

GREAT BASIN COLLEGE (GBC)
Institutional Advisory Council
1500 College Parkway
Elko, Nevada 89801
Thursday, May 12, 2022 7:00 am (PST)

Approved MINUTES
(approved at 9/15/22 GBC IAC meeting)

1. Call to Order and Roll Call

Chair Tierney called the meeting to order at 7:00 am. A roll call was taken. There was a quorum.

PRESENT:

Terri Clark
Caroline McIntosh
Dave Roden
John Tierney

ABSENT:

Billie Crapo
Barbara Gallagher Kidwell
Stacy Smith

GBC/NSHE STAFF PRESENT:

John Albrecht
Karrie Barrett
William Brown
Becky Coleman
Renee Davis (NSHE)

Amber Donnelly
Mardell Dorsa
Mary Doucette
Joyce Helens
Russell Klein (LCSD)
Bret Murphy

Jake Rivera
Sonja Sibert
Keith Walz (ECSD)
Adam Young (WPCSD)

2. Public Comment

Wil Moschetti, former GBC IAC member, stated the meeting was changed from May 19 to May 12 and wanted to know why. Chair Tierney asked the president to respond. President Helens stated there was a conflict and the meeting was changed. Mr. Moschetti stated he is interested in attending future meetings and would like to be notified of the meetings.

3. Approval of Minutes

Mr. Dave Roden made a MOTION to approve the minutes of the GBC IAC meeting on March 17, 2022; MOTION was seconded by Caroline McIntosh; MOTION passed unanimously.

4. GBC IAC Chair Report

Chair Tierney has been working with Mary Doucette and Eventbrite for the new teacher workshop. He is looking forward to the GBC Commencement on May 21st.

5. IAC Member Reports

Ms. Terri Clark reported on the success of the Level Up for Health initiative at Flag View Elementary School. It was a very successful collaboration with the Elko County School District, Northeastern Nevada Regional Hospital, Great Basin College, and area mines.

Ms. Caroline McIntosh was happy to read the GBC Strategic Plan included in the documents for this meeting. She's been happy with the response to the CTE needs such as for healthcare and mining industries. Ms. McIntosh stated our number one concern right now should be the K-12 teacher pipeline. She feels our state economy depends on training, recruiting, and retaining teachers. It should be the number one issue that we focus on. Mr. Tierney concurred it should be the priority. He also would love to work together on this issue. Ms. McIntosh mentioned a dismal opinion letter in the *Reno Gazette Journal* that doesn't help either. <https://www.rgj.com/story/opinion/voices/2022/05/06/modern-day-high-school-student-every-child-left-behind/9673581002/>

Ms. Clark wanted to say kudos for the college always responding to the needs of the community. She mentioned the alternative route to licensure for teachers. GBC has one of the only programs in the state that offers the alternative route to licensure. Ms. Clark believes fully that we need to just raise our own and grow more teachers. It's nice to also have an alternative route for those who may have had a career and want to step into that realm.

Mr. Dave Roden reported on the upcoming grand opening to the William H. Pennington Health Sciences and Technology Building on June 10. The Winnemucca nurses pinning, and the Winnemucca Commencement will be on May 21.

6. President's Report

President Helens talked about the importance of responding to the needs of the community. For instance, with Ely, they need more nurses. We responded to that need, and they have 3 to 4 nurses who graduate. That may not seem like much, but it makes a big difference in the community. It is the same thing with teachers. When we head into the Legislature this next session, we will be looking at requesting funding for summer courses for teacher education.

President Helens talked about the free college initiative and thanks to Crystal Abba, Officer in Charge, she identified that we already have free college for certain groups with various scholarships and grants. So, we looked at who we were missing and identified older adult students and part time students that were needing more funding, so we are looking at other grants to fund more of their education.

President Helens said a priority right now for GBC is working with NSHE to get the budget passed in the Legislature and have people truly understand it. We have a problem with faculty salaries and not having the funding for raises. Because of the low salaries it is hard to recruit good candidates. Real estate is so high it is almost impossible to live on the salaries.

President Helens talked about all the upcoming nurse's pinning's, graduations, and commencements at all the GBC campuses. The upcoming building dedication in Winnemucca is particularly exciting.

President Helens reported that UNR has hired Dr. Sam Spearing to head the Mining Center of Excellence in Elko. Dr. Spearing will have an office at the GBC campus. It is another wonderful collaboration with UNR.

Chair Tierney skipped to agenda item 9 and asked the superintendent attending the meeting if they had anything to report.

9. Superintendents' Report

Mr. Russ Klein, Lander County School District, wanted to echo several comments already made. The shortage of teachers is reaching cataclysmic proportions. He appreciates anything that the college can do to help. The problem is that we just don't have people coming in who want to be teachers. It is made more challenging when you have teachers telling their students not to become a teacher. He is aware a several committees statewide to address the teacher shortage issue concentrating on recruitment and retention, but very few address the main issue of pay and attracting teachers and fair compensation.

Adam Young, White Pine County School District, echoed all the comments on the teacher shortage. He did want to mention the great dual enrollment partnership with GBC. Being unable to hire a qualified high school English teacher, every senior in Ely has taken English at GBC. It has been very good for the seniors to have access to that college class. The same with the CTE diesel tech program that they have Ely high school students attending as well as community members. It is very innovative and positive for all involved. As far as the teacher pipeline Mr. Young would like to see GBC's innovations and flexibility infused into the teacher prep program to attract more students. Mr. Young stated that between 70 -80% of our Alternate Route to Licensure (ARL) students do not utilize GBC because of a perception that it is a very rigid, and difficult to navigate program, while you're also teaching full time. And as Russell mentioned, that's never a 36- or 40-hour work week, it's always 45 to 50. And then you try to do your coursework on top of it. Most of our ARL people go through Western Governors, and they liked that model because you can take one class and it's it is individually paced. Mr. Klein agreed with Mr. Young about students choosing Western Governor's over GBC and that they would prefer they choose GBC, but at this point Western Governor's is a better option for them. President Helens said that GBC has heard the concerns and are looking into it. Flexibility in the program is important. Vice President Rivera also stated that we are working on solutions to this issue.

Mr. Keith Walz, representing the superintendent for Elko County School District, thanked GBC for the dual credit opportunities that expand every year. He stated in Elko County the ARL students have been using the GBC ARL program predominately. Then this spring the district started getting calls inquiring if GBC was the only college to use for licensure. Flexibility and

the number of credits required were some of the reasons given for wanting to use Western Governor's. GBC is always the first reference for anyone wanting ARL certification.

7. Vice President for Student & Academic Affairs Report

Vice President Rivera reported on current enrollments for summer and fall, the upcoming commencements across our service area, current vacancies, and retirements. He asked the Dean to report on their areas.

Mary Doucette reported that PTK had the induction ceremony last week. The club has really grown and went from one star to four-star rating. The new bachelor program in Early Childhood Education is starting with a bang. There have been 26 students interviewed so far for the fall semester, so it is a very popular program.

Bret Murphy reported on the MTC scholarships – there were 128 applicants and 67 were awarded. The MTC scholarships come with an internship.

Mr. Murphy talked about the opportunity in Wendover to create an electrical program. We have the facility to house the program and he has met with the schools and community members. We need the equipment and we have identified a potential instructor. We now need to get industry support. We are looking for support letters to get at least 25 employment opportunities over the next five years. We are also looking at various grants. We should be able to put all these pieces together and start an electrical program or HVAC program.

Mr. Murphy touched on the CDL program. GBC is now an approved training program through the Federal Motor Carrier division. People are required to only go through approved training facilities for their CDL.

Mr. Murphy mentioned the progress on the Welding Lab Expansion is on schedule.

Amber Donnelly reported on the health sciences area. She talked about the passing of two former nursing faculty and the impact they had to the nursing program. She mentioned some nursing positions have been filled. The Paramedic program will be restructured from five semesters to four semesters with the transition to happen in the fall.

Ms. Donnelly reported on a \$1 million grant for the sonography program that will be used for equipment and scholarships. There are already 20 students in the program and when the program initially started, we were hoping to have 4 or 5 so it is very popular. We now have a clinical affiliation with Intermountain Healthcare in Utah which will allow the sonography students a rotation through a larger hospital setting.

Karl Stevens reported on the recent hire of the new Instructional Designer.

Mary Doucette did a presentation for the GBC Strategic Plan, and went over the process, who was involved, and the goals, themes, and performance indicators.

8. Vice Chancellor for Student & Academic Affairs Report

Renee Davis, Acting Vice Chancellor for Student & Academic Affairs, that the conversations today have given her the perfect segue into what she wanted to talk about today. First, she thanked the IAC for the support in changing the IAC charge. That proposal will go to the BOR in June, and we expect that to be approved. The change will give the president and the chair the ability to shape the IAC into how it will best suite GBC.

Ms. Davis said in terms of the teacher pipeline issue, this is an issue that is at the top of the Governor's priorities. There is work being done with the Workforce Incentive Grant that will certainly help students. We are using ARPA funds and have had to dig into the rules and regulations to shape the program. There is real hope that after the first pilot year that the program will continue with state funding. We do need to go to the Interim Finance Committee to request \$5 million in August. If that is approved we can start in spring of 2023, and we would have until fall of 2024 expend funds under the ARPA framework.

Ms. Davis said that we are trying to hit populations that we have not been able to reach with our other programs. Workforce focus is one and part-time students is another.

10. New Business

No new business.

11. Public Comment

No public comment.

12. Adjourn

Meeting was adjourned at 8:29 am.

Great Basin College's Mission:

Transforming lives through education

Vision: *Great Basin College prepares students for lifelong learning in an evolving global workplace.*

Philosophy:

Great Basin College matches the needs of our students, industry, and state, preparing for careers in an evolving workplace now and in the future through a robust and flexible mixture of degrees, certificates, workforce training, and community education—with open access, through innovative delivery, with an interdisciplinary and equity lens, and by dedicated faculty and staff.

Strategic Plan Themes, Goals and Objectives:

Theme 1: The Student Experience

Goal: Increase the percentage of students pursuing and completing their educational goals through Great Basin College providing affordable, flexible, and equitable opportunities.

- 1.1. Student Success: Support the student's journey from point of contact to program completion or transfer.**
 - 1.1.1. Improve and expand educational programs from dual enrollment through bachelor's degree opportunities with well-lighted pathways.
 - 1.1.2. Continue to create clear pathways, from initial recruitment to initial enrollment for all students. (Recruitment and advising).
- 1.2. Student Satisfaction: Increase student satisfaction in their variety of experiences at GBC.**
 - 1.2.1. Increase the percentage of GBC students who believe GBC has contributed to their personal and professional development by meeting their educational goals.
 - 1.2.2. Measure student job placement and solicit feedback from alumni and employers for their satisfaction with a GBC education.
- 1.3. Student Retention and Completion: Assess and improve student retention from course to degree completion or transfer.**
 - 1.3.1. Monitor student enrollment and success, with an emphasis on disaggregated data, and apply resources efficiently to meet challenges to retention and success.
 - 1.3.2. Provide an education and well-lit pathway through a rich mix of course delivery options, scheduling options, and additional approaches to student achievement.

Theme 2: Inclusion, Diversity, Equity, Access and Sustainability (IDEAS)

Goal: Enhance IDEAS across all college operations and services.

2.1. Access: Remove barriers to student access and opportunities.

- 2.1.1. Improve the college culture of understanding of student access barriers.
- 2.1.2. Promote more flexible scheduling and instructional delivery formats to be inclusive of all student's needs.

2.2. Diversity: Focus on inclusive and equitable practices.

- 2.2.1. Identify and provide training each semester to focus on inclusive and equitable practices.
- 2.2.2. Provide training on equitable hiring practices with selection and hiring committees.
- 2.2.3. Recruit and retain diverse exceptional faculty and staff.

Theme 3: Workforce Development

Goal: Provide a skilled and knowledgeable workforce.

3.1. Partnerships, Collaborations, and Outreach: Build relationships and collaboration opportunities to provide seamless connections between community colleges, high schools, universities, and employers.

- 3.1.1. Continue to build the relationship with University of Nevada, Reno as we converge our purpose, mission, and operations.
- 3.1.2. Identify and engage stakeholders through relevant sources of data to align a GBC education for workforce needs and to create experiential learning opportunities.
- 3.1.3. Partnership with Nevada high schools and other workforce development entities to engage with employers and industry associations to identify workforce needs to collaboratively develop a workforce ready pipeline.

Theme 4: Community (Continuing Education, Marketing, and Alumni)

Goal: Lifelong Learning and Collaborations: Create lifelong learning opportunities and partnerships with the communities we serve.

4.1. Develop and promote new continuing education and programming opportunities for community engagement.

- 4.1.1. Identify and define program offerings from target audiences and GBC service areas.
- 4.1.2. Develop an alumni-relationship program to mentor students and increase connections within the communities.

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4.3. Implement data-driven marketing strategies to increase and strengthen community outreach.

Theme 5: Institutional Effectiveness

Goal: Institutional Effectiveness: Demonstrate a continuous process to assess institutional effectiveness—from course to program to institution—using disaggregated data to define mission fulfillment.

5.1. Develop a continuous improvement loop that will empower the institution to make effective change.

- 5.1.1. Identify GBC's internal and external environments for current and emerging patterns, trends, and expectations.
- 5.1.2. Develop leading and lagging indicators to anticipate future needs.

5.2. Improve and inform decision-making through increased access to comprehensive, timely, and quality data.

- 5.2.1. Implement the closing the loop process and annually review outcomes and the NSHE strategic plan metrics for institutional effectiveness.
- 5.2.2. Analyze and publish disaggregated indicators of student achievement to implement strategies and deploy resources for mitigation of perceived gaps in equity and success.

Theme 6: Resources

Goal: Resources: Secure and sustain the resources necessary to maximize the College's capacity for excellence.

6.1. Evaluate and improve available resources annually.

- 6.1.1. Use data and funding as a guide to utilize resources to meet the needs of GBC students and institution.
- 6.1.2. Assess current technology trends that lead to continuous improvement.
- 6.1.3. Enhance transparency and usefulness of the budget process.
- 6.1.4. Develop a diverse revenue stream to maximize success and support our long-term growth.

6.2. Promote a culture of professional development and the sustainable balance of mental, physical and emotional wellness.

BOARD OF REGENTS BRIEFING PAPER

Handbook Revision, Community College Institutional Advisory Councils and Workforce Advisory Boards

BACKGROUND & POLICY CONTEXT OF ISSUE

In 2014, the Board of Regents established procedures and guidelines effectively creating institutional advisory councils (IACs) for the community colleges. The creation of the community college IACs was the result of discussions and recommendations of the Legislative Committee to Conduct an Interim Study Concerning Community Colleges established with the enactment of [Senate Bill 391](#) (Chapter 494, *Statutes of Nevada 2013*). During its deliberations, the legislative study committee noted the importance of advisory boards and committees in providing guidance to the community colleges. According to [Legislative Counsel Bureau Bulletin No. 15-4](#), the committee requested the community colleges, through NSHE, to conduct a review of the effectiveness and necessity of their various advisory boards and committees. In response to those deliberations, the community college IACs were established.

Now that the IACs have been in place and active for approximately seven and half years, the Chancellor's Office conducted an informal review of the provisions establishing and governing the operations of community college IACs to determine if the councils are meeting the needs of the colleges and if revision of the provisions governing the IACs are necessary. The review included discussions with each of the community college presidents and the chair of each IAC. Throughout those conversations, each IAC chair indicated some dissatisfaction with the current provisions governing IAC operations and the extent to which the currently established councils are meeting the needs of each community college. The IAC chairs expressed strong desire to assist the colleges and respective presidents in the manner that best suits each college individually and recognized that to best suit the needs of the college, IACs should vary across institutions in terms of their roles and functions. Further, the IAC chairs indicated their desire to receive specific direction from the President on how the IAC can best support the college and its various initiatives through advocacy, promoting college programs, and supporting the college in its implementation of strategic goals and objectives.

The community college Presidents all indicated their desire to maintain the IACs, and agreed that allowing each college, through the leadership of the President, to define the role of the IAC that best suits their respective college will better support the institution. The proposal requires each community college President, in consultation with the Chancellor, to submit to the Board of Regents for approval a proposal for their respective IAC. The initial proposals establishing each college's respective IAC must include the founding membership of the new council in order to ensure that the council's membership not only reflect the desired representation of the President, but are also appropriately diverse to ensure broad input from the community. Those proposals will define the role of the council and the number and composition of membership, effectively allowing each President to establish formally the IAC that best suits the needs of their institution.

Further, the legislative study committee noted the role of community college advisory entities in providing input to the colleges on such matters as coursework, curriculum, and program development. While the original provisions establishing the community college IACs noted an expected role in providing advice and guidance on instructional programs, it has not been embraced in practice by the IACs because each college has established workforce advisory boards that essentially fulfill that role. Accreditation standards for workforce programs often require that colleges establish advisory boards, made up of individuals from the industry, for the purpose providing advice and guidance on curriculum to ensure that programs are meeting the needs of employers. This is accomplished by ensuring the programs include curriculum designed to develop the specific skills required for the industry. As such, the proposal recommends that Board policy be revised to formally recognize the current practice of establishing workforce advisory boards that provide advice and guidance on program curriculum necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the boards typically provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED

Establish Board policy (Board of Regents’ *Handbook*, Title 4, Chapter 14, new Sections 30 and 31) requiring each community college president to establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution, including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives. The recommended *Handbook* provisions will effectively replace the current provisions of the *NSHE Procedures and Guidelines Manual*, Chapter 15, Sections 1 and 2, that originally established the IACs and currently govern the general operations for the community college IACs. As noted in the policy proposal, as presidents bring forward their respective proposals for an IAC that will be subject to Board approval, each approved proposal will be formally codified in Chapter 15 of the *NSHE Procedures and Guidelines Manual*.

IMPETUS (WHY NOW?)

This recommendation is brought forward at the recommendation of the Chancellor’s Office based on a recent informal review of the community college IACs and the extent to which they are meeting the needs of each community college.

CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- Access (Increase participation in post-secondary education)**
- Success (Increase student success)**
- Close the Achievement Gap (Close the achievement gap among underserved student populations)**
- Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)**
- Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)**
- Not Applicable to NSHE Strategic Plan Goals**

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL

The community college IACs are intended to support the institutions, which generally support all the goals of the Board of Regents. The workforce advisory boards in particular support the workforce goal by ensuring that workforce and training programs are appropriately designed so that graduates have the skills necessary to succeed within the respective industry.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION

- If approved, the proposed revisions will:
- Allow each community college to establish the role for their respective IAC that best suits the needs of the college; and
 - Empower community college presidents to direct the IACs on how they can best support their college and its various initiatives.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION

None have been brought forward.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED

Maintain the current provisions governing formation, charge, and general operations of the institutional advisory councils as codified in the *Procedures and Guidelines Manual*, Chapter 15, Sections 1 and 2.

RECOMMENDATION FROM THE CHANCELLOR’S OFFICE

The Chancellor’s Office supports the recommendation.

COMPLIANCE WITH BOARD POLICY

- Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
- Amends Current Board Policy: *Title 4, Chapter 14, new Sections 30 and 31*
- Amends Current Procedures & Guidelines Manual: *Chapter 15, Sections 1 and 2*
- Other: _____
- Fiscal Impact: Yes _____ No _____
Explain: _____

POLICY PROPOSAL
Title 4, Chapter 14, *new* Section 30
Community College Institutional Advisory Councils

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 30. Community College Institutional Advisory Councils

- 1. Each community college President shall establish an institutional advisory council to provide advice, assist in community relations, assist in institutional development, and provide other assistance as requested by the President to enhance the institution including supporting institutional initiatives, institutional advocacy, promoting college programs, and strategically supporting the implementation of institutional goals and objectives.***
- 2. Each community college President, in consultation with the Chancellor, shall submit to the Board of Regents for approval a proposal for such a council, to include the proposed role of the council and the number and composition of membership, including the individuals that will serve initially on the council.***
- 3. Members shall serve at the pleasure of the President or for a term established in the proposal for the council.***
- 4. Once approved, the proposal may be amended on the recommendation of the President and the approval of the Board of Regents. Proposals to amend may include changes in the number and composition of membership, the role of the institutional council.***
- 5. The President shall call the meetings of the institutional advisory council and shall set the agenda. All meetings shall be conducted in compliance with the Nevada Open Meeting Law.***
- 6. Members shall serve without compensation.***
- 7. Members shall not take any action which conflicts with their roles as a member of the institutional advisory council.***
- 8. At least biennially, the President shall prepare a written report for the Board of Regents on the activities in support of the President and institution that were undertaken by the council and any changes in council membership that occurred since the last report since the last report.***

Next Steps: No later than December 31, 2022, each community college president will submit for Board consideration provisions establishing their respective institutional advisory council. The provisions, once approved by the Board, will be codified in Chapter 15 of the NSHE *Procedures and Guidelines Manual*.

POLICY PROPOSAL
Title 4, Chapter 14, *new* Section 31
Workforce Advisory Boards

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 31. Workforce Advisory Boards

- 1. Community colleges may establish advisory boards to provide direction and guidance for specific program areas within the college to strengthen and enhance the success of the program by working closely with the business and labor communities to provide high quality workforce training and education.*
- 2. A board may be established for any academic or workforce training program to provide advice and guidance on program requirements necessary to prepare students for the workforce, including but not limited to required competencies for the industry or career field and new and emerging occupations. In addition, the board may provide advice and guidance on curriculum development, student recruitment, staff development, equipment and software recommendations, and other matters that will support and improve program quality.*
- 3. The Board must include at least three members who are representatives of business and industry with recent, firsthand, and practical experience in the program area.*
- 4. Members will serve at the pleasure of the President or their designee and will serve without compensation.*

NSHE Procedures and Guidelines Manual
CHAPTER 15, SECTION 1
Community College Institutional Advisory Council

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

~~[Section 1. Community College Institutional Advisory Council, Formation, Charge and Procedures~~

~~Nevada's Board of Regents is committed to ensuring that Nevada's community colleges are operating at their maximum potential, making the most effective and efficient use of available resources while meeting the unique needs of the communities they serve.~~

~~Community colleges have been identified as the workforce development engines of our nation, and therefore, the Board of Regents recognizes the need and value in having a direct line of communication with the communities served by the community colleges. As we collectively identify the workforce training necessary for the growth and sustainability of industries in our communities; and we maximize the potential for the community's college to deliver curricula that will meet the needs of a diverse population, the Board will form Institutional Advisory Councils to serve as active links between the college and community.~~

~~a. Formation.~~

~~No later than December 31, 2014, each Nevada community college shall establish an Institutional Advisory Council. On or before December 1, 2014, the Chancellor, after consultation with each college President and local stakeholders, will forward to the chair of the Board of Regents nominations for appointments to the Institutional Advisory Council. The chair of the Board of Regents shall appoint an advisory council for each community college, consisting of not less than seven or more than fifteen members composed of residents from the area in which the community college is located and serves. The elected chair of each local community college advisory council shall serve as an ex-officio advisory member on the Nevada Board of Regents Community College Committee. When circumstances dictate, either the college President or the chair of the college advisory council, upon consultation with the members of the council, may recommend the appointment of additional members to the Chair of the Board. In addition, the President of the college may request the Chair of the Board to name such ex-officio members of the college advisory council as the President may deem necessary or useful to better serve the purposes of the council.~~

~~Of members first appointed to the Institutional Advisory Council, one half of the appointees shall be appointed for five years and the remaining appointees for three years, so that the initial terms shall end on December 31 of an odd-numbered year (i.e. December 31, 2019, and December 31, 2017, respectively for initial appointees). Student members shall serve for one-year terms. Thereafter, terms of non-student members appointed to the Institutional Advisory Council shall be for four years. The members of an advisory council may be reappointed by the Chair of the Board of Regents for a second term. Members of the advisory council shall serve without compensation but any reasonable expenses incurred in attending the meeting shall be reimbursed.~~

b. ~~Institutional Advisory Council Charge.~~

~~The purpose of the local Institutional Advisory Council is to ensure the linkage of the college to the community it serves and to anticipate future regional educational trends. The council will meet at least quarterly to advise the college President, the Vice Chancellor for community colleges, the Chancellor, and the Board of Regents Community College Committee on questions regarding operation of the college. The council shall function and exercise the powers set forth by the Nevada Board of Regents. The responsibilities of the council are to:~~

- ~~• Advise the college President, the Vice Chancellor for community colleges, the Chancellor, and the Board of Regents on the long-term educational needs of the area served by the college, as well as on other matters identified by the college President, the Chancellor, and Board of Regents. The council may provide advice, guidance, and information in the areas of student and employer engagement; access and affordability; operating and capital budgets; land and property acquisition and use; instructional programs, including proposed degrees and certificate programs; serving underrepresented populations; diversity and inclusion issues and admissions and academic standards, including performance indicators.~~
- ~~• Serve, along with the college President, as body of liaisons between the college and area employers in order to facilitate assessment of employment, training and educational needs of students.~~
- ~~• Serve, along with the college President, as a body of liaisons between the college and local school boards, county commissioners, city councils, other local elected officials, and other relevant groups or persons.~~
- ~~• Respond to specific information requests from the Chancellor and the Nevada Board of Regents on behalf of the communities served by the college.~~
- ~~• Promote the college's programs and services.~~

e. ~~Membership.~~

~~Except as it may be enlarged as provided above, each council will be comprised of seven to fifteen members who serve a term of four years and are recommended for appointment to the Chair of the Nevada Board of Regents by the college President. Representatives will include members from the various constituencies served by the college to ensure broad input from all critical stakeholders. The membership of the council shall be reflective of the community and stakeholders served by the college. In addition to members who are appointed to serve on the council, a representative of the faculty nominated by the respective faculty senate and a student nominated by the respective student government shall serve as ex officio members of the council. If a member of the council resigns prior to the conclusion of their term, a replacement will be nominated by the college President. The nomination will be forwarded to the Chancellor, who will make the recommendation to the Chair of the Board of Regents for appointment.~~

d. ~~Election of Officers.~~

~~The election of chair and vice chair will take place biennially, during odd numbered years, at the first regularly scheduled council meeting of the state fiscal year (the first regularly scheduled meeting following July 1). The term of these offices shall be two years. Nominations may be made by any member of the council, and the vote of a majority of the council shall be required to elect the chair and vice chair. The chair shall preside at all meetings of the council. The vice chair shall preside at all meetings of the council during the absence of the chair. Should both officers be absent, the college President shall preside. The council chair is to sign all documents to which the council is a party, and which have been approved by the council, including any recommendations made to the standing committee for its consideration. If the chair or vice chair resign or are removed for absenteeism as provided in these guidelines, the council shall elect a new officer.~~

~~e. Meetings and Agenda.~~

~~All meetings of the council shall be conducted in compliance with the Nevada Open Meeting Law. Agendas for meetings of the council shall be compiled by the college President in consultation with the chairperson. Individuals wishing to place items on the agenda must deliver supporting documents to the College President's Office or to the council chairperson not less than 14 days prior to the next meeting of the council.~~

~~f. Minutes.~~

~~The Office of the President shall be responsible for maintaining the minutes of the advisory council. A summary of council decisions and policy recommendations will be included at the conclusion of the minutes. All minutes of the council shall be forwarded to the Regent Community College Committee which may consider any recommendations from the council for inclusion on its next regular agenda.~~

~~g. Attendance~~

~~Council members who miss three (3) consecutive regular meetings may be replaced in the discretion of the chair and college President. An absence may be excused for good cause by the chair if the chair is notified in advance of the meeting. Replacement of any member who has not completed their term shall be made by the Chair of the Nevada Board of Regents from the name or names nominated by the college President.~~

~~h. Council/Member Expenses~~

~~The institution is not authorized to provide office space, cell phones, computers and IT equipment, or business cards to the council or its members. However, any reasonable expenses incurred in attending the meeting(s) shall be reimbursed upon approval by the college President.]~~

NSHE Procedures and Guidelines Manual
CHAPTER 15, SECTION 2
Institutional Advisory Council Operations

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

[Section 2.—Institutional Advisory Council Operations

a.—Introduction.

~~The Institutional Advisory Council bridges the community colleges and the community(ies) they serve, developing relationships, sharing community perspectives, advancing institutional missions, building partnerships, and providing advice. It is not a governing board, but a community link to the institution, designed to increase connectivity with our service region.~~

~~As stated in the Board of Regents *Handbook*, Article III, the elected board maintains exclusive control and administration of the Nevada System of Higher Education and its institutions as established in the Nevada Constitution. The elected Board is responsible for the management and oversight of the colleges and universities. It provides a strategic direction for each as part of a larger statewide plan and also ensures effective collaboration among the institutions to achieve those goals.~~

~~Each institution also operates using a shared governance model that requires communication across multiple administrative faculty, staff, and student groups and requires many operational and technical decisions to go through committee processes.~~

b.—Purpose.

~~Our community colleges are the workforce development engines of our nation, state and region; and the Nevada Board of Regents recognized the need and value of having a direct line of communication between the communities served by each college, the college administration, and the Board of Regents Community College Committee. Each Institutional Advisory Council, comprised of representatives from the communities' public and private sectors, is charged with providing counsel and feedback to the college President, the Vice Chancellor for community colleges, and the Chancellor on issues brought before the council related to the growth and sustainability of industries in our communities, and methods by which the college may maximize the potential to effectively and efficiently deliver curriculum that most appropriately meets the needs of the diverse population served. Also, in consultation with the college President, certain issues and opportunities will be presented to the Community College Committee for consideration and action by the Committee and/or the Board of Regents.~~

c.—Council Composition.

~~The Institutional Advisory Councils are comprised of community volunteers, nominated by the college President and appointed by the Chair of the Board of Regents, who are interested in advancing their college and the education, training and empowerment of their local community.~~

d.—Council Guidelines for Meetings and Council Conduct.

- ~~1. The council is to meet at least quarterly on a regularly scheduled day or sequence of dates mutually agreed to by a majority of the council and the college President. Additional meetings may be scheduled as deemed necessary by the council chair and vice chair, and by mutual agreement of a majority of the council and the college President. Notification~~

guidelines, meeting agendas and postings must follow the Nevada Open Meeting Law, *Nevada Revised Statutes*, Chapter 241.

- ~~2. The college President in consultation with the chair is to set forth a meeting agenda comprised of issues or questions related to the operation of the college and the programs, and opportunities that will sustain or improve the delivery of service by the college to the communities it serves. Council members wishing to place items on the agenda must deliver a succinct and accurate description of the agenda item, with supporting documents to the College President's Office or to the council chair no less than fourteen (14) days prior to the next scheduled regular meeting of the council; or may propose future agenda items during meetings under "new business" on the agenda. Items suggested in the new business portion of any public meeting may be scheduled for inclusion on the next Institutional Advisory Council agenda at the discretion of the college President and council chair.~~
- ~~3. The council is to identify and advise the college President, Vice Chancellor and Chancellor of any long term educational needs of students, and provide guidance on how to best respond.~~
- ~~4. The council shall hear and respond to specific information requests from the Chancellor, the Nevada Board of Regents Community College Committee and/or the Nevada Board of Regents on behalf of the communities served by the college.~~
- ~~5. Collectively, the council may vote to recommend strategic level counsel to the college President, the Vice Chancellor of Community Colleges, the Chancellor and the Board of Regents Community College Committee on any of the issues designated in the charge approved by the Board.~~
- ~~6. Collectively, the council may ask for documents, data or information from the college to make such recommendations and should do so either through the chair in consultation with the college President or by a vote of the majority during public meetings.~~
- ~~7. The council should promote the college's programs and services within the communities and constituencies served by the college. Collectively and with the college President's input and support, the council may decide to undertake the planning and implementation of events and activities that increase the connectivity of the college to the community. The President must approve of any said events and/or activities if any college resources, including property, equipment or staff, are required.~~
- ~~8. The council should act, along with the college President, as liaisons between the college and area employers to facilitate the assessment of employment opportunities, and the associated training needs; and provide a comprehensive report to the college President for potential inclusion and discussion on the agenda of the next regularly scheduled meeting of the council.~~
- ~~9. The council should act, along with the college President, as liaisons and/or ambassadors for the college with local school boards, city councils, county commissions, and other elected bodies and individual elected officials. However, a council member (or members) should not, under any circumstances, represent themselves as speaking for the college, the college administration, Vice Chancellor or Chancellor, without the express consent of the college President, and full knowledge of the council. Council members wishing to represent the council's opinions and decisions should do so only after the items have been discussed, evaluated and/or voted upon in open public meetings by a quorum of the council. Members~~

~~of the council wishing to express personal opinions and perspectives about issues pertaining to the college should preface those statements as personal. However, any comments made at a public meeting should never refer to the professional competence or performance of any specific individual, because the Open Meeting Law requires prior written notice to any person whose conduct may be discussed at a public meeting.~~

- ~~10. Collectively, the council may provide community feedback to the college President on initiatives and programs related to their charge or on items that the President requests their input upon. Community feedback is defined as input from council members' professional and personal contacts that they deem representative of larger constituent groups that stand to benefit from college services. Council members may represent these perspectives by putting items on meeting agendas to discuss in a public venue, where they may collectively vote to discern the council's recommendation to be shared with the President, Vice Chancellor of Community Colleges, the Chancellor, and Board of Regents Community College Committee.~~
- ~~11. Collectively, the council may also deliberate and vote on perspectives to voice to the community to advocate on behalf of the institution and its students.~~
- ~~12. The council chair and college President may jointly create sub-committees, if necessary, that will work on issues beneficial to the work of the council as a whole; and are assigned by the chair, and college President. However, due to the resources the college will have to commit to the operation of sub-committees, the forming of them is discouraged unless absolutely necessary for the effective operation of the council. Procedurally, the chair and the college President (or their designees) shall be a member of each sub-committee. The chair of the subcommittee shall be a council member, and be appointed by the council chair. The membership of the sub-committee shall not exceed seven (7) members. The college President may assign additional college staff to subcommittees as non-voting members. All sub-committee meetings must follow the Nevada Open Meeting Law, Nevada Revised Statutes, Chapter 241.~~
- ~~13. Prior to the Community College Committee regularly scheduled meetings, the council chair, or vice chair in the absence of the chair, shall meet with the college President in person or via a telephone conference to review the minutes of previous council meetings or subcommittee meetings and determine any agenda items that are to be brought before the Community College Committee for their consideration.~~
- ~~14. The council chair is to provide a report to the Community College Committee on council activities and/or selected agenda items that have been discussed at regular council meetings.]~~

Letters of Support



April 29, 2022

Board of Regents
Nevada System of Higher Education
2601 Enterprise Road
Reno, NV 89512

GOVERNMENT AND
COMMUNITY AFFAIRS
DEPARTMENT

RANDY ROBISON
DIRECTOR

Dear Chair and Honorable Regents:

As an original member of the Institutional Advisory Council of the College of Southern Nevada and its current chairman, I am writing to fully endorse proposed policy changes governing IACs and establishing workforce advisory boards.

These changes are a natural evolution of the experience of IACs since their inception and will significantly enhance the value they contribute to the colleges they serve. Of particular note, the proposed changes provide the needed flexibility to the college president to build an IAC that is reflective of the community the college serves, the needs the college has, and the vision of its future. Additionally, the proposal to formally establish workforce advisory boards will enable colleges to be more nimble and timely as they respond to emerging economic trends while maintaining industry-leading training and education for current employment opportunities.

In short, these two proposed changes will allow the college’s professional leadership to take more full advantage of the immense value readily available from the wide variety of knowledge, skill, culture, character, and creativity of leaders and professionals within their local community. The changes will further refine and focus the college’s responsibility to ensure it is connected with, reflective of, and responsive to the community it serves.

I respectfully ask your thoughtful consideration and support of these recommended changes.

Sincerely,

Randy Robison, Chair
Institutional Advisory Council, College of Southern Nevada

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cityoflasvegas
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Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Regents,

My name is John Tierney. I have been the Chair of the Institutional Advisory Council at Great Basin College for the past two years. Over that time, I have shared the frustrations of many of the members. We feel hamstrung by the abundance of constraints inherent in the current charge to the IAC. We would like to make the council more dynamic and fitting for the college and the community the policy proposal, Title 4, Chapter 15, Section 30 prepared by Vice-Chancellor Crystal Abba addresses these issues.

One issue creating frustration is the term limits placed upon members by the current policy. It not only robs the IAC of experienced membership, it restricts the individual college president in the selection process. The proposed revisions places the construction of IAC directly in the hands of the current president allowing it to be a force tailored to their needs and vision. It also removes the mandatory retirement of members who have volunteered their times while limiting participation in issues which would prove to be a conflict of interest for those members.

Nevada is an exceedingly diverse state politically and geographically. The needs of rural Nevada can vary radically from the needs of the more urban regions of Clark and Washoe county, Distance and communication are major issues as is the diverse economic base of each community. The success of the individual institutions is largely the responsibility of the college presidents and their vision should be supported by IAC members they have selected. The proposal allows the president of each institution to establish an IAC which works best for them while still allowing for a diverse body able to identify and solve work force issues inherent in the communities the college serves. This allows for a dynamic organization that can directly address community needs and issues.

This proposal provides the opportunity to make the IAC a more viable and dynamic institution ready to address an ever-changing Nevada while also being able to coordinate with other NSHE institutions. It recognizes the individuality of each institution while empowering the presidents and IAC to play an active role in the shaping of that community. It is a complete win-win.

I am available to answer any questions or concerns you may have regarding the IAC at Great Basin College and how this proposal would make our institution an integral part of the greater community.

Sincerely,



John Tierney
Chair, Great Basin IAC
Battle Mountain, Elko, Ely, Winnemucca Nevada
johnmtierney55@gmail.com
(775) 778-1091

April 22, 2022

Regent Cathy McAdoo
Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Chairwoman McAdoo,

The purpose of this letter is to express my support of the proposed revisions to the IAC Charter (included in the June 2022 board meeting package) being presented by Vice Chancellor Crystal Abba. The Chair of each IAC institution met with Vice Chancellor Abba to discuss the purpose of the IAC and to clarify the scope of the council's responsibility. The proposal that is being presented today will simplify the provisions that cover the community college institutional advisory councils and formally establish workforce advisory boards. It is the belief of the members of the IAC and the Chairs of the different institutions that the IAC's can be better utilized if the Presidents guide the work of the IAC, so that members become aligned with the strategic initiatives of the institution that they serve, as well as be a visible supporter of the institutional initiatives, college programs, and institutional goals and objectives. Therefore aligning with the strategic goals of the board of regents.

Each institution is different. It is critical that the President of each institution, have the ability to build an IAC Board that meets the needs of the institution and the community it serves.

The revisions being presented today will not only strengthen the effectiveness of the IAC members, the President, the institution, and the community, but will also provide a clear direction of the expectations of the members of the IAC and create an environment where members can add value and be impactful in the success of the institution and the community.

The revision will strengthen the IACs therefor, provide better support to the President, the College, and the System.

Should you have any questions, please call me at 775-830-8081.

Sincerely,

/s/

B J North
IAC Chair TMCC

Delivery via e-mail to Crystal Abba --- 4/2/2022 10:15am

Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Regents,

I am writing in support of the policy proposal which simplifies the provisions that govern the community college institutional advisory councils (IAC) and formally establishes workforce advisory boards. This proposal recognizes that IACs are better served when the Presidents have the latitude to guide the work of the IAC to allow members to become visible supporters of the institutional objectives. This flexibility and simplification is necessary to insure we address each communities unique challenges and take full advantage of both the attributes of the community and the IACs members.

I feel that this re-envisioning of the IAC will create an environment that will strengthen the IAC and empower its members to support our community institutions.

Respectfully,

Cary Richardson
President
Office: 775-984-4392
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