

Academic Faculty Senate (2024-2025) Meeting MINUTES 05/09/25; 1:30-3:30 p.m.

Academic Senate	Call to order at 1:30 pm	ZOOM
Members Present	Martin Schmidt (Chair), Jessica Rowe (Vice Chair), Jaspreet Gill (Carson Senator), Tim Mayo (Fallon Senator), Heather R Reardon (NAH Senator), Curtis Kupferschmid (LA Senator 1), John Duerk (LA Senator 2), Mary Gillespie (LA Senator 3), Patrick Bell (WCTE Senator/Recorder), Rachelle Bassen (Past Chair)	
Members Absent		
Guests	Jeff Downs, Alyshis Fairbanks, Coleen Schumberlin, Eric York, JW Lazzari, Lauren Stevens, Sara Afuha'amango, Susan Priest, Scott Morrison	

Agenda Topic	1. Approval of Minutes for 04/11/25
Action Taken	Action
Summary of Discussion	<p>April Meeting Minutes 4.11.25 Heather R. – move to approve John D. – second Passed unanimously</p> <p>Emergency Meeting Minutes 4.30.25 Heather R. – move to approve Jessica R. – second Passed unanimously with name corrections of attending members and gen ed and high-tech transfer discussion removed.</p>

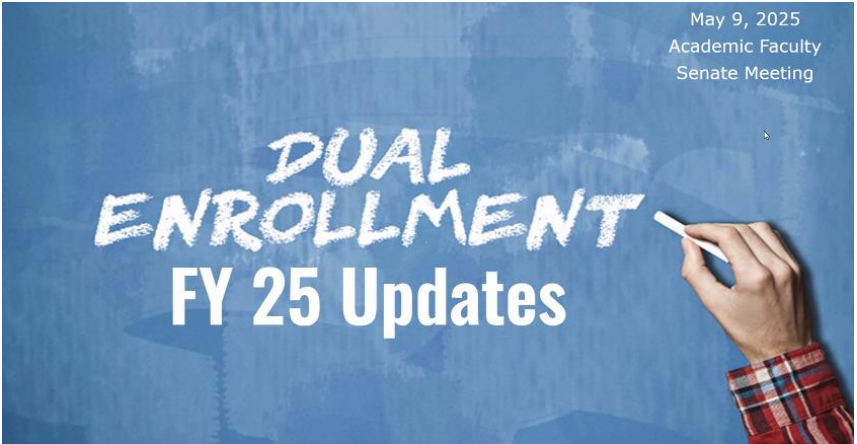
Agenda Topic	2. Executive Updates (Dr. K. Dalpe)
Action Taken	Info
Summary of Discussion	<p>Budget and Planning Updates:</p> <ul style="list-style-type: none"> • The budget package that includes WNC's funding request is still pending approval and will close on June 2. • While no new ongoing funding is expected, there are potential one-time funding options (e.g., for nursing programs and cost-of-living adjustments). • The NSHE office will be proposing an item regarding the merit pool distribution. The current 1% merit pool proposal may no longer be funded. This would have a greater impact on larger NSHE institutions, while WNC can manage cost-of-living adjustments and merit pay

	<p>internally with less disruption.</p> <ul style="list-style-type: none"> • WNC plans to increase the part-time (adjunct) faculty pay rate from \$900 to \$1,000 per credit to remain competitive. • Kyle will host a Zoom meeting next week to discuss the outlook for the coming year, with focus areas including: Updating the strategic plan (target completion: Spring 2026), <p>Follow-up on accreditation items:</p> <ul style="list-style-type: none"> • Increasing adult student enrollment • Café renovations and upgrades. <p>Faculty Hiring and AB 375:</p> <ul style="list-style-type: none"> • H. Reardon raised the issue of AB 375 funding, specifically advocating for faculty involvement in decisions to hire new faculty. • Kyle affirmed that the plan is to include faculty in those discussions going forward.
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Agenda Topic	3. Announcement of the results of the Emergency Election (Dr. J Downs)
Action Taken	Info
Summary of Discussion	<p>Faculty Senate Leadership Transition:</p> <ul style="list-style-type: none"> • Eric York has been named the new Faculty Senate Chair. • Jeff D. noted that this creates a vacancy for the Fallon Campus Senator position. Per current practice, the outgoing senator typically leads the recommendation process to fill the vacancy. • Rachelle B. reminded the group that, according to Senate bylaws, the past chair serves in an advisory role for one year. Martin S. will serve as past chair and will support Eric Y. during the transition.

Agenda Topic	4. Textbook Access and Materials Page Walkthrough (G. Stanerson)
Action Taken	Info
Summary of Discussion	<p>Bookstore and Textbook Information Update:</p> <ul style="list-style-type: none"> • An overview of textbook and course material listings available on the WNC website was provided: https://wnc.edu/coursematerials.php • The site includes listings for both summer and fall sessions.

	<ul style="list-style-type: none"> • Users can sort materials by various criteria, such as instructor, subject, and class number. • Jeff Downs inquired whether faculty names are alphabetized on the site. It was noted that they are not currently alphabetized, but this will be addressed. There are also plans to create a short instructional video to guide users on how to search for course materials by instructor.
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Agenda Topic	5. Dual Enrollment Updates (J. Lazzari)
Action Taken	Info/Discussion
Summary of Discussion	<p><i>Presentation by the Dual Enrollment Team covering NACEP Accreditation progress, course commissioning processes, coaching models, and Fall 2025 planning.</i></p> <p>PowerPoint slides presented:</p>  <p>Presentation Goals</p> <ul style="list-style-type: none"> • Spring 2025 Data • Accreditation / BOR Committees • Concurrent Enrollment Support Models- Next Steps • 2025-2026 • Communication and Feedback

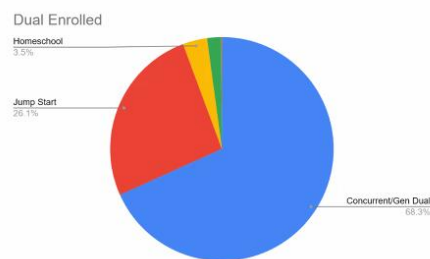
Dual Headcount Numbers

Spring 2025	Total Enrolled	% of Dual
Carson City	190	9.66%
Churchill	506	25.72%
Clark	196	9.96%
Douglas	237	12.05%
Eureka	20	1.02%
Lyon	388	19.73%
Mineral	13	0.66%
Storey	63	3.20%
Washoe	354	18.00%

<https://wnc.edu/institutional-research/enrollment-data.php>

** Note: Some JumpStart Students could be enrolled in Concurrent Sections, some Concurrent students can be General Dual Enrolled.

Dual Enrollment- 1,963



JumpStart: 512

- Cohorted Program
 - JS 30 (HS Seniors completing 30 credits or certificate)
 - JS 60 (Completion of Associate Degree)

Dual Concurrent: 1,340

- Organized w/ District or High School
 - High School Students taught by approved HS Affiliate w/ support of WNC Faculty

Other High School: 111

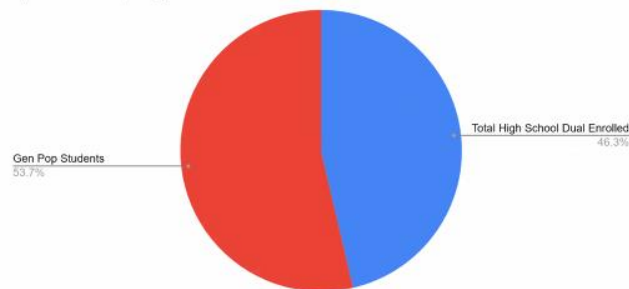
- HS Student taking courses independently- 40
- Homeschool Students- 69
- Out of State/unknown- 2

<https://wnc.edu/institutional-research/enrollment-data.php>

** Note: Some JumpStart Students could be enrolled in Concurrent Sections, some Concurrent students can be General Dual Enrolled.

WNC Enrollment Compared

4,235 Total Spring 2025 Enrollment



<https://wnc.edu/institutional-research/enrollment-data.php>

Accreditation Updates: National Alliance of Concurrent Enrollment Partnerships

- Self-study year
 - Affiliate Feedback
 - Coaching Feedback
 - High School Administrator Feedback
 - Student Survey (coming 25/26)

BOR - Align and Shine Committee

Charge:

Align and Shine Nevada will develop a proposed policy-based NSHE concurrent enrollment framework that provides a clear structure; enhances process clarity; and promotes access, student success, and program completion. This will create a more cohesive, equitable, and robust concurrent enrollment system for Nevada high school students.

Focus Areas:

- Admissions and Retention Standards;
- Quality Assurance Standards;
- Collegiate Experience Standards;
- High School Instructor Support Standards;
- Student Wrap-Around Support Standards;
- Instructor Qualifications;
- Identifying Free and Reduced Lunch Students for Billing Purposes; and
- Data Collection and Analysis.

Timeline:

September 2024 - early Summer 2025

<https://nshe.nevada.edu/html/wp-content/uploads/file/BoardOfRegents/Agendas/2024/09-sep-mtgs/refs/arsa/ARSA-11.pdf>

2024-2025 Coaching Model Recap

Process/Curriculum Coach (Full-Service)	Process/Curriculum Coach (Mid-Level)	Curriculum Coach	Process Coach
<p>Provide the highest level of support for the effective delivery of instruction within the concurrent course.</p> <p>Affiliates who have limited experience in higher education, will be assigned a Mid-Level or Full-Service Coach.</p> <p>Frequency of Contact: Once every two weeks</p> <p>Compensation: 1 credit/semester ~2.3 hours/week of work</p>	<p>Provide the second highest level of support for the effective delivery of instruction within the concurrent course.</p> <p>Affiliates who have limited experience in higher education, will be assigned a Mid-Level or Full-Service Coach.</p> <p>Frequency of Contact: Once a month</p> <p>Compensation: .5 credit/semester ~1.15 hours/week of work</p>	<p>Provide continued curriculum support for the effective delivery of a concurrent course.</p> <p>Affiliates in this level would be engaged in regular discussion around content and delivery as they already have a strong understanding and practice regarding the implementation of WNC processes.</p> <p>Frequency of Contact: Once a month</p> <p>Compensation: .33 credit/semester <1 hour/week of work</p>	<p>Provide continued process support and training to ensure compliance with WNC processes and timelines..</p> <p>Affiliates in this level would be engaged in regular check-ins related to timelines, as well as participating in training and/or mentoring as they already have a strong understanding and delivery of curriculum.</p> <p>Frequency of Contact: TBD</p> <p>Compensation: \$300/ Semester (0.33 credit) <1 hour/week of work</p>
Fall 2024: # 21 Coaches Spring 2025 - 14	Fall 2024: # 13 Coaches Spring 2025 - 11	Fall 2024: # 1 Coach Spring 2025 - 5	Fall 2024: # 0 Spring 2025 - 0

Coaching Models - CCHS Pilot Program Update

Goals: Student Success / High School Instructor Satisfaction / NACEP Accreditation Requirements



Coaching Model (Partnership Standard)

- Aligning school practices with college standards (ongoing)
- Individual Coaching Sessions (ongoing)

Canvas Use (Curriculum Standard)

- Canvas Use Required
- School, Process, and Individual Coach Supports ongoing for Affiliates and instructors

Professional Learning Community (Partnership, Faculty, Curriculum Standard)

- PLC w/ both School & Process Coach (September)
- PLC through Email (October)
- PLC through Classroom Visits (November)
- PLC In-person Session (December)
- PLC w/ Discipline Specific Coaches (ongoing)

Common Assessments (Assessment Standard)

- Use of specific, common assessments and rubrics across all schools/districts to provide measurable data points
- Customizing/adjusting assessments and rubrics in approved course shells utilizing WNC's review/approval process
- Data Collection (December)

Student Support (Student Standard)

- Setting and managing student & parent expectations (ongoing)
- Identifying opportunities and strategies for early intervention, connecting to student support resources (ongoing)
- Facilitating educational planning and transition for post-graduation success (Spring 2025)

Quality Improvement (Evaluation Standard)

- Regular meetings with CCHS Principal & Superintendent
- Compare student assessment data to course objectives, identify strengths/gaps (End of Semester)
- Review, analyze and compare pass rates (End of Semester)
- Identify/implement improvement strategies (ongoing)

Next Steps to Support Concurrent Enrollment

- Review of Concurrent Enrollment Support Mechanisms
 - Stakeholder Feedback
 - Coaches / Affiliates
 - Course Shell Update Process and compensation
 - Coaching Model and supports provided during the semester
 - Collection of Assessment Data
- Implementation of supports to meet NACEP Requirements
 - Affiliate Observations
 - Professional Development Sessions

Considering process of course development, compensations for course development, processes for implementation, how to best collect assessment data, affiliate observations, and professional development for affiliates.

2025-2026

- District Level MOU Renewals
 - School Level Addendum Updates
 - Review of Procedures
- Updates to Pricing
- Concurrent Support Structure

Enrollment Type	2024-2025	2025-2026
Concurrent	\$75/course	\$100/course
Dual Enrollment	\$85.00/credit	\$87.50/credit
Dual Enrollment (FRL)	\$58.00/credit	\$59.50/credit

Dual Enrollment Team Communication Goals

- Regular open communication
- Semester Faculty Senate Sharing Sessions
- Open to ideas, feedback, and solutions

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Affiliate Course Shells and Compensation Discussion Summary:

- J. Rowe reported on the ongoing work of updating affiliate course shells with support from Instructional Innovation. Asked how completed updates are communicated to WNC faculty.
- J. W. clarified that WNC faculty serve as Subject Matter Experts (SMEs) for these courses. Acknowledged there has been confusion around shell updates and emphasized the need for clearer, more streamlined collaboration and communication moving forward.
- Martin S. inquired about any changes in affiliate pay. J. W. responded that compensation is determined by district compensation standards, and it is up to each district whether affiliates are paid. Noted that WNC does offer compensation for affiliates but is not always used by districts (i.e. dependent on district policy for faculty pay).

Agenda Topic	6. Peer Evaluation Group (PEG) Report (S. Priest)
Action Taken	Info

<p>Summary of Discussion</p>	<p><i>Summary of PEG reports submitted by the Peer Evaluation Committee.</i></p> <p>Overview of PEC Peer Evaluation Process:</p> <ul style="list-style-type: none"> • Seven faculty members are currently undergoing peer evaluation as part of the PEC (Peer Evaluation Committee) process. • Committee chairs have been selected for each review team (names included in the full report submitted to Martin S.). • Five out of the seven reviews have been completed; the remaining two will be finalized in Fall 2025. • One recommendation moving forward is to consult with faculty under review about the type of feedback they find most valuable when forming evaluation groups. • Susan also emphasized the need for a college-wide revision of the faculty review process, including updates to: <p>Additional discussion on the evaluation forms:</p> <ul style="list-style-type: none"> • The distinction between online and face-to-face course evaluations and overall review of standards and expectations. • Eric Y. noted that the syllabus evaluation form references a faculty guide that does not exist. Susan P. agreed, stating this underscores the urgency of revising and updating the faculty review process.
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<p>Agenda Topic</p>	<p>7. NSHE Contingency Plan for Presidential Vacancies</p>
<p>Action Taken</p>	<p>Info/Discussion</p>
<p>Summary of Discussion</p>	<p><i>Overview and discussion of the NSHE three-stage contingency plan: Officer-in-Charge (OIC), Acting President, and Interim President.</i></p> <p>Presidential Transition Process Discussion Led by Martin S:</p> <ul style="list-style-type: none"> • Martin S. emphasized the importance of continuing the discussion about presidential succession, especially since Kyle is currently searching for a new position. He outlined the NSHE (Nevada System of Higher Education) code’s three-stage process for addressing a vacancy in the presidency: <ul style="list-style-type: none"> – A list of officers in charge is identified to assume responsibilities on an interim basis. – The Board of Regents (BOR) holds a stakeholder consultation to gather input. – The NSHE Chancellor and the BOR nominate an interim president, after which a formal search for a

	<p>permanent president begins.</p> <ul style="list-style-type: none"> • Jeff D. added further clarification, noting that: An acting president (temporary appointee before an interim is named) cannot apply for the permanent position, However, an interim president is eligible to apply during the search process. <p>These guidelines are outlined in Section 1.55 of the NSHE Code.</p>
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Agenda Topic	8. Sabbatical Process Concerns and Subcommittee Structure
Action Taken	Discussion
Summary of Discussion	<p><i>A general discussion of the sabbatical review process, communication practices, and ways the Senate can improve committee structure, membership rotation, and transparency.</i></p> <p>Sabbatical Process Discussion:</p> <ul style="list-style-type: none"> • Mary G. raised concerns that the bylaws regarding sabbatical communication procedures—particularly related to the timeliness of notifications and updates—are not being followed. She also recommended implementing term limits for the Sabbatical Committee Chair, suggesting a more rotational representation to ensure broader faculty involvement. • Martin S. reported that he had met with the Sabbatical Committee to discuss these concerns, emphasizing the need for clear processes and ensuring that recommendations reach the WNC President in a timely manner. • Eric Y. asked whether these concerns indicate a violation of the Sabbatical Committee's bylaws. Mary G. responded that the process needs more clarity and transparency, including offering faculty the opportunity to meet with the committee to discuss sabbatical decisions—especially in cases where a sabbatical is denied. • Susan P. asked whether the President's Office had communicated how many sabbaticals would be funded. Mary G. confirmed that the President's Office determines the number of sabbaticals funded each year. • Martin S. reiterated that communication should be more transparent throughout the process. • Jeff D. noted that he had been informed that two faculty members applied for sabbatical this year, and that it was not a funding issue that led to any denials. • Rachelle B. reminded the group that any proposed policy

	<p>changes must first be brought to Faculty Senate for discussion and approval.</p> <ul style="list-style-type: none"> • Martin S. concluded that this discussion will carry over into next year’s Faculty Senate, and that a new Sabbatical Committee Chair will also be selected.
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Agenda Topic	9. Policy Revisions and Reviews
Action Taken	Action
Summary of Discussion	<p><i>Proposed revisions to clarify and update WNC’s Institutional Student Learning Outcomes to enhance alignment with the WICHE Passport and better support students’ academic and career preparation.</i></p> <p>Review and vote on the following policies:</p> <ul style="list-style-type: none"> • Policy 3-2-7: Sabbatical Leave – Josh Fleming [moved to Fall term for discussion and vote] • Policy 4-5-1-2: Hiring Academic and Administrative Faculty – Melody Duley [moved to Fall term for discussion and vote] • Policy 3-5-1: Grade Appeal – Dianne Hilliard Rachelle B: Grade appeals with proposed timeline could lead into faculty off contract time given grades are posted at the end of each term (especially relevant after spring term). Appeals may also result in committee formation to reach resolution with grade appeal which may also lead into off contract time. Heather R: Other WNC grievance policy reference business days rather than calendar days. May need revision to ensure grade appeal policy days are consistent with other documented practices. Additionally the timeline for resolution should consider the student need for resolution in a timely manner. Recommendation is to seek clarification on the wording of “calendar days” vs. “business days”, the potential of off contract work by faculty to resolve grade appeals, consider the timeline of grade appeal resolution to consider student need for resolution. • Policy 3-5-2: Student Grievance – Dianne Hilliard The same issue was identified with the issue of calendar days verses business days in the policy. Rachelle B: Asked if there is a student appeals process once a decision is made on a grievance (need for clarification). The process is also lengthy considering student potential need for resolution in a timely manner. Also a potential need for students to have a representative to assist in navigating the grievance process. <p>No Action taken. Policies 3-2-7 and 4-5-1-2 are deferred to the</p>

	fall meeting of the academic faculty senate for review and voting. Policies 3-5-1 and 3-5-2 need additional clarification as stated above. Additionally, it is suggested that persons proposing the policy changes be available when said policies are discussed in the faculty senate to be able so answers questions that may help facilitate the need for clarification.
Agenda Topic	10. NFA Updates (R. Bassen and H. Reardon)
Action Taken	Info
Summary of Discussion	<p>Brief report on contract negotiations and this year’s bargaining progress, including reflections on administrative delays and next steps for advocacy.</p> <p>R. Bassen provide a summarized report of this year’s bargaining process (see document sent to Martin S. for details). Summary of major concerns is outlined below:</p> <ul style="list-style-type: none"> ◆ Major Concerns During Bargaining <ul style="list-style-type: none"> • Delayed/incomplete data delivery: Only 12 out of 24 RFIs fully answered; critical information withheld or delayed • Lack of preparation/counterproposals from WNC: Frequently rejected proposals without detailed engagement; cited “complexity” and budget constraints • Bypassing bargaining process: Some proposals allegedly initiated from faculty outside the bargaining process, raising concerns about bypass/sidebar bargaining • Compressed timeline: WNC unilaterally moved up contract ratification deadlines and canceled critical meetings, leaving little time to ratify or negotiate alternatives • Final resolution: A Memorandum of Understanding (MOU) will be signed to extend the current contract; a full contract ratification wasn’t possible under <u>the time</u> constraints • Training request: NFA requested WNC complete bargaining training with a federal mediator before resuming in fall

Agenda Topic	11. Chair Report (M. Schmidt)
Action Taken	Info/Discussion
Summary of Discussion	<p><i>Reflections on the year, recommendations for Senate structure, and final updates.</i></p> <p>Martin S: Recommendation is to continue with faculty pay equity study to include comparative analysis wit similar institutions. Martin was thanked by senate members for his service the 2024-2025 academic year.</p>

Agenda Topic	Public Comment
Action Taken	Info
Summary of Discussion	None

Agenda Topic	Adjournment
Action Taken	Unanimously Adjourned at 3:30 pm
Summary of Discussion	At close of regular faculty senate meeting a shorter meeting was held to welcome the new academic faculty senate chair Eric Y. (see supplemental notes Faculty Senate Senate Chair Welcome 5.9.25)
Assignments/Potential Agenda Items	
Comments/Information	Submitted by Patrick Bell, Recorder