

Nevada System of Higher Education

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Notice of Public Meeting: Chancellor Search Process Forum NEVADA SYSTEM OF HIGHER EDUCATION

Joint Meeting:

Western Nevada College Foundation Board of Directors
Western Nevada College Institutional Advisory Council
Associated Students of Western Nevada College
and
Great Basin College Foundation Board of Trustees
Great Basin College Institutional Advisory Council
Great Basin College Student Government Association

Location:

System Administrative Office
2601 Enterprise Way
Reno, Nevada 89512
Main Conference Room

Wednesday, September 25, 2019
8:30 a.m. to 9:30 a.m.

Video Conference Connection from the Meeting Site to:

Western Nevada College
2201 Western College Parkway
Carson City, Nevada 89703
Reynolds Center for Technology, Room 101

Great Basin College
1500 College Parkway
Elko, Nevada 89801
McMullen Hall, Room 102

MEETING MINUTES – Approved 11/21/19

1. Call to Order

The Joint Meeting of Western Nevada College Foundation Board of Board of Directors, Western Nevada College Institutional Advisory Council, and Associate Students of Western Nevada College; and, Great Basin College Foundation Board of Trustees, Great Basin College Institutional Advisory Council, and Great Basin College Student Government Association (collectively, the “Institution Groups”), was called to order by Matt McCarty 8:30 am. Matt McCarty was appointed to preside over the meeting. Welcome comments were made and Mardell Wilkins will take minutes for the meetings. Deb Conrad called roll for WNC.

2. Roll Call of Institution Groups

Present at Great Basin College:

Dr. Hugh Collett (GBC IAC)

Tana Gallagher (GBC Foundation Trustee)

Melissa Schultz (GBC Foundation Trustee)

There was not a quorum of any of the GBC Institution groups.

Other guests present at Great Basin College:

Robert Hannu, GBC

Mardell Wilkins, GBC

Matt McCarty, GBC

Chantell Garcia, GBC

Jennifer Sprout, GBC

Virginia Ousted

Present at other locations:

Dr. Jason Geddes

Dr. Mark Doubrava

Dr. Thom Reilly

Dean Gould

President Vince Solis, WNC

Kyle Dalpe, WNC

Beth Blankenship (WNC Classified Council Chair)

Stacey Woodberry (WNC Foundation Trustees)

Janet Stake

3. Public Comment

Information Only

There was no public comment.

4. Discussion on Chancellor Search

Information Only

Discussion with Dr. Jason Geddes, Chair of the NSHE Board of Regents, Dr. Mark Doubrava, Vice Chair of the NSHE Board of Regents, and Dr. Thom Reilly, NSHE Chancellor, on whether the Board of Regents should conduct a national search for the new Chancellor (with or without the appointment of an acting Chancellor) or appoint an interim Chancellor following the expiration of current Chancellor Thom Reilly's term in August 2020. No names of potential candidates for either acting or interim Chancellor may be stated or discussed during this agenda item. Specific names may be suggested by email to the Chair after the meeting. Chair Geddes began by stating the NSHE Board of Regents Handbook has a process for Chancellor searches. Chancellor Reilly has announced he will be leaving August 2020. The Board of Regents has started the process of gathering information from constituencies on whether to appoint an interim chancellor or to launch a national search in September 2020. Chancellor Reilly added the search could start now if the decision was to do a search for a more seamless transition. The results of these public forums will be presented at the Board of Regents' meeting in September to authorize and start a Chancellor search. Matt McCarty read email from GBC Foundation Trustee and GBC IAC member Dave Roden. The statement read, "I am in favor of having a national search for a new Chancellor. I ask that the search include a person familiar with rural areas that offer BS, BA and technology training." Dr. Hugh Collett read his statement on what he would

want in the qualities of a future Chancellor (statement is attached) and also submitted a Muse that he wrote several years ago about the different missions of community colleges and universities and the problems with them being under one governing board (see attached).

Western Nevada College President Solis said a national search would fit in an ideal situation if it could be accomplished within a year's time. Beth Blankenship, Chair of the WNC Classified Council, stated the WNC Classified Council is in favor of a national search for a permanent Chancellor, not in favor of an interim. They would be in favor of looking at internal candidates as well.

Regent Geddes responded to a question by Janet Stake. An advantage of appointing an interim Chancellor would be that someone is appointed immediately to do the job and could be tested to see if it is a good fit to fill the position permanently such as is sometimes done with the presidents.

Matt McCarty asked for a point of clarification on if the Faculty Senate and Classified Council would be able to speak at another meeting or was this their opportunity? Regent Geddes said this is the public meeting for input, but at any time information/input can be sent via phone call, email, or mail to the Chancellor or anyone on the Board of Regents. Please let the groups know that they need to submit their input by next week. Regent Geddes added that if the current Assembly Joint Resolution 5 should pass it would not put the Chancellor Search on hold.

5. Public Comment

Information Only

Virginia Ousted, community member in Elko, is in favor of a national search.

Kyle Dalpe, Vice President for Instruction at WNC, stated that the WNC faculty senate wasn't able to be here today and they will be submitting their recommendations. He has had conversations with the WNC faculty senate, and it is their hope the candidate would have a good understanding of faculty issues both at a two year and four-year institution.

The meeting was adjourned at 8:50 a.m.

Chancellor Qualities

These are some of the qualities desired for the occupant of the office of Chancellor which would advance the educational vision and goals of Great Basin College.

1. A true understanding and appreciation of the role of Great Basin College in Nevada Higher Education.
2. An appreciation of the detrimental effects of the legislative and Regents change in Great Basin College funding which occurred approximately ten years ago.
3. Change the funding to permit the flexibility needed by Great Basin College to provide the vision to explore and incorporate the constantly changing educational needs of Nevada students.
4. Appreciate the rapid and continual change in technology and the resultant financial requirements they require (compare with Liberal Arts) in the vocational technical fields that are the responsibility of Great Basin College.
5. Recognize and advance the unique educational role of Great Basin College in rural education which cannot be duplicated anywhere and is Nevada's educational niche for educational fame and greatness.
6. Be an active advocate for making Great Basin College the unique extraordinary educational institution of Nevada.

Hugh S. Collett M.D.

The Nevada System of Higher Education with the Chancellor and Board of Regents was designed for the Nevada University System. A problem arose when Elko Community College, now Great Basin College, changed higher education in Nevada. The educational role of the universities and community colleges were different and the ECC founders believed a separate system for community colleges was preferable. The decision to place the community colleges under the existing organization was made. Under this system it has been difficult for the community colleges to maintain their independence and necessary flexibility. The universities did not wish to be associated with the community colleges which they regarded as inferior and not real higher education. The combination of the two different focuses of higher education in one governing body continues to be unsatisfactory for each. This is demonstrated by the effect of changing the funding formula. What was favorable and philosophically correct for the universities was disastrous and educationally harmful to Great Basin College. The rigidity of the university system was forced on Great Basin College by the overwhelming emphasis on completion. This prevented Great Basin College from pursuing its great strength of innovative educational offerings based, not on completion, but the educational and vocational technical needs of the citizens of rural Nevada. The funding and supervision of the universities and Great Basin College should be changed to maximize the educational potential of each. If this cannot be achieved, the following qualities for the next Chancellor would be desired.

Universities vs Community Colleges

When Elko Community College was organized, the founders wanted a Board separate from the Nevada State Board of Regents. They believed that this would be the most helpful arrangement for community colleges. They were unable to convince the legislature or the various administrative entities that this was the best approach, so they were included in the existing system which was designed for universities. They realized that there was a great philosophical difference between the two types of institutions of high learning, and combining them both under one board was essentially incompatible and would work to the disadvantage of the community colleges. The universities immediately appreciated their differences and did everything possible to oppose them and make the community colleges fail. There is still no feeling of partnership between them and the universities take every opportunity to limit the community college effectiveness. The universities are institution oriented and unlike the community colleges not student oriented. This is a significance difference and is the basic cause of unhappiness and competition between the universities and community colleges. It is an impelling reason to change the supervision of each entity.

How do universities educate their students? For centuries and throughout the world, there has developed a tradition of universities to be ivory towers, unique and untouchable in the field of education. Educational value and pride resided in these institutions. The present day universities are proud of how many Nobel winners are on the faculty. They are proud of their football teams and proficiency in other sports. Alumni support and finance anything which glorifies the university. The universities have developed a curriculum which the students are required to complete in order to receive their baccalaureate degree. Not only the students but the professors are locked into these universities courses and degrees so that the student gets a traditional university education. This tradition extends to the students requirement to physically attend the campus. The student may or may not benefit from this orchestrated education in securing an important job or an occupation in his or her field of study. It is of no concern or regret to the university that a significant percentage of their freshman never get a degree. The university is valued on the importance of its graduates, academic or athletic. It is not evaluated on the students it failed to educate. The universities have a traditional rigidity which is almost unchangeable. The Chancellor and Board of Regents were created for Nevada universities when they were the only system of higher education in Nevada and prior to the establishment of the community college system.

How do community college go about educating their students? From the beginning, all aspects of the educational goal was student oriented. It was the education of the student that was the guiding force. Many of the students who were failures at the universities, become successful at community colleges. The curriculum is designed to supply the educational needs of the student. This has great flexibility. It may be in a university parallel course or it may be in a vocational technical field. It is designed to allow experimentation by the student to determine his or her individual talent and ability and personal satisfaction. This may or may not result in what the universities consider completion, a baccalaureate degree. It will result in an education

that is geared to the individual and which will offer financial opportunity and life satisfaction. The student body, unlike the selected few in a freshman class at the university, is open to all. Whereas the educational opportunity at the university traditionally ends in four years, or more with post graduate study, community college courses have varying lengths of completion, from a few weeks to several years. Where universities educate a specific age group, community colleges have no age requirement. It's students can start in high school and begin or continue into late adulthood. Community college education is ageless and endless. Community college courses are made available where it is most convenient for the student. It may be at one of the campuses or it may be at home. Its distance education technology gives every citizen a chance at education.

The recent SRI study which changed the funding formula, was heavily weighted toward the university education. As a result Great Basin College education was minimized and judged inferior to the offerings of the universities. This erroneous conclusion resulted in 40% reduction in operating funds, loss of over fifty professors and staffs, and cancellation or curtailment of programs. Needed flexibility in starting and ending programs was lost because of a system based on the universities. There is unequal treatment of the affairs of the university and those of the community colleges. The Board of Regents meetings are predominately occupied with university matters, while community college presidents, unable to participate, waste hours for a few minutes on a community college agenda. The recommendations of the community college presidents are endlessly scrutinized and delayed or refused.. The advisory boards of community colleges which are of value to a community college board, are not only worthless but resented by the Board of Regents. After nearly fifty years of a single Chancellor and Board of Regents, the educational roles of the community colleges and the universities have become increasingly incompatible. This single governing entity is no longer able to serve the best interests of the universities or the community colleges. Decisions which appear to favor one, are resented and opposed by the other. These differences will only become more significant and disruptive with time. As stated above, their philosophies of providing education to the Nevada population are so different that a single overall governing entity is no longer feasible. It is time for the community college system to be completely separated from the Nevada System of Higher Education. An intelligent and fair system of financing and governing of the four community colleges should be researched and adopted. To duplicate the present university system will not solve the needs and opportunities of the community colleges. New innovative thinking is necessary. It will not come from the Nevada System of Higher Education. To accomplish this the obsolete requirement of the Nevada Constitution which forces all higher education to be administered by the Nevada System of Higher Education should be repealed. Its original purpose has become a serious detriment to providing higher education in Nevada.

Hugh S. Collett M.D.