Virtual Meeting Minutes Faculty Senate Meeting Minutes. (Bale/Bouweraerts)	Motion Passes with one abstention from Brad Summerhill	N/A
10-Dec-2004	Professional Standards committee approves allocating Faculty Senate travel funds utilizing the following criteria. (1) The old PS travel application will be utilized fall 2004. (2) Fall and spring allocations will be \$1875 each; summer \$1250. (3) Maximum allocation per applicant not established. (4) Unused funds rolled over.	Unanimous Approval	N/A
10-Dec-2004	Professional Standards committee supports equitable movement by all faculty across the salary scale in accordance with UCCSN BOR Handbook.  Back-up Doc: UCCSN BOR Handbook Section 30:  "30. <u>ACCESS TO AND MODIFICATION OF FILES</u>  a. The following University personnel shall have access to an individual's personnel file: the faculty member or the faculty member's duly authorized representative, departmental chairs, deans, Vice-Presidents, the President, the UCCSN legal counsel, any regent, the Affirmative Action Officer of the University, official University personnel committees as authorized by the appropriate administrator, and, where applicable, the chair of the hearing subcommittee of the University Appeals Committee. (B/R 1/99)  b. Personnel files shall be treated as confidential, except as provided herein. However, the Nevada Open Records law may preclude personnel files from remaining confidential. (B/R 1/99)  c. Nothing shall be permanently placed in or removed from any personnel file without notification to the faculty member and approval by the administrator in charge of it. If a member of the faculty objects to the inclusion, retention, or removal of any material in the individual's personnel file, the faculty member may make a request to the appropriate	Unanimous Approval	

	administrator for its removal or modification, retention, or inclusion. If this request is denied, the faculty member shall have the right to appeal the action of the administrator through the Grievance Procedures”.		
10-Dec-2004	Professional Standards committee agrees to use the WNCC Professional Advancement policy for vocational and technical faculty as a model to formulate a policy for TMCC.	Unanimous Approval	
10-Dec-2004	<p>To Approve the following document:</p> <p style="text-align: right;">11/30/2004</p> <p style="text-align: center;"><b>General Education Development and Review Truckee Meadows Community College Fall 2004</b></p> <p>The Academic Standards and Curriculum Committees approved a temporary merging of the General Education Subcommittee with the college Student Learning Outcomes and Assessment Committee. The new committee held a retreat on July 20 and 21 and drafted a mission statement, goals for general education, and abilities students graduating from TMCC should have upon completion of our general education program or course of study. The committee invites feedback and input; discussions on the document were scheduled during the professional development week as well as an open meeting for feedback took place on August 27, 2005.</p> <p><b><u>General Education Mission Statement</u></b> General Education at TMCC provides a coherent curriculum that consists of a rigorous foundation of interrelated academic and applied experiences that introduce students to diverse ways of thinking and of understanding the world.</p> <p><b><u>General Education Goals</u></b></p>	Unanimous Approval	Approved VPAA 2/1/05 and approved by President 2/9/05

The goals of the General Education curriculum are for students to:

- develop analytical thinking, problem-solving, and communication skills
- develop life-long learning skills and the ability to independently construct their own knowledge base
- utilize skills learned to make useful and informed life decisions
- participate in a community of learners that supports a diverse and collaborative environment for intellectual inquiry
- function successfully and effectively in a global society and workplace
- adapt to a rapidly evolving technological environment

### **List of Abilities**

Students who successfully complete the general education curriculum for a degree at Truckee Meadows Community College will demonstrate the following abilities:

- 1 Analytical thinking skills
2. Communication skills
3. Collaborative skills
- 4, Quantitative and scientific reasoning skills
5. Global and cultural awareness skills
6. Personal, social and civic responsibility skills
7. Information literacy and research skills
8. Artistic and aesthetic awareness skills
9. Computer and Information Technology Skills

11/30/2004

### **DEFINITIONS OF ABILITIES\***

The different abilities are defined as follows:

**Analytical thinking skills:** To develop skills and attitudes that enable one to grasp complexities in order to see relationships, similarities, and differences among ideas; to analyze one's own ideas and thoughts, as well as the ideas and thoughts of others; to draw inferences and conclusions.

**Communication skills:** To read with comprehension; to listen, speak, and write competently.

**Collaborative skills:** To develop skills and attitudes that enable one to interact effectively with others, whether one-on-one, in a small group, in an organization, or with an audience.

**Quantitative and scientific reasoning skills:** To reason logically, using both induction and deduction; to demonstrate and recognize objective application of the scientific method; to perform appropriate calculations; to recognize and weigh scientific evidence; to understand, evaluate, model and effectively utilize quantitative and qualitative data.

**Global and cultural awareness skills:** To develop a broad understanding of linguistic, political, social, environmental, religious and economic systems of the world; to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to interact in multi/cross-cultural settings; to develop skills and attitudes that enable one to respect and appreciate diversity.

**Social, ethical and civic skills:** To develop skills and attitudes necessary to function effectively as responsible, ethical and contributing citizens of the community, state and nation.

**Information literacy and research skills:** To formulate relevant research questions; to find, analyze, and use information from field, print, and/or

	<p>electronic sources; to evaluate the applicability of the data for a particular situation; to document properly and address questions concerning the responsible use of information.</p> <p><b>Artistic and aesthetic awareness skills:</b> To develop skills and acquire experiences that enable one to value, reflect upon, and appreciate the creative process and its manifestations including its role in the human experience.</p> <p><b>Computer and Information Technology skills:</b> <i>To understand computer and information technology and how it relates to the individual, society, and the environment; to use computer applications responsibly as tools for creativity, researching, organizing, problem solving, publishing, presenting, and/or communicating information and ideas.</i></p>		
21-Jan-2005	To approve the 12/22/04 Faculty Senate Meeting Minutes. (Bale/Bouweraerts)	Unanimous approval	N/A
21-Jan-2005	That the Faculty Senate approve course NRES 210 as approved by the Curriculum committee.	Unanimous approval	Approved by VPAA 2/1/05 and approved by President 2/9/05
21-Jan-2005	<p>See Below (Delaney/Lokken)  Bylaw change – informational item distributed by Andy Delaney: Under the following paragraphs in the present bylaws:  <b>5.3 Election of Officers:</b>  <b>5.3.1 Election of Chair-Elect:</b>  <b>5.3.1.1 Nominations for the Chair-Elect of the Senate shall be opened at the March Faculty Senate meeting every other year. Nominations will be closed one week before and announced at the April meeting. Elections will be completed one week before and announced at the May meeting. The Officers shall take office on June 1 of each year.</b></p> <p>The above paragraphs will remain unchanged.  Add the following subparagraphs under paragraph 5.3.1.1:  <b>5.3.1.1.1 Each Chair-Elect nominee will write a 500-word essay. The essay should address:</b></p>	10 yea, MOTION FAILS	N/A

	<p>a) each nominee's reasons for seeking this position  b) what each nominee views as the most critically important issue before the Senate presently  c) the nominee's leadership vision for Faculty Senate</p> <p>5.3.1.1.2 The Chair-Elect nominee must send the 500-word essay to the Faculty Senate office or Faculty Senate Chair 2 weeks prior to the election. The Faculty Senate office or Faculty Senate Chair will distribute the essay(s) to all eligible voters no later than one week before the election. A nominee unable or unwilling to meet the deadlines will be required to withdraw his/her nomination.</p> <p>5.3.1.1.3 May election results will include the number of votes each candidate received.</p>		
11-Feb-05	To approve the January 21, 2005 (Lokken/Bouweraerts).	Unanimous Approval	N/A
11-Feb-05	For the Faculty Senate to compose and submit a letter of commendation to Dr. Ringle in recognition of all of the good he has done for the college.(Lokken/Baines)	Unanimous Approval	N/A
11-Feb-05	The Faculty Senate of Truckee Meadows Community College endorses the concept of evaluating faculty on a three year cycle. (Delaney/Baines, Bill)	One (1) nay vote from Senator Coles; six (6) abstentions; MOTION PASSES.	<p>Approved VPAA 3/8/05 and President 3/8/05 – COMMENT made:</p> <p>“This is for tenured faculty – it is for a comprehensive evaluation every three years; however, an annual evaluation will occur each year as per the UCCSN Code.</p>

11-Feb-05	MOTION: That the Faculty Senate of TMCC endorse the process of keeping the signature line in a two-tiered administrative evaluation process. (Lokken/Baines.,B.)  <i>CLARIFICATION from Bridgett Boulton: "The intent is to maintain the anonymity of the evaluator to the evaluate. The evaluator's identity would be provided to the evaluatee's supervisor but not to the evaluate him/herself."</i>	Unanimous Approval	Approved VPAA 2/22/05 and Pres 2/22/05
11-Feb-05	MOTION: To approve the following courses as brought forward by the Curriculum Committee: CE 091 Applied Tech Pre-internship, NRES 100 Principles of Natural Resources and Environmental Sciences, NRES 211 Conservation, Humans, and Biodiversity	Unanimous Approval	Approved by VPAA 2/22/05 and Pres 2/22/05
11-Feb-05	MOTION: Change in Bylaws Proposed by Curriculum Committee <i>Current Bylaw:</i> 9.9.3.4 The committee will meet a minimum of <b>four</b> times each semester to consider proposals. <i>Proposed change:</i> 9.9.3.4 The committee will meet a minimum of <b>three</b> times each semester to consider proposals.	Unanimous Approval	Approved by VPAA 2/22/05 and Pres 2/22/05
11-Feb-05	MOTION: That the Faculty Senate of TMCC approve the Revision of Nursing Program, and the Revision to Computer Information Technology Program as submitted by the Academic Standards Committee.	Unanimous Approval	Approved VPAA 2/22/05 and Pres 2/28/05
11-Feb-05	MOTION: In accordance with Article XI: Amendment Procedures of the TMCC Faculty Senate Bylaws, the following amendment is hereby introduced. Changes to the current bylaws are in bold. 5.3 Election of Officers: 5.3.1 Election of Chair-Elect: 5.3.1.1 Nominations for the Chair-Elect of the Senate shall be opened at the March Faculty Senate meeting every other year. Nominations will be closed one week before and announced at the April meeting. Elections will be completed one week before and announced at the May meeting. The Officers shall take office on June 1 of each year. 5.3.1.2 If the Chair-Elect office becomes vacant during the named term, nominations for replacement will be opened at the next regularly scheduled meeting. Nominations will be closed one week before and announced at the next meeting. Elections will be completed one week before and announced at the following meeting. 5.3.1.3 The elections shall be supervised by the Ad Hoc Committee on <b>Elections</b> in accordance with the following principles: 5.3.1.3.1 Nomination and elections shall be on forms and ballots designated by the Ad Hoc Committee on <b>Elections</b> . 5.3.1.3.2 Elections shall <b>either</b> be by secret ballot through a two-envelope system <b>or</b>	Unanimous Approval.	Approved VPAA 2/22/05 and Pres 2/22/05

	<b>conducted online. If by secret ballot, the voter shall place the ballot in a blank envelope. The blank envelope shall be placed in an envelope with the voter's name affixed to it, which shall be used to verify who has voted. The Ad Hoc Committee on Elections shall separate the two envelopes in a manner which assures the secrecy of this vote. If conducted online, the voter shall verify identity at logon and vote. The Ad Hoc Committee on Elections will use a system designed by the Truckee Meadows Community College Applications and Development Department to ensure voter secrecy.</b>		
11-Feb-2005	That the Faculty Senate of TMCC approves the elimination of the A.S. in Environmental Science Option: Conservation Biology; Option: Environmental Science; Option: natural Resources and the elimination of A.A.S. in Environmental science as submitted by the Academic Standards Committee.	Unanimous Approval	Approved by VPAA 2/22/05 and Pres 2/22/05
18-Mar-05	To approve the February 11, 2005 meeting minutes. (Lokken/Bale).	Unanimous Approval	N/A
18-Mar-05	To approve the attached (following) form for Faculty Evaluation Criteria as presented by the Ad Hoc Committee on Evaluations. DISCUSSION: You can pick from E1 instead of all of them if you choose. Senator Coles: There are three categories with three ratings – doesn't this result in one outcome? Senator Delaney: Yes. This can be addressed by the administrators being trained on this. Senator Lambert: Is this for tenured or untenured? Senator Delaney: Tenured and untenured will remain with the current tool. Senator Coles: Will each faculty member be observed every year? Senator Delaney: No. That is attached to the next motion. Dean Adlish: Are you saying you only have to serve the teaching excellence and not college service? Senator Delaney: Yes, that is correct. Dean Adlish: I think the Handbook says you have to be evaluated on all three? Senator Delaney: Yes, but you still have to have satisfactory in the other areas.	Unanimous Approval	Sent To VPAA and President 3/05 – being held for review by VPAA and President 3/29/05

## Faculty Evaluation Criteria

To achieve an excellent rating select five (5) activities two of which must come from the

**Satisfactory**

**Commendable**

**Excellent**

**Primary Job Responsibilities (As specified in UCCSN Code)**

In order to receive a Satisfactory Evaluation I will fulfill each of the duties and responsibilities listed under the satisfactory column.

**S.1 Professional Conduct:**  
Comply with all sections of UCCSN code and policies applicable to faculty.

**S.2 Teaching, class management, service to students, and other teaching responsibilities:**  
a. Meet classes.  
b. Hold office hours (min. 5 hrs per week.)  
c. Receive satisfactory classroom/lab observation  
d. Submit comprehensive course syllabi to the department.  
e. Submit book orders on time.  
f. Receive satisfactory student evaluations.  
g. Respond to student requests, appeals, information needs.

**S.3 Department/Division Duties:**  
a. Attend Department and Division meetings.  
b. Respond to Chair/Dean/Director requests in a timely manner.

**S.4 Submit detailed Annual Plan and a Faculty Self Evaluation in a timely manner or as requested by administration.**

**C.1 Teaching select two (2):**  
a. Teach an established course for the first time.  
b. Create a new course, not requiring institutional approval.  
c. Arrange a peer review and implement recommendations.  
d. Teach a workshop or seminar.  
e. Present in a fellow instructor's class.  
f. Improve an existing class by refocusing content and/or assignments etc.  
g. Teach a DE class for the first time.  
h. Create student books (writing, art etc.) or creative projects for a specific class.  
i. Observe other faculty teach--at least two classes. Collaborate regarding pedagogy and other instructional issues.  
j. Present to other faculty a creative or unique assignment used during academic year.  
k. Work with full-time or part-time faculty to maintain consistent curriculum.

**C.2 Other activities agreed**

**E.1 Teaching Excellence**  
a. Mentor a new or part-time instructor.  
b. K-16 involvement in teaching related issues.  
c. Outside teaching-related activities that center on teaching pedagogy (Forums, Projects etc.)  
d. Upgrade academic/teaching preparation through formal or approved coursework.  
e. Create a DE course without compensation.  
f. Revamp in a "significant" way an existing class (new text book(s), assignments etc.).  
g. Integrate technology by specifically using:  
1. Internet activities in the classroom using Smart Technology.  
2. Hybrid Addition: WebCT or other platform to create communication interfaces.  
3. Hybrid Addition: Use of personal website for Instructional help.  
h. Classroom presentation outside of discipline.  
i. Conduct training for teachers on specific teaching techniques to improve teaching performance.  
j. Pick additional unused activities from the of "Primary Job Responsibilities" section, Commendable column, section C.1.

to by Chair/Dean/Director.

k. Other Activities agreed by Chair/Dean/Director.

## Faculty Evaluation Criteria

### Satisfactory

### Commendable

### Excellent

#### **Service to the College and the Community (As specified in UCCSN Code)**

In order to receive a Satisfactory Evaluation I will fulfill each of the duties and responsibilities listed under the satisfactory column.

#### **Select one (1) activity from either College Service or Community Service**

##### **S.5 College Service:**

- a. Actively participate on one (1) College Standing Committee or Senate Standing Committee or another College Committee created by Administration or the Faculty Senate.
- b. Actively participate on one (1) or more screening committees as needed.
- c. Other activities agreed with the Chair/Dean/Director.

##### **S.6 Community Service:**

- a. Actively participate in community advisory boards, government boards, school boards, and other boards as approved

#### **Select one (1) activity from either College Service or Community Service**

##### **C.3 College Service:**

- a. In addition to S.5 (a), actively participate on another College Standing Committee or Senate Standing Committee or another College Committee created by Administration or the Faculty Senate.
- b. In addition to S.5 (b), actively participate on another screening committee.
- c. Actively participate as a Faculty Senator.
- d. Actively participate in student recruitment and/or organizations.
- e. Actively participate as a member of a Faculty Probationary Committee.
- f. Other activities agreed with the Chair/Dean/Director.

##### **C.4 Community**

#### **E.2 College Service:**

- a. Significant UCCSN System involvement in college-related issues.
- b. Chair a Faculty Senate Standing Committee.
- c. Chair a significant Committee created by the Faculty Senate or Administration that meets at least two times per academic year.
- d. Significant involvement in accreditation and/or program reviews.
- e. Chair a screening committee.
- f. Chair a faculty probationary development committee.
- g. Chair a non-compensated Senate Committee.
- h. Serve as Faculty Senate Chair or Chair-Elect.
- i. Pick any unused items from the "Commendable" column, C.3, a-f.

	<p>by the Chair/Dean/Director.</p> <p>b. Other activities agreed with the Chair/Dean/Director.</p>	<p><b>Service:</b></p> <p>a. Actively participate in community volunteer work.</p> <p>b. Develop significant community contacts to promote a program or further college goals.</p> <p>c. Participate on a college advisory board.</p> <p>d. Other activities agreed by Chair/Dean/Director.</p>	<p>j. Other activities agreed with the Chair/Dean/Director.</p> <p>k. Non-compensated Chairship of a Community or Government Board or Commission.</p> <p>l. Significant involvement with Washoe County High Schools in student advisement and recruiting.</p> <p>m. Other activities agreed by Chair/Dean/Director.</p>
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## Faculty Evaluation Criteria

**Satisfactory                      Commendable                      Excellent**

<p><b>Faculty Professional Development</b></p> <p>In order to receive a Satisfactory Evaluation I will fulfill the duty or responsibility listed under the satisfactory column.</p>	<p><b>Select one (1) activity</b>  <b>S.7 In Service Training</b></p> <p>a. Participate in one training session during the Professional Development Week at the beginning of each semester.</p> <p>b. Other activities agreed by the Chair/Dean/Director.</p>	<p><b>Select one (1) activity</b>  <b>C.5 Continuing Education:</b></p> <p>a. Maintain membership in at least one (1) discipline-related professional organization.</p> <p>b. Maintain membership in a local, regional or national organization related to discipline of faculty member.</p> <p>c. Attend a conference or professional development seminar/workshop in addition to S.7 (a).</p> <p>d. In addition to "S.7 a."</p>	<p><b>E.3 Professional Activities:</b></p> <p>a. Participate in a professional organization by presenting or holding office in that organization.</p> <p>b. Publish professional material.</p> <p>c. Participate in one (1) "In Service State-offered Training Session."</p> <p>d. Pick any unused items from the "Commendable" column, C.5, a-d.</p> <p>e. Other activities agreed by Chair/Dean/Director.</p>
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	<p>have attached short criteria”?</p> <p>Senator Delaney: Yu have the freedom to place your narrative in whatever format you want.</p> <p>Scott Huber for Senator Collier: We should not have to provide documentation – your word should be sufficient.</p> <p>Senator Delaney: Your word should be sufficient but in reality, you need to have some kind of back-up.</p> <p>Scott Huber for Senator Collier: It is the administrative responsibility to fill out the form?</p> <p>Senator Delaney: The Dean/Chair can attach it to the form.</p>		
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Three Year Evaluation Cycle

- Year 1: Faculty member submits:
1. Annual Plan - 1<sup>st</sup> week in May
  2. Self Evaluation Form<sup>1</sup> - 2<sup>nd</sup> week in April
- Year 2: Faculty member submits:
1. Annual Plan - 1<sup>st</sup> week in May
  2. Self Evaluation Form – 2<sup>nd</sup> week in April
- Year 3: Faculty member submits:
1. Annual Plan – 1<sup>st</sup> week in May
  2. Self Evaluation Form – 2<sup>nd</sup> week in April. This includes:
    - a. Record of Observation by Chair, Dean, or Director
    - b. Account of Professional Development over the last three years

EXAMPLE---Three Year Cycle Defined:  
 Year One: 2005  
 Year Two: 2006  
 Year Three: 2007

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<sup>1</sup> See Attachment A

Attachment A

Tenured Faculty Self Evaluation Form<sup>2</sup>:

Faculty Name: \_\_\_\_\_ Department: \_\_\_\_\_

Division: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Part I – Annual Self Evaluation (complete every year):  
(check the appropriate boxes) I will provide documentation as requested.

- I have successfully completed all of the agreed activities listed in my Faculty Annual Plan for a rating of \_\_\_\_\_.
- I have not completed all of the agreed activities listed in my Faculty Annual Plan and have provided an explanation, attached.
- I have attached a short narrative generally describing the outcomes of my activities over the last year.
- Other optional information provided by the faculty member, attached.

Part II – Complete this section in the third year of the evaluation cycle:  
(check the appropriate boxes)

- During the last three years, I received a classroom observation by the Chair/Director/Dean. I have attached the observation record.
- I have included a brief account of professional development activities over the last three years.

I have fulfilled the requirements under Primary Job Responsibilities, Service to the College and Community, and Faculty Professional Development activities during the academic year.

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<sup>2</sup> This form used as a replacement for the Annual Faculty Self Evaluation Form.

Faculty Member _____ Date _____			
Chair/Director _____ Date _____		Dean _____ Date _____	
18-Mar-05	To accept the reorganization reports as informational items as presented by the deans and postpone a decision of recommendation until further information is provided inclusive of fiscal impact and more specifics of the proposal. (Bales/Baines, Bill). DISCUSSION: Senator Dugan: Is it pertinent for this body to evaluate the fiscal impact? RESPONSE: Ultimately, we don't "approve" we are a recommending body. Senator Dugan: If administration likes it, then they need to find the funding. Dean Adlish: if you look at fiscal impact only as seeing the increase of chairs, etc. it will not be accurate. It needs to be based on the total ratio. Chari Boulton: The over-arching goal is so that Faculty Senate has awareness. Senator Lokken: This is a process question, based on the reports are they apple to apple comparisons? VPAA Laguerre: We have some criteria that we looked at. Chair Boulton: When we proposed and realigned those divisions, there were numbers of faculty attached. It is and will more than likely not be apples to apples. Ultimate equity it not attainable.	Unanimous approval	Approved VPAA 3/23/05
18-Mar-05	To approve the following courses as presented by the Curriculum Committee:  <i>New courses and Course changes:</i>  <input checked="" type="checkbox"/> NRES 211 Conservation, Humans, and Biodiversity (for diversity status) <input checked="" type="checkbox"/> NURS 209B Principles of Pathophysiology (new) <input type="checkbox"/> G RC 204B Electronic Prepress/Imaging Tech Lab II (change) <input type="checkbox"/> GRC 110B Rendering and Illustration (change) <input type="checkbox"/> GRC 118 Computer Graphics/Print Media (change) <input type="checkbox"/> GRC 119 Computer Graphics/Digital Media (change) <input type="checkbox"/> GRC 144B Electronic Layout and Typography (change) <input type="checkbox"/> GRC 151B Electronic Image Capture and Production (change) <input type="checkbox"/> GRC 153B Electronic Prepress/Imaging Technologies (change) <input type="checkbox"/> GRC 156 Computer Illustration (change) <input type="checkbox"/> GRC 175 Web Design and Publishing I (change)	Unanimous approval	Approved with stipulations 4/14 by VPAA and 4/19 by Pres.  Please see NOTES for the classes <b><u>NOT</u></b> approved by VPAA/Pres. The Courses approved are

- GRC 179 Multimedia Design and Production I (change)
- GRC 181B Digital Video I (change)
- GRC 183 Electronic Imaging (change)
- GRC 185 Computer Animation I change)
- GRC 188 Web Animation and Interactivity I (change)
- MUS 111 Piano Class I (new)
- MUS 112 Piano Class II (new)
- MUS 211 Sight-Singing and Dictation I (new)
- MUS 212 Sight-Singing and Dictation II (new)
- FT 106B Firefighter I Academy (new)
- FT 206B Firefighter II Academy (new)
- FT 260B Firefighter Rescue/Haz Mat Academy (new)
- ANTH 225 Archeological Field Methods: Survey (new)
- ANTH 226 Archeological Field Methods: Excavation (new)
- ANTH 227 Foundations of Archeological Laboratory Methods (new)

**Course Deactivation**

- BIOL 150 Introduction to Biotechnology
- BIOL 240 Heredity, Man and the Environment
- THTR 145 The Business of performing Arts
- THTR 255 20th Century Theatrical Literature
- THTR 253 Classic/Neo-Classic Theatrical Literature
- THTR 252 Play Structure and Analysis
- THTR 245 Stage Movement and Stage Combat
- THTR 224 Introduction to Gay Plays

**Course Deletion**

- COT 266 Intermediate Database Concepts

**Common Course Numbering**

- DH 103 Head and Neck Anatomy
- DH 113 General and Oral Pathology
- DH 120 Fundamentals of Nutrition in Dentistry
- DH 205 Clinical Practice II
- DH 215 Clinical Practice III
- DH 207 Periodontics II
- DH 218 Community and Dental Health II
- CIT 209 User Support Skills and Technology
- CIT 152R Web Script Language Programming

CHECKED



**Curriculum Review of Learner Outcomes and Measures:**

- AST 104
- BIOL 100
- BIOL 190/190L
- BIOL 191/191L
- BIOL 201
  
- BIOL 200
- BIOL 223:
- BIOL 224
- BIOL 251
- BIOL 290
- BIOL 141B
- BIOL 142B
- BIOL 188B
- BIOL 198B
- BIOL 290B
- CHEM 100
- CHEM 121/121R
- CHEM 122/122R
- CHEM 201
- CHEM 220
- ENV 100
- ENV 115
- ENV 125B
- ENV 135B
- ENV 292
- GEOL 100
- GEOL 101
- GEOG 103
- PHYS 151
- PHYS 180 & 180L
- PHYS 181 & 181L



NOTES: All GRC courses **NOT** approved – pending Learning Outcomes; **MUS 211 and 212 NOT** approved – pending measurement and outcomes;

**COT 266 NOT approved for deletion** – pending form; **AST 104, BIOL 100, BIOL 190/190L, BIOL 191/191L, BIOL 201, BIOL 200, BIOL 223, BIOL 224 , BIOL 251, BIOL 290, BIOL 141B, BIOL 142B, BIOL 188B, BIOL 198B, BIOL 290B, CHEM 100, CHEM 121/121R, CHEM 122/122R, CHEM 201, CHEM 220 , ENV 100, ENV 115, ENV 125, ENV 135B, ENV 292, GEOL 100, GEOL 101, GEOG 103, PHYS 151, PHYS 180 & 180L , PHYS 181 & 181L NOT approved** -- pending presentation to VPAA

18-Mar-05	To approve the following degrees as presented and recommended by the Academic Standards Committee:  Fire Science Emphasis Associate of Applied Science Degree in Graphic Communications Certificate of Achievement in Graphic Communications – Imaging Technologies Certificate of Achievement in Graphic Communication – Computer Graphics Certificate of Achievement in Graphic communications -- Digital Media Department of Nursing Dietetic Technician Program Associate of Science in Environmental Science	Unanimous Approval	Approved 4/12 by VPAA
18-Mar-05	To delete: “9.8.1.7. Attend Curriculum Committee meetings. Coordinate and consult with the Chair of Curriculum Committee.” From the Faculty Senate Bylaws.	Passes	Approved VPAA, President
18-Mar-05	To add: “Academic Standards Chair or their representative serves as an ex-officio member of the Curriculum Committee.” As point 9.8.1.7 in the Faculty Senate Bylaws	Passes	Approved VPAA, President
18-Mar-05	To fund the following seven individuals up to \$428 each for travel related to Professional Development.	Unanimous approval	N/A
18-Mar-05	To approve the Professional Advancement Program policy as presented by the Professional Standards Committee. DISCUSSION: This will be a provisional type of policy. If the Faculty Senate passes it, it will more than likely have changes from Dr. Ringle. (see below)	Unanimous Approval	Submitted to VPAA /Pres 3/05 Being held for review by VPAA 3/29

**PROFESSIONAL ADVANCEMENT PROGRAM**

Policy: The goal of the Professional Advancement Committee is to encourage professional development among faculty in accordance with the Community College professional Advancement Program adopted by the Board of Regents Handbook, Title 4, Chapter 3, and Section 30.

**Section 1. Professional Advancement Committee**

A. This committee is charged with reviewing applications by faculty seeking professional advancement and providing a recommendation on the application to the appropriate Dean/Director, and the Vice president of Academic Affairs.

#### B. Duties

1. The committee is responsible for developing procedures to ensure a fair and timely review of applications, as well as developing and using policies for determining which courses, programs, contact hour training/workshops, and work experience will be recommended for approval.
2. The committee will report to the Faculty Senate on the status of the "Professional Advancement Program" at least once each academic year.

#### C. Committee Organization

1. The committee shall be organized in such a way as to represent a diverse cross-section of faculty disciplines and professional areas. Each academic division will nominate one (1) tenured faculty member from its division to serve a two-year term on the committee. In addition the committee membership must contain two (2) members from technical or vocational disciplines. The chair of the committee shall be selected from within the committee membership. The chair will have voting rights on the committee.

2. The ex-officio members of the committee include the Director of Human Resources (or designee) for the college, and a TMCC representative to the System Compensation Committee.

3. Replacement of committee members at the end of their two-year term shall not exceed more than 50 % of the total committee membership.

4. To ensure continuity, each year the composition should include at least two members who served on the committee the previous academic year.

#### Section 2. Guidelines

A. All professional advancement must be relevant to the individual's primary job duties and supportive of the college's overall mission.

B. The following contains the developed guiding principles of the Professional Advancement Committee used to determine whether or not courses, programs, workshops, etc. are recommended for approval. These guiding principles are meant to act as general guidelines for applicants to the professional advancement program to ensure that all applicants are treated equitably.

1. If a course taken is offered by an accredited institution, is at the level appropriate to the column movement being requested, is relevant to the duties of the individual, the course will be awarded credit according to the ratio of hours or credits established by the Board of Regents Handbook.

Title 4, chapter 3, Section 25.

2. When a program includes training offered by private or professional organizations that do not meet the regionally accredited institution requirement specified in the *Regents Handbook*, the applicant will need to submit supporting materials.

accredited

a. These materials must demonstrate that the organization and/or trainer meets the accepted professional standards or is by a recognized accrediting agency appropriate to the field in which the training is provided.

b. When the applicant is seeking to move on the salary schedule beyond column 2, the applicant must demonstrate that workshops and training meet the "graduate level of equivalent" requirement as stated in the *Handbook*

the following criteria:

3. The verification process of attendance at workshops or training \* in nonacademic settings is subject to the same level of verification of grades from academic institutions. It is the responsibility of the applicant to provide the proper documentation necessary to satisfy

a. The candidate must initially validate the training intended for inclusion in the professional advancement application with his/her supervisor. If necessary outside resources, such as from an advisory board member, or from a recognized expert in the particular field, may be consulted during the process.

\* See page 7 for general definitions

b. The verification process can be by certificate, or by letter from the agency providing the training. The verification must include total number of contact hours, the content of the training, the signature of the trainer or the representative from appropriate agency, the date of the training, and verification that the individual participated in the training.

c. Copies of the verification documents must be attached to the application. The applicant will need to show the original verification document to the personnel analyst prior to any movement on the salary schedule.

d. The training or workshops intended for inclusion in the application must add to the professional preparation of the candidate, and must satisfy professional development above and beyond what was needed to satisfy the applicant's job description at hire.

4. Events (e.g., workshops, seminars, etc.) offered by TMCC or for TMCC through another agency where the individual is required or urged to attend will generally not be counted for movement on the salary schedule. The committee reasons that such events are part of the person's job duties or assignments. However, exceptions may be considered on a case-by-case basis.

5. When a specific course, workshop, or training, requires repetition, the total number of credits applicable to movement on the salary schedule shall be limited to six. The six-credit limit applies to specific topics within a discipline.

6. On-the-job work experience is limited to work experience that meets the requirements of the cooperative work experience program at TMCC or meets the requirements of an internship program. Requirements for meeting these two categories typically include the establishment of goals in advance of the work experience, professional supervision, evaluation of performance in light of the goals, and a

limit of the number of credits (six credits) that can be applied to the program.

7. On-the-job work experience (with or without pay) will be 1:75.

a. For every seventy-five (75) hours of on-the-job work experience, one unit of credit will be awarded.

b. All hours of on-the-job work experience must be verified by the outside agency/employer.

8. The internship experience for the faculty member must follow the same standards and requirements established for the on-the-job Work Experience Program.

9. The professional advancement program does allow occupational faculty to move to the fifth column.

a. Requirements for such movement center on faculty member demonstrating that he/she has attained the accomplishments common to most terminal academic degrees.

b. These accomplishments should include a demonstrated mastery of the subject matter relevant to the discipline, and original contribution to his/her field, and appropriate activities that show that professionals in his/her field recommend the applicant as attaining the highest level of knowledge and skills recognized in his/her field.

### Section 3. Application Review Procedures

A. Each applicant should obtain a copy of the appropriate TMCC professional advancement Program application(s), goals, policies, procedures, and the guidelines available in the Board of Regents Handbook (Title 4, Chapter 3, Section 25), before preparing his/her application.

B. All TMCC Professional Advancement program materials will be available on the TMCC Web page. Applicants should read all materials carefully before applying for this program.

#### C. Type of Application

1. It is recommended that approval be sought prior to the undertaking of the activities.

2. To request approval, faculty must complete the "Professional Advancement Application for Credit."

#### D. Deadlines:

1. It is the responsibility of the applicant to anticipate training/educational opportunities and to submit the application to the committee at least 15 B contract working days prior to the activity to allow the committee adequate time to review it.

2. Applications will not be considered during the summer

3. For summer and semester break activities, applicants are encouraged to submit applications at 15 B contract working days prior to the end of the previous semester. Otherwise applications for summer and semester break activities will be considered the following semester.

E. Faculty needs to apply to move on the salary schedule by February 1, to be considered for movement for the following academic year. It will aid the college if you can give a full year's notice of when you anticipate completing your program.

F. Location of Application Packets:

1. Application packets (including program information) can be obtained on the TMCC Web page.

G. Supporting Documents:

1. Applicants are to include materials to support their proposal for professional development.

2. Each person should remember that the committee may include faculty who are unfamiliar with the applicant's discipline and should include necessary supporting documentation- especially in cases where the application includes review of workshops, training by private industry, etc.

3. Supporting documents include, but are not limited to, catalogs to explain the level and department of the course, documents demonstrating that the workshop or training meets accepted professional standards, and rationale for the course/program being relevant to the individual.

#### Section 4. Application Review Process

A. Each applicant needs to submit the original application to the chair of the Professional Advancement Committee.

1. The Chair will review the application for completion.

2. If there seems to be obvious lack of information, the Chair will request, in writing that the applicant submit the needed material.

B. The Chair will send a copy of the application to each committee member or will contact committee members about the application.

1. Committee members need to treat the material as confidential.

2. It should not be shown or discussed with anyone who is not a member of the committee.

C. The committee's review form will include the reasoning for the committee for all instances where the recommendation is for no approval.

D. The Chair of the committee will notify the applicant, in writing, of the committee's decision. An applicant may appeal the decision within 15 B

contract working days and request to meet with the committee.

E. When the committee approves an individual course, this application will be forwarded to the appropriate administrators for signature (see application forms).

F. When the committee makes its final recommendation for range movement, the complete application file (along with documentation) will be forwarded to the appropriate administrators (see movement application form) for final approval.

Upon final approval, the administration will authorize the appropriate salary adjustments based on the fiscal year.

G. The faculty member (applicant) and Human Resources Office should each maintain a file, which includes every application, and all records pertaining to the committee's decisions.

## GENERAL DEFINITIONS

### Certifications

First time passage of a certification may qualify for column movement on the salary schedule. For example:

- Industry Certification Tests "ASE," "CWI"
- Master Electrician License requires eight years experience and passage of a written exam. License must be renewed each year.
- Registered Professional Engineer for any discipline. Requires a B.S. in engineering, five years industrial work experience and passage of written exam.

### CEU's (as defined by the specific industry)

- 3 CEU for each year vested in Re-Certification (e.g. 2 year Re-Cert = 6 CEU, 3 year Re-Cert = 9 CEU, 4 year Re-Cert = 12 CEU)
- Any seminar, class or workshop to be counted on an hour/credit consideration 15 hours = 1 CEU Credit 40 Hour Training Course = 2.6 Credits
- ISA (Instrumentation, Systems, and Automation Society) Certification Tests I, II, III, IV, Each test is equal to 5 CEU's

### Other Definitions

- Seminar: represents an organized presentation by a professional in the field with no expectation of testing, or accountability, or measurable outcomes by the applicant
- Faculty Workshop: represents an organized presentation by a professional in a field with the expectation that the attendee has gained the ability to demonstrate acquired skill
- Certification: passing an examination to show proficiency in a particular discipline or subject matter
- Upgrade Training: required to maintain licensure or certificate (CEU)
- Licensure: a legal document, either state or federal, that permits the practice of a specific discipline or profession

18-Mar-05	To send the issue of who can and cannot be nominated for the awards to the Social Activities and Professional Recognition Committee for review with a recommendation at the 4/22/05 Faculty Senate Meeting.	Unanimous Approval	
22-Apr-05	To approve the March 18, 2005 meeting minutes. (Lokken/Bouweraerts).	Unanimous approval	N/A
22-Apr-05	That the Faculty Senate of Truckee Meadows Community College endorse the changes on the reorganization (Lokken/ )	Motion dies due to lack of second	N/A
22-Apr-05	That the Faculty Senate of Truckee Meadows Community College accepts the reports regarding the reorganization. (Baines, Bill/Bale)  DISCUSSION: It's hard for us to place a stamp of approval for something that is unknown. We did get good information and they are going to make a decision next week. This will more than likely come up again at the May meeting. If we vote to accept this how will it impact the changes? It won't – we have more time to talk about it.	Unanimous approval	N/A
22-Apr-05	The Faculty Senate of Truckee Meadows Community College formally requests to see criteria, sources of input, and a formalized schedule of Administrator Evaluations to be done every three years, and add a clause that states "administrators are not to be evaluated within the first sixty (60) days of their hire."	Unanimous approval	Approval from Not necessary.
22-Apr-05	To add the line "This is a tenured faculty form, not to be used by non-tenured faculty" to the Faculty Evaluation Criteria. (Bale/Baines, Bill)  DISCUSSION: The goal was to have it apply for tenured and non-tenured faculty—next year the committee will be working on a document/process for non-tenured faculty. The whole thing is in flux. Comment from Proxy Clevenger: Pick any unused item – I am sure a non-tenured could match those. Comment from Senator Ruf: From the entire excellent column you only need to select five items which can be selected from only the teaching area.	8 yeah votes and 13 Nay votes. MOTION FAILS	N/A
22-Apr-05	To approve the Faculty Evaluation Criteria as presented with the friendly amendments. (Baines, Bill/ Dugan)	Motion Passes	Approved VPSS, VPAA, and President 5/3/05. COMMENT from

			PRESIDENT: "I hope that review of this process if done in light of the UCCSN Code requirements for "service" and that we are in compliance."
22-Apr-05	<p>To approve the Three-Year cycle as presented to the Faculty Senate (Dugan/Lokken).</p> <p>Discussion: There were many suggestions on how this document is used. It is the deans' responsibility to fill this out.</p> <p>Friendly Amendment to DELETE A – Accepted</p> <p>Comment from Senator Baines, Bill: The faculty need to substantiate it.</p> <p>Comment from Proxy Bale: Under system policy, it will need to be copied to the faculty member.</p> <p>Friendly Amendment to ADD "If acceptable" –accepted</p> <p>Comment from Proxy Clevenger: It is System Policy to get a copy and put it in the records.</p> <p>Comment from Senator Dugan: We need to support John's friendly amendment.</p> <p>Friendly Amendment: Part II third year evaluation cycle: remove "I have attached the observation record" –accepted.</p> <p>Comment from Senator Stage: Leave the box to check on the second page.</p> <p>Comment from NFA Representative Newhall: This was left open so you could do whatever you feel needs to be there. Basically, faculty need to be observed every three years.</p>	Motion Carries	Approved VPSS, VPAA, and President 5/3/05.
22-Apr-05	To extend the meeting end time to 3pm. (Lokken/Baines, Elizabeth)	N/A	N/A
22-Apr-05	<p>To approve the following programs as brought forward by the Academic Standards Committee:</p> <p><input type="checkbox"/> Technical Support Certificate Computer Information Technology</p> <p><input type="checkbox"/> Early Childhood Education – Teacher Certificate of Achievement II</p> <p>DISCUSSION: None</p>	Unanimous approval	Submitted to VPs and President 4/05
22-Apr-05	<p>To approve the travel allocations to Tell Gifford and Cheryl Cardoza at \$428 each as recommended by the Professional Standards Committee.</p> <p>DISCUSSION: None</p>	Unanimous Approval	N/A

22-Apr-05	<p>That the Faculty Senate of Truckee Meadows Community College approve the following classes as brought forward by the Curriculum Committee:</p> <p>Curriculum Committee Submissions:  <input type="checkbox"/> GEOL 100 (change)  <input type="checkbox"/> HEB 222 (new)  <input type="checkbox"/> PHIL 204 (new)</p> <p>Learner Outcomes/Measures Updates for the following courses:  <input type="checkbox"/> ENG 101                      <input type="checkbox"/> ENG 102  <input type="checkbox"/> ENG 107                      <input type="checkbox"/> ENG 108  <input type="checkbox"/> ENG 113                      <input type="checkbox"/> ENG 114  <input type="checkbox"/> ENG 181                      <input type="checkbox"/> ENG 220  <input type="checkbox"/> ENG 221                      <input type="checkbox"/> ENG 231  <input type="checkbox"/> ENG 232                      <input type="checkbox"/> ENG 267  <input type="checkbox"/> ENG 297                      <input type="checkbox"/> JOUR 221  <input type="checkbox"/> SPCM 113  DISCUSSION: None</p>	Unanimous approval	<p><b><u>Only</u></b> the following courses were approved by the VPAA/President:  Geol 100  Heb 222  Phil 204</p> <p>5/3/05</p>
13-May-2005	<p>That the Faculty Senate of Truckee Meadows Community College approves the Criteria to Develop and Approve Curricula Supporting General Education.  (see Below)</p>	Unanimous Approval	<p>Approved VPSS 5/18/05, VPAA 5/18/05,. And President 5/24/05</p>

**CRITERIA TO DEVELOP AND APPROVE CURRICULA SUPPORTING GENERAL EDUCATION**

The following criteria guide the operation of the General Education curriculum:

The curriculum will be structured to reflect a breadth of knowledge among academic disciplines.

The curriculum will comply with the University and Community College System Code requirements and the guidelines for degrees and certificates.

Courses in the General Education curriculum will be comparable to courses within the University and Community College System of Nevada, allowing for ease of transfer.

The General Education curriculum will complement, rather than duplicate, the student's specialized curriculum. Students will be required to take general education courses outside of their major discipline. Some courses may serve several objectives, outcomes, or requirements.

General Education requirements in a curriculum may be completed through satisfactory completion of credit courses, transfer of courses meeting similar outcomes, through credit by examination, and/or through satisfactory completion of performance or competency tests.

A general education course may be substituted for an equivalent course with similar outcomes. A course that does not meet general education outcomes and rigor may not be substituted for a general education course. The reverse may apply, however, with proper approval. General Education should contribute to a student's reading and writing ability. General Education should contribute to a student's information literacy skills. Library resources should be incorporated to provide experience in locating, evaluating and using the literature in the discipline. General Education should contribute to a student's appreciation of multicultural and diversity issues. All necessary modifications of the General Education Curriculum (not individual courses) will be discussed college-wide and appropriate governance action taken prior to implementation. Courses originally designed for meeting major requirements cannot be later designated as General Education unless approved by the designated committee.

## **GENERAL EDUCATION DEVELOPMENT GUIDELINES: KNOWLEDGE AREAS**

### **Goals**

#### **Foreword**

Truckee Meadows Community College strives to establish and implement a broad educational foundation that integrates a body of knowledge and skills with study of contemporary concerns--all essential to meeting individuals' social, personal, and career goals. They include diverse ways of knowing--that is, the factual content, the theories and methods, and the creative modes of a broad spectrum of disciplines and interdisciplinary fields--as well as emphasis on the basic skills of discovery, integration, application and communication.

**Knowledge Area:** The knowledge areas at TMCC collectively provide students a broad educational foundation that empowers individuals to address their personal, career and social needs. The knowledge areas contribute to the education and development of students and include an appreciation of diversity.

#### **Knowledge Areas**

**The areas are as follows:**

1. Language Arts and Communication
2. Mathematics
3. Natural Sciences
4. Social and Behavioral Sciences
5. Humanities, Arts and Literature

Through the review of general education, disciplines will develop learning outcomes to fit within these categories. The quantity of credits required for programs remains unchanged; however, the quality of the course work needs be updated.

## **GOALS AND OBJECTIVES FOR GENERAL EDUCATION KNOWLEDGE AREAS**

**1. Language Arts and Communication:** To develop effective language skills including reading, writing, listening and speaking. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion. **Each course claiming this knowledge area will meet over 50% of the objectives listed below.**

### **Representative Objectives**

#### **Successful students:**

- a. write and speak by using the process of invention, organization, drafting, revision, editing, and presentation;
- b. participate effectively in groups with emphasis on listening, analytical and reflective thinking, and responding;
- c. locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view;
- d. select appropriate communication choices for specific audiences;
- e. construct logical and coherent arguments;
- f. use authority, point-of-view, and individual voice and style in their writing and speaking;
- g. employ syntax and usage appropriate to academic disciplines and the professional world.

**2. Mathematics:** To increase students' knowledge about mathematical and logical systems and modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them build further knowledge, recognize, analyze, and exploit patterns, and make decisions in their lives and careers. **Each course claiming this knowledge area will meet over 50% of the objectives listed below.**

### **Representative Objectives**

#### **Successful students:**

- a. demonstrate inductive and deductive reasoning skills;
- b. illustrate historical or contemporary applications of mathematical/logical systems in both practical and abstract contexts;

- c. clearly express mathematical/logical ideas in writing;
- d. construct valid mathematical/logical arguments using contemporary notation and symbolism;
- e. demonstrate higher-order problem-solving and/or modeling strategies;
- f. perform computations appropriate to the mathematical context and system.

**3. Natural Sciences:** To improve students' understanding of scientific principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study all branches of science. **Each course claiming this knowledge area will meet over 50% of the objectives listed below.**

#### **Representative Objectives**

##### **Successful students:**

- a. demonstrate understanding of scientific theories;
- b. use the language and methods of the sciences;
- c. demonstrate the ability to use the scientific method: formulate and test hypotheses by performing laboratory, simulation, or field experiments. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty;
- d. communicate their experimental findings, analyses, and interpretations both orally and in writing;
- e. evaluate societal and environmental issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies;
- f. understand and appreciate scientific phenomena;
- g. understand scientific and technical developments and their application and ethical implications to society and environment.

**4. Social and Behavioral Sciences:** To increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing social and cultural issues facing humanity. **Each course claiming this knowledge area will meet over 50% of the objectives listed below.**

### Representative Objectives

#### **Successful students:**

- a. employ the methods and data that social and behavioral scientists use to investigate the human condition;
- b. compare social institutions and processes across a broad range of historical periods and/or cultures;
- c. use and critique explanatory systems and theories;
- d. develop and communicate alternative explanations or solutions for contemporary social issues;
- e. use appropriate terminology to convey key concepts of the social sciences.

**5. Humanities, Arts and Literature:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities. **Each course claiming this knowledge area will meet over 50% of the objectives listed below.**

### Representative Objectives

#### **Successful students:**

- a. demonstrate awareness of the scope and variety of works in the arts and humanities;
- b. understand those works as expressions of individual and human values within an historical and social context;
- c. respond critically to works in the arts and humanities;
- d. engage in the creative process or interpretive performance;
- e. articulate an informed personal reaction to works in the arts and humanities;
- f. develop skills and/or attitudes that enable one to value aesthetics and creativity.

Revised May 2, 2008  
VPAA

13-May-2005	The Vice President for Academic Affairs should report back to Academic Standards regarding the response to the AA and AGS Self Study recommendations and related PDRC recommendations by the end of the Fall 2005 semester.	Unanimous Approval	Approved VPAA 5/18/05, President 5/24/05
13-May-2005	The VPAA should report back to Academic Standards regarding the response to all Program and Discipline Self Study Report recommendations and related PDRC recommendations by the end of the semester following receipt of said recommendations.	Unanimous Approval	Approved by VPAA 5/18/05 and president 5/24/05 with the following stipulations: <b>Recommendations to be submitted by the end of spring.</b>

			(As stated by VPAA)
13-May-2005	<p>That the Faculty Senate of Truckee Meadows Community College vote to adopt the following policy as recommended by the Professional standards Committee:</p> <p>“Tenure track candidates shall have the right to request, in writing, a review of their progress towards tenure. If so requested, at the end of the second year there shall be a joint meeting between the candidate, the tenure committee, the dean and the <b>VPAA</b> for a review. The candidate shall be informed, in writing, the results of that meeting.”</p> <p>This recommendation comes from the stipulation outlined in Title 4, Chapter 3, Section 4, paragraph 7 of the UCCSN System Code which states each institution will have a mid-tenure review policy in its bylaws.</p>	Unanimous approval	Approved VPAA and President 5/18 and 5/24 respectively. Following stipulation made by VPAA: change reference to VPAA to “ <b>appropriate Vice President</b> ”
13, May 2005	<p>To approve the following programs as brought forward by the Academic Standards Committee:</p> <ul style="list-style-type: none"> <li>• Technical Support Certificate Computer Information Technology</li> <li>• Early Childhood Education – Teacher Certificate of Achievement II</li> </ul>	Unanimous Approval	Approved VPAA and President 5/3 and 5/5/05 respectively.
13-May-2005	<p>To approve the following Classes as recommended by the Curriculum Committee:</p> <p>READ 093, READ 136, CPTR 091, CPTR 092, ELCT 091, PLMB 091, PNTG 091, MUS 131, ANTH 101, ANTH 102, ANTH 201, ANTH 202, ANTH 201k, ANTH 202, ANTH/SOC 205, ANTH 225, ANTH 226, ANTH 227, ANTH 229, ANTH 279, ANTH 290, HDFS 201, PHIL 207, PSY 101, PSY102, PSY 130, PSC103, HIST 106, MATH 176, MATH 181, MATH 283, ART 100, ART 101, ART 160, ART 211, ART 212, ART 231, ART 260*, ART 261*, ART 264, ART 265, ART 270, ART 295, ART 297*, CH 201, CH 202, CH 203, FREN 111, FREN 112, FREN 211, FREN 212, GER 111, GER 112, GER 211, GER 212, HEB 222, HUM 101, HUM 102, HUM 105/THTR 180, HUM 106, HUM 211, HUM 225/SPAN 225, HUM 260, HUM 272, MUS 101, MUS 121, MUS 125, PHIL 101, PHIL 119, PHIL 135, PHIL 200, PHIL 201, PHIL 203, PHIL 204, PHIL 207, PHIL 210, PHIL 224, PHIL 244, SPAN 111, SPAN 112, SPAN 211, SPAN 212, THTR 100, THTR 105, THTR 205, THTR 206, THTR 207, THTR 209, THTR 210, THTR 231, THTR 235, DA 111B, DA 121B</p>	Unanimous Approval	<b>PENDING</b> approval from VPAA/President 5/05
13-May-2005	<p>That the Faculty Senate of Truckee Meadows Community College approve the Revised associate of Arts-Fine Arts, Emphasis Music.</p>	Unanimous Approval	<b>PENDING</b> approval from VPAA/President 5/05
13-May-2005	<p>That the Faculty Senate of Truckee Meadows Community College add the following</p>	Unanimous	<b>PENDING</b> approval

	<p>addendum to the Faculty Qualification Policy as recommended by the Professional Standards Committee:</p> <p>“Faculty members employed in an academic discipline or professional field, who desire to teach in another discipline/field, must have completed graduate course work, or the equivalent, in the discipline, the amount of which is to be left to the determination of the department.”</p>	Approval	from VPAA/President 5/05
13-May-2005	The Faculty Senate of Truckee Meadows Community College recommends that Truckee Meadows Community College follow the memo RE: Difficult to Recruit Areas for Community Colleges as submitted to the institution by the Assistant Chancellor, Trudy Larson.	Unanimous Approval	N/A
13-May-2005			