

GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL

April 14, 2015

1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Lynn Mahlberg, Steve Theriault, Amber Donnelly, Bret Murphy, Mary Doucette, Angie DeBraga, Cathy Fulkerson, Mardell Wilkins, DeMarynee Saili, Dori Andrepont
ABSENT: Sonja Sibert, John Rice, Tom Reagan

President Curtis started the meeting off by welcoming the newest members to President's Council. The new members are Angie DeBraga representing Administrative Faculty, Mary Doucette, Faculty Senate Vice Chair, and Tom Reagan, Faculty Senate Past Chair.

1. Approval of Minutes – The minutes of the President's Council meeting on February 10, 2015, were approved.
2. SGA Update – DeMarynee Saili reported that applications for SGA elections are due this week with the elections happening next week. SGA is ready for the donor appreciation event on Thursday.
3. Faculty Senate Update – Stephen Theriault
Action Item: Academic Standards recommendation of text changes in the General Catalog, specifically, recommending lower GPAs for Summa Cum Laude. President's Council discussed the recommendations. Mike McFarlane recommended the required credits for certificates and degrees should be spelled out. After further discussion President's Council recommended the 25% of the credits need to be taken at GBC to be considered for an honors designation. Steve will take the recommendations back to the committee.

Action Item: General Education recommendation to move Fine Arts appreciation courses (ART 160, MUS 121, THTR 100 and FIS 100) from Humanities to Fine Arts. President's Council approved.

Action Item: Curriculum & Articulation recommendations on new programs. President's Council did not need to approve the new programs (B.A. in English and B.S. in Biological Sciences) as it has already been approved. The new courses are for informational purposes.

For Information: Personnel Committee recommended Professor Ed Nickel receive Emeritus status upon his retirement at the end of this semester. The recommendation has been approved by President Curtis and a letter has been sent to Ed notifying him of this action.

For Information: Steve Theriault reported the Part-time instructor (PTI) evaluation process is being piloted by three PTIs now.

For Information: Steve reported that a faculty initiative to allow long-term tenured faculty to be able to teach from a distance was voted down by Faculty Senate.

4. Classified Council Update – Dori Andrepont reported that voting starts today on the outstanding Classified employee. The annual Classified Duck Race fundraiser will be held the second week in May.
5. Institutional Research Update – Cathy Fulkerson presented the Noel Levitz Student Satisfaction Survey results. There are some slight changes to the report that Cathy will email Mardell to include in the final minutes. GBC students have statistically significant higher satisfaction rates in spring 2014 than those nationally in every major scale and GBC students rate them as more important than students do nationally. The updated report is included in these minutes.
6. Firewall Policy – Mardell Wilkins presented the Firewall Policy for a first read as Sonja Sibert was absent. The policy is a requirement from the network security audit that we have a policy in place to address President's Council discussed some minor changes that Mardell will get back to Sonja. There were some clarifications that needed to be addressed.
7. Social Sciences Gen Ed Changes – Mike McFarlane reported the Gen Ed requirements for Social Sciences is going from 12 credits to 9 credits.
8. Title IX Policies– Lynn Mahlberg presented information on the requirements of Title IX and the implications to GBC. She and Pat Anderson have served on system-wide taskforce that is writing the policy that all the institutions must follow. The taskforce was broken into two sub-committees that focused on Policy (Lynn) and Training (Pat). Once things are finalized the information must be provided to every employee and every student. Because our old policy is out of compliance, GBC must approve this as college policy until the Board of Regents approval in September. This will be brought back for a vote at the next President's Council meeting.
9. President's Report – Mark Curtis reported on the land deal in Pahrump. GBC quickly put money into an escrow account for the land survey which has now been completed. The environmental survey is being scheduled. We are well ahead of the BML timeline of 22 months. President Curtis is still working with individuals in Pahrump on the water rights. To build in Pahrump you must have ownership of a certain number of acre feet of water. There are people willing to purchase what we need to get us started.

President Curtis is excited about the donor appreciation event on April 16th. The event will be an open house that will showcase the good work we are doing at GBC. April 16th will also be the first GBC Institutional Advisory Council being held under the new NSHE rules and under the Open Meeting Law.

President Curtis enjoyed the frank discussion at last week's "Conversations with Curtis" that faculty arranged. President Curtis answered a series of tough questions submitted by

faculty. He was happy to do it and enjoys talking directly to the faculty. He is willing to do this format as often as faculty would like.

President Curtis reported that a couple of positions have been filled with local talent. Michael Bail will be the new Computer Technologies Instructor and George Kleebe will be the new Management and Marketing Instructor. We continue to keep a close eye on the budget and analyze each position carefully as they become vacant to determine if it needs to be replaced. All of the eliminated positions are on the administrative side so faculty have been asked to do more.

President Curtis reported on the shared services issue with combining the IT services. The savings that were predicted initially are unravelling. The Chancellor says to either figure it out or don't move forward with it. We could possibly share some licensing agreements and certain supplies.

The president's office is preparing for end of year activities such as the President's Outstanding Student Award Ceremony, the end of year employee BBQ and commencement.

10. Miscellaneous

Pennington Grant Go/No for Nursing Equipment – Amber Donnelly

PC approval via email on March 5, 2015. Amber updated PC and reported the grant was submitted last week and we should hear by May if we were selected. The grant is a \$250,000 grant to purchase two maternal fetal mannequins.

Building Blocks for Literacy Go/No Go – Jessica Sproul submitted grant proposal to enhance literacy development in children ages birth to three. PC approved via email on March 18, 2015.

Lynn Mahlberg reminded everyone about the Career Fair tomorrow from 9:00 am to noon.

Bret Murphy reported that there are 173 applicants for the MTC program. Also, we are starting the search for a Welding Instructor. We are also reopening the search for the Diesel Instructor. Bret reported the CDL class ends this week. The test will be next week.

Amber Donnelly said a search is being conducted for 2 Paramedic Instructors and 1 Nursing Instructor. There were 38 applicants for the ADN program.

Angie DeBraga submitted the Diversity report to NSHE.

Steve Theriault informed PC that Sonja Sibert has been invited to the Faculty Senate meeting on Friday to discuss Workday.

Mike McFarlane attended the WICHE conference last week. GBC is doing things well. It was good to see that we are ahead of the pack.

Cathy Fulkerson reported we are looking at purchasing reporting software for the TAACCCT assessment. Assessment is important for accreditation.

Great Basin College Faculty Senate Academic Standards Committee

Written Committee Report

Meeting: 30 January 2015, 11:00 am

Location: Elko—HTC 121; Pahrump—PVC 115; Winnemucca—GBC 123

Present: Scott A. Gavorsky (Chair); Mike Elbert; Danny Gonzales; Dale Griffith; Doug Hogan;
Jan King; Scott Nielsen; Diane Wrightman [quorum]

The following issues were discussed:

1) Graduation with Honors: The Committee reviewed the current Graduation With Honors policies in light of concerns both recent and long-standing concerning discrepancies between GBC and other institutions. The primary concern is that the requirement of 4.0 GPA for Summa Cum Laude is virtually impossible to obtain with the current grading scale (lacking an A-plus grade to offset an A-minus) and much higher than other NSHE institutions. The Committee took the following issues into account:

- Neither TMCC nor CSN offer the “cum laude” honors designation.
- WNC follows a model which requires a slightly higher initial GPA (3.6 rather than 3.5) for Cum Laude, but a 3.9 or higher for Summa Cum Laude.
- UNR requires an “A” on a Honors Thesis for Magna Cum Laude and Summa Cum Laude.
- UNLV varies by program, but most require an “A” on a Senior Thesis project for Summa Cum Laude.
- The Committee recommends the adoption of the GPA grade scale for distinctions used at UNR and UNLV, which matches the closest with GBC’s current scale.
- Given that GBC offers both Associate and Bachelor programs, the Committee felt that honors should differentiate between the two. A proposal was approved to require Bachelor students to achieve an “A” in their program’s Capstone course for Summa Cum Laude honors.
- Concerns were raised that not all Bachelor program had a Capstone course. The Committee Chair was tasked with contacting the Bachelor Program Supervisors to verify the existence of appropriate Capstone courses and to get feedback on the proposal.

ADDENDUM 1 — 10 February 2015

The Director of Admissions brought to the attention of the Committee via e-mail that the Graduation With Honors policies still listed 45 credits of upper-division course work, whereas the Faculty Senate has recently decided to set a lower limit of 42 credits of upper-division course work as the minimum. The Committee voted via e-mail to make the change to bring the policy in line with other GBC policies.

ADDENDUM 2 — 12 February 2015

As of 12 February 2015, six of the ten Bachelor Program supervisors agreed that using an “A” in a Capstone course defined by their departments as a requirement for Summa Cum Laude distinction would be acceptable and even welcome.

ACTION ITEM: The following text be inserted in the 2015-2016 *General Catalog* in replacement of the current text for “Graduating With Honors” (page 56 of the *GBC 2014-2015 General Catalog*).

Graduating With Honors

During the May commencement ceremonies, GBC will distinguish certain graduates by categories of academic achievement based on cumulative grade-point average and other criteria, as follows:

	Cum Laude	Magna Cum Laude	Summa Cum Laude
Associates Degrees / Certificates	3.50 – 3.69	3.70 – 3.89	3.90 – 4.00
Bachelor’s Degrees	3.50 – 3.69	3.70 – 3.89	3.90 or higher AND A in program Capstone course*

* Students failing to earn an “A” in their program’s capstone course will be awarded Magna Cum Laude if the GPA is above 3.90.

- To earn honors designation for an associate’s degree or certificate of achievement, students must complete 45 credits at GBC, excluding developmental and community education courses.
- To earn honors designation for a bachelor’s degree, students must complete 42 upper-division credits at GBC.
- Credits transferred from other institutions will not be used toward calculating grade point average.

See additional graduation information under bachelor’s and associate’s degree requirements.

2) Non-Traditional Credit: In response to ongoing concerns that Non-Traditional Credit requests would become both more common and more problematic, the Committee examined policy concerning the granting of non-traditional credit. The following issues were of concern:

- Under current policies, students must have completed 15 credit hours before non-traditional credit would be assessed. The policy means students often must wait for a semester or longer, despite the fact that such credit might impact required courses and prerequisites.
- There is also the concern of “shopping,” where potential students might request assessment of non-traditional credit before enrolling in GBC. Such actions place an undue burden on Admissions and Records.
- The Committee voted that while students requesting non-traditional credit should commit to GBC, the current waiting period should be shortened to 12 credits (a full-time load) having been completed or being undertaken by the student. This change would allow full-time students to have non-traditional credit assessed during their first semester at GBC.

ADDENDUM 3 — 12 February 2015

While the recommended policy language was being finalized, it was noted that the current policy also requires all non-traditional credit to be “voted on by the full Faculty Senate” (*GBC 2014-2015 General Catalog*, page 21). This requirement raises significant questions on both time-commitment and FERPA grounds. A e-mail conversation among Committee members

recommend that non-traditional credit requests be reported to Faculty Senate as an information item, but not require a direct vote in each student's case.

ACTION ITEM: The following two text items be inserted in future *General Catalogs* in replacement of the current text under “How to Obtain Credit for Your Knowledge and Experience” (page 21 of the *GBC 2014-2015 General Catalog*). Items changed are highlighted.

A GBC faculty member in the appropriate discipline and the Academic Standards Committee of Faculty Senate will assess prior learning. **The result will then be reported to the full Faculty Senate as an information item.** Non-traditional forms of learning must be shown to be worthy of college credit. Learning which is certified by GBC for credit must be equivalent to the classroom experience.

Non-traditional education credit can only be applied toward an Associate of Applied Science, an Associate of General Studies, or a Certificate of Achievement. **The student must have completed or be undertaking 12 semester credits at GBC before non-traditional credit is considered.**

3) Non-Traditional / Exam Credit from Non-Accredited Sources: One issue that starting to impact student transfers is the increased use of proprietary testing and course services. These institutions allow students to take competency tests (such as CLEP exams) or even courses, but are not accredited by any agency. Currently, the Office of Admissions and Records has little to no guidance in identifying such institutions as “legitimate.” There is also the concern that a policy of too liberally granting credit to such institutions may raise accreditation issues for GBC.

The Director of Admissions reported that the situation is not unique to GBC, and current policy is for various NSHE institutions to contact each other to discuss whether this or that institution is accepted. Such policy is time-consuming and inefficient.

The Director of Admissions was asked to discuss the matter with the VPAA and our accrediting board for guidance. The Committee currently feels that such an issue really requires NSHE-level policy be devised, and will closely monitor events going forward.

Scott A. Gavorsky, Ph.D.
Chair, Academic Standards Committee

Great Basin College Faculty Senate Academic Standards Committee

Action Item Requests for Faculty Senate, 20 February 2015

ACTION ITEM 1: The following text be inserted in the 2015-2016 *General Catalog* in replacement of the current text for “Graduating With Honors” (page 56 of the *GBC 2014-2015 General Catalog*).

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	Cum Laude	Magna Cum Laude	Summa Cum Laude
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* Students failing to earn an “A” in their program’s capstone course will be awarded Magna Cum Laude if the GPA is above 3.90.

- To earn honors designation for an associate’s degree or certificate of achievement, students must complete 45 credits at GBC, excluding developmental and community education courses.
- To earn honors designation for a bachelor’s degree, students must complete 42 upper-division credits at GBC.
- Credits transferred from other institutions will not be used toward calculating grade point average.

See additional graduation information under bachelor’s and associate’s degree requirements.

ACTION ITEM 2: The following two text items be inserted in future *General Catalogs* in replacement of the current text under “How to Obtain Credit for Your Knowledge and Experience” (page 21 of the *GBC 2014-2015 General Catalog*). Items changed are highlighted.

A GBC faculty member in the appropriate discipline and the Academic Standards Committee of Faculty Senate will assess prior learning. **The result will then be reported to the full Faculty Senate as an information item.** Non-traditional forms of learning must be shown to be worthy of college credit. Learning which is certified by GBC for credit must be equivalent to the classroom experience.

Non-traditional education credit can only be applied toward an Associate of Applied Science, an Associate of General Studies, or a Certificate of Achievement. **The student must have completed or be undertaking 12 semester credits at GBC before non-traditional credit is considered.**

Curriculum and Articulation Committee Faculty Senate Report and Action Items

February 20, 2015

The Curriculum and Articulation Committee met on January 12, 2015 from 10:00 a.m. to 12:00 p.m. and February 9, 2015 from 10:00 a.m. to 11:20 a.m.

The committee approved and requests a Faculty Senate vote on following items:

Action Items:

	Description
1. B.A. in English	Degree program proposal: See attached documents
2. B.S. in Biological Sciences	Degree program proposal: See attached documents
3. CIT 130: Beginning Java	Course Addition: Catalog description: "Java is a general-purpose, object-oriented programming language best known for, but not limited to, creating applets to run on the Internet. This course will include applet creation, but the primary emphasis will be on general purpose object-oriented programming."
4. CIT 263: Project Management	Course Addition: Catalog Description: "The purpose of this course is to help students gain knowledge required to effectively plan, implement, and complete IT projects across the organization. Topics will include business practices, interpersonal skills and management process."
5. WELD 110, 210, 220	Course Revision: change from fixed to variable credit. WELD 110: 5.5 to .5 - 5.5 WELD 210: 5.5 to .5 to 5.5 WELD 220: 11 to .5 to 11 These changed from fixed to variable credit courses are intended to accommodate CTE college credit articulation agreements.
6. EDUC 323:	Course Revision: Title and catalog description change. Title changed from "Teaching and Learning Education" to "Curriculum Design for Family Engagement." Catalog description changed from: "Includes planning for learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada standards" to "Included planning for family engagement including families from diverse backgrounds in learning –centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada Academic Core Standards." Change requested in order to meet NDE content requirements and meet state regulations.



General Education Committee

Action Items for Faculty Senate

Friday, February 20, 2015, 9:00 am

Members: Tom Reagan (chair), Susanne Bentley, David Freistroffer, Cindy Hyslop, Heidi Johnston, Rick Mackey, Lynne Owens, Staci Warnert, Jan King (ex-officio)

1. **FOR FACULTY SENATE ACTION.** The Gen Ed committee proposes moving the Fine Arts appreciation courses ART 160, MUS 121, THTR 100 and FIS 100 from the Humanities category to the Fine Arts category on the Gen Ed grid. In addition, it is proposed that students completing the AA will take 3 credits from the Humanities, 3 credits from the Fine Arts and 3 credits from either. Students completing the AS will take 3 credits from Humanities and 3 credits from Fine Arts.

GENERAL EDUCATION REQUIREMENTS

AREA	ASSOCIATE OF ARTS	ASSOCIATE OF SCIENCE	BACHELOR OF ARTS BACHELOR OF SCIENCE IN NURSING	ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format)	BACHELOR OF APPLIED SCIENCE
GBC ORIENTATION	0.5 Credits: INT 100	0.5 Credits: INT 100	—0—	0.5 Credits: INT 100	—0—
ENGLISH/ COMMUNICATIONS	6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	6 Credits: ENG 102 COM 101 or THTR 221 or THTR 102	6 Credits: ENG 101, 102; ENG 107, 108	6 Credits (in addition to Associate's credits): ENG 333 COM 101 or THTR 221 or THTR 102
MATHEMATICS	3-5 Credits: MATH 120 or 5 credits at the level of MATH 126 or higher (Includes STAT 152)	5 Credits: 5 credits at the level of MATH 126 or higher. (Includes STAT 152)	3 Credits: MATH 120, 126, or higher (Includes STAT 152)	3 Credits: MATH 116, 120, 126, or higher (Includes STAT 152)	6 Credits (in addition to Associate's credits): STAT 152 or MATH 181 INT 359
SCIENCE *includes: any 3- or 4-credit BIOL, CHEM, GEOL, and PHYS containing a lab component	6 Credits: Select at least 3 credits from: BIOL 190; CHEM 100, 121; GEOL 101; PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	More than 12 Credits: Select at least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 Select additional credits for a total of more than 12 credits of science*, and 4 or more science courses.	6 Credits: 6 credits of lower-division general education Science.	3 Credits: ANTH 102 AGSC 100 AST 101 BIOL 100, 190 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NRES 150 NUTR 121 PHYS 100, 107, 151	3 Credits (in addition to Associate's credits): INT 369
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.)	9 Credits: ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101 Within the 9 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement.	6 Credits: ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101 Within the 6 credits, PSC 101 or HIST 101 and 102 are required to meet the U.S. and Nevada Constitutions requirement.	9 Credits: 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements).	6 Credits: 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 HMS 200 MGT 283 PSY 208	6 Credits (in addition to Associate's credits): (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES AND FINE ARTS	9 Credits: 3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211 3 credits Fine Arts: ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105 3 credits from either group or: AM; ART 297; ENG 250, 261; FREN; HUM; PHIL; SPAN; THTR 221	6 Credits: 3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211 3 credits Fine Arts: ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105	3 Credits: 3 credits of lower-division general education Humanities 3 Credits: 3 credits of lower-division general education Fine Arts	3 Credits: ART 100, 101, 107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	3 Credits (in addition to Associate's credits): INT 339
TECHNOLOGY	3 Credits: CS 135, EDU 214, GIS 109, GRC 119, IS 101	3 Credits: CS 135, EDU 214, GIS 109, GRC 119, IS 101	3 Credits: 3 credits of lower-division general education Technology	3 Credits: CS 135, EDU 214, DT 101, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210, WELD 110, 211, 221	3 Credits: 3 credits of approved lower-division.
INTEGRATIVE SEMINARS	—0—	—0—	3 Credits: As determined by program.	—0—	See above
CAPSTONE	—0—	—0—	3 Credits: As determined by program.	—0—	3 Credits: As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS Select with Advisor	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 120 total credits is required. At least 42 credits must be upper division. See program requirements and an advisor.	A minimum of 60 total credits is required. Most programs require more. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 48 credits must be upper division. See program requirements and an advisor.

There may be specific general education requirements required for your degree. Refer to the degree section of the catalog and consult your advisor.

Approved.
Michelle R. Smith
 2-24-15

GRID:

	AA	AS
HUMANITIES	9 credits: 3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211	6 credits: 3 credits Humanities: ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112,
&		
FINE ARTS	3 credits Fine Arts ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105 3 credits from either group or: AM; ART 297; ENG 250, 261; FREN; HUM; PHIL; SPAN; THTR 221	3 credits Fine Arts: ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105

Page 60, AA Requirements Summary

Humanities and Fine Arts.....	9
3 credits Humanities:	
ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211	
3 credits Fine Arts:	
ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105	
3 credits Humanities or Fine Arts listed above, or:	
AM; ART 297, ENG 250, 261; FREN; HUM; PHIL; SPAN; THTR 221	

Page 61, AS Requirements Summary

Humanities	3
ART 260, 261; ENG 203, 223; FREN 111, 112; HIST 105, 106; HUM 101, 111; MUS 125; PHIL 102, 129; SPAN 111, 112, 211	
Fine Arts.....	3
ART 100, 101, 107, 160; FIS 100; MUS 101, 121; THTR 100, 105	

Social Science Gen Ed. Changes

GENERAL EDUCATION REQUIREMENTS

AREA	ASSOCIATE OF ARTS	ASSOCIATE OF SCIENCE	BACHELOR OF ARTS, BACHELOR OF SCIENCE IN NURSING	ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format)	BACHELOR OF APPLIED SCIENCE
GBC ORIENTATION	0.5 Credits: INT 100	0.5 Credits: INT 100	-0-	0.5 Credits: INT 100	-0-
ENGLISH/ COMMUNICATIONS	6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	6 Credits: ENG 102 COM 101 or THTR 221 or THTR 102	6 Credits: ENG 101, 102; ENG 107, 108	6 Credits (in addition to AAS credits): ENG 333 COM 101 or THTR 221 or THTR 102
MATHEMATICS	3-5 Credits:	5 Credits:	MATHEMATICS:	3 Credits:	6 Credits (in addition to AAS credits): STAT 152 or MATH 181 INT 359

9 credits:

ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101

Within the 9 credits, PSC 101 or HIST 101 & 102 are required to meet the U.S. and Nevada Constitutions requirement.

Includes: any 3- or 4-credit BIOL, CHEM, GEOL, and PHYS containing a lab component	Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	Select additional credits for a total of more than 12 credits of science, and 4 or more science courses.	INT 359 (Mathematics) or INT 369 (Science)	CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NRES 150 NUTR 121 PHYS 100, 107, 151	
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.) *Includes: ANTH (not 102), CRJ, ECON, HDFS 201, HIST (not 105, 106), PSC, PSY, SOC, and WMST	9 Credits: U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210, PSY 101, SOC 101	9 Credits: U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210, PSY 101, SOC 101	SOCIAL SCIENCE: 9 Credits: 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements). HUMANITIES: 3 Credits: 3 credits of lower-division general education Humanities	5 Credits: 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 HMS 200, MGT 283 PSY 208	6 Credits (in addition to AAS credits): (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES *Includes: AM; ART 180, 260, 261, 297; ENG 203, 223, 250, 261; FREN; HIST 105, 106; HUM; MUS 121, 125; PHIL; SPAN; THTR 221	6 Credits: 3 credits: ART 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 121, 125 PHIL 102, 129, SPAN 111, 112, SPAN 211, THTR 100 Select at least 3 additional credits of any humanities.*	3 Credits: 3 credits: ART 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 121, 125 PHIL 102, 129, SPAN 111, 112, SPAN 211, THTR 100	INTEGRATIVE SEMINAR: 3 Credits: INT 339 (Humanities) or INT 349 (Social Science)	3 Credits: ART 100, 101, 107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	3 Credits (in addition to AAS credits): INT 339
FINE ARTS	3 Credits: ART 100, 101, 107 MUS 101, THTR 105	3 Credits: ART 100, 101, 107 MUS 101, THTR 105	3 Credits: 3 credits of lower-division general education Fine Arts		
TECHNOLOGY	3 Credits: CS 135, EDU 214, GIS 109	3 Credits: CS 135, EDU 214, GIS 109	3 Credits: 3 credits of lower-division	3 Credits: CS 135, EDU 214, GIS 109	3 Credits: credits of approved lower-division.

6 credits:

ANTH 101, 201, 202; CRJ 104; ECON 102, 103; GEOG 106; HIST 101, 102; HMS 200; PSC 101, 210; PSY 101; SOC 101

Within the 6 credits, PSC 101 or HIST 101 & 102 are required to meet the U.S. and Nevada Constitutions requirement

3 Credits:
determined by program.
Minimum of 120 total credits is required. At least 48 credits must be upper division. See program requirements and an advisor.

make to
pc. 2/4/15

2/3/15
mick
pc
Jan
2/4/15

GENERAL EDUCATION REQUIREMENTS

AREA	ASSOCIATE OF ARTS	ASSOCIATE OF SCIENCE	BACHELOR OF ARTS BACHELOR OF SCIENCE IN NURSING	ASSOCIATE OF APPLIED SCIENCE (AAS courses are not required to use integrative format)	BACHELOR OF APPLIED SCIENCE
GBC ORIENTATION	0.5 Credits: INT 100	0.5 Credits: INT 100	-0-	0.5 Credits: INT 100	-0-
ENGLISH/ COMMUNICATIONS	6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	6 Credits: ENG 102 (Prerequisite: ENG 101 (3 credits) or equivalent test score)	6 Credits: ENG 102 COM 101 or THTR 221 or THTR 102	6 Credits: ENG 101, 102; ENG 107, 108	6 Credits (in addition to AAS credits): ENG 333 COM 101 or THTR 221 or THTR 102
MATHEMATICS	3-5 Credits: MATH 120 or 5 credits at the level of MATH 126 or higher (Includes STAT 152)	5 Credits: 5 credits at the level of MATH 126 or higher. (Includes STAT 152)	MATHEMATICS: 3 Credits: MATH 120, 126, or higher (Includes STAT 152) SCIENCE: 6 Credits: 6 credits of lower-division general education Science.	3 Credits: MATH 116, 120, 126, or higher (Includes STAT 152)	6 Credits (in addition to AAS credits): STAT 152 or MATH 181 INT 359
SCIENCE *Includes: any 3- or 4-credit BIOL, CHEM, GEOL, and PHYS containing a lab component	6 Credits: Select at least 3 credits from: BIOL 190 CHEM 100, 121 GEOL 101 PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121	More than 12 Credits: Select at least 3 credits from: BIOL 190, CHEM 100, 121, GEOL 101, PHYS 100, 151 Select an additional 3 credits from above or from: ANTH 102, AGSC 100, AST 101, BIOL 100, ENV 100, GEOG 103, NUTR 121 Select additional credits for a total of more than 12 credits of science*, and 4 or more science courses.	INTEGRATIVE SEMINAR: 3 Credits: INT 359 (Mathematics) or INT 369 (Science)	3 Credits: ANTH 102 AGSC 100 AST 101 BIOL 100, 190 CHEM 100, 121 ENV 100 GEOG 103 GEOL 101, 132 NRES 150 NUTR 121 PHYS 100, 107, 151	3 Credits (in addition to AAS credits): INT 369
SOCIAL SCIENCE (Fulfills U.S. and Nevada Constitutions requirement.) *Includes: ANTH (not 102), CRJ, ECON, HDFS 201, HIST (not 105, 106), PSC, PSY, SOC, and WMST	12 Credits: U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210, PSY 101, SOC 101 Select at least 3 additional credits of any social science	9 Credits: U.S. and Nevada Constitutions: PSC 101 or HIST 101 and 102 are required. 9 credits: ANTH 101, 201, 202, CRJ 104, ECON 102, 103, GEOG 106, HIST 101, 102, HMS 200, PSC 101, 210, PSY 101, SOC 101	SOCIAL SCIENCE: 9 Credits: 9 credits of lower-division general education Social Science (must fulfill U.S. and Nevada Constitutions requirements). HUMANITIES: 3 Credits: 3 credits of lower-division general education Humanities	6 Credits: 3 credits (U.S. and Nevada Constitutions): PSC 101 (or substitute: HIST 101 and 102) 3 credits (Human Relations): BUS 110 HMS 200, MGT 283 PSY 208	6 Credits (in addition to AAS credits): (U.S. and Nevada Constitution requirements must be fulfilled) ECON 311 INT 349
HUMANITIES *Includes: AM; ART 160, 260, 261, 297; ENG 203, 223, 250, 261; FREN; HIST 105, 106; HUM; MUS 121, 125; PHIL; SPAN; THTR 221	INTEGRATIVE SEMINAR: 3 credits INT 339 (Humanities) INT 349 (Social Science) INT 359 (Mathematics) INT 369 (Science) As determined by the program		INTEGRATIVE SEMINAR: 3 Credits: INT 339 (Humanities) or INT 349 (Social Science)	3 Credits: ART 100, 101, 107, 160, 260, 261 ENG 203, 223 FIS 100 FREN 111, 112 HIST 105, 106 HUM 101, 111 MUS 101, 121, 125 PHIL 102, 129 SPAN 111, 112, 211 THTR 100, 105	3 Credits (in addition to AAS credits): INT 339
FINE ARTS	3 Credits: ART 100, 101, 107 MUS 101, THTR 105	3 Credits: ART 100, 101, 107 MUS 101, THTR 105	3 Credits: 3 credits of lower-division general education Fine Arts		
TECHNOLOGY	3 Credits: CS 135, EDU 214, GIS 109, GRC 119, IS 101	3 Credits: CS 135, EDU 214, GIS 109, GRC 119, IS 101	3 Credits: 3 credits of lower-division general education Technology	3 Credits: CS 135, EDU 214, DT 101, EIT 233, ELM 120, GIS 109, GRC 119, IS 101, IT 210, WELD 110, 211, 221	3 Credits: 3 credits of approved lower division.
CAPSTONE	-0-	-0-	3 Credits: As determined by program.	-0-	3 Credits: As determined by program.
ELECTIVES AND PROGRAM REQUIREMENTS Select with Advisor	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 60 total credits is required. See an advisor to select appropriate courses.	A minimum of 120 total credits is required. At least 48 credits must be upper division. See program requirements and an advisor.	A minimum of 60 total credits is required. Most programs require more. See program requirements and an advisor.	A minimum of 120 total credits is required. At least 48 credits must be upper division. See program requirements and an advisor.

There may be specific general education requirements required for your degree. Refer to the degree section of the catalog and consult your advisor.

Personnel Faculty Senate Report

FEBRUARY MEETING MINUTES

Meeting date: February 9, 2015

Present: Sheri Baker, Sarah Lino, Pete Bagely, Earl Owen, Clint Kelly, Xunming Du, Dorinda Friez (excused), Timothy Beasley, Sonja Sibert (ex officio), Tami Mette (chair)

Minutes

The Personnel committee met to review 1 application for Emeritus status and review the most current version of the Emeritus policy. Recommendation for Emeritus was a result of the vote from the attending committee members and the Chair plans to follow-up on some minor changes in the current policy dated February 25, 2014.

GBC Spring 2014 Student Satisfaction Survey Results

Introduction and Methodology

In spring 2014, all certificate and degree-seeking students enrolled at Great Basin College were asked to participate in a 20 minute, online student satisfaction survey administered by Noel-Levitz, Inc. where they were asked to rank approximately 70 questions in both importance and satisfaction using a Likert scale from 1 to 7 with 7 being the highest score. Of the 2706 students surveyed, 140 were eliminated due to bad email addresses and 500 responded providing us with a 20% response rate. Students were emailed an initial invitation to participate on March 14 and were told that ten of the respondents would be randomly selected to receive a \$10 gift certificate from the GBC Bookstore. Five additional emails were sent through April 9, 2014 and the survey instrument was closed on April 11.

The Noel-Levitz Student Satisfaction Inventory for two-year institutions was used so we could compare current GBC student satisfaction with results received from the same survey instrument in fall 2012 and fall 2005 as well as with the results of all students taking the survey nationally.

Overall Summary of Results

As in fall 2012, overall, students are quite satisfied with GBC. GBC students have statistically significant higher satisfaction rates in spring 2014 than those nationally in every major scale and GBC students rate them as more important than students do nationally.

Table 1. Great Basin College Institutional Summary compared to Community Colleges nationally, in order of importance.

	Great Basin College		National Community Colleges		Mean Difference
	Importance	Satisfaction / S.D.	Importance	Satisfaction / S.D.	
Academic Advising	6.40	5.59/1.36	6.22	5.26/1.36	0.33***
Instructional Effectiveness	6.40	5.66/1.14	6.25	5.46/1.10	0.20***
Registration Effectiveness	6.39	5.86/0.99	6.23	5.49/1.07	0.37***
Concern for the Individual	6.31	5.61/1.28	6.15	5.28/1.25	0.33***
Admissions and Financial Aid	6.30	5.58/1.26	6.13	5.24/1.25	0.34***
Academic Services	6.27	5.86/1.08	6.12	5.56/1.07	0.30***
Student Centeredness	6.22	5.74/1.25	6.06	5.43/1.18	0.31***
Service Excellence	6.21	5.67/1.15	6.04	5.34/1.11	0.33***
Campus Climate	6.20	5.66/1.20	6.05	5.37/1.11	0.29***
Safety and Security	6.18	5.73/1.20	6.08	5.15/1.21	0.58***
Campus Support Services	5.87	5.36/1.38	5.57	5.05/1.21	0.31***
Responsiveness to Diverse Populations	NA	5.88/1.31	NA	5.56/1.26	0.32***

Note: ***Difference statistically significant at the .001 level.

Source: “Noel-Levitz Report on Demographics and Overall SSI Results with National Comparisons”
 - http://www.gbcnv.edu/IR/docs/GBC_SSI_04-2014_Summary_National_Comparison.pdf, page 6.

Generally, students in large, urban, east-coast institutions are less satisfied than others, nationally, and students who indicate their institution is their 2nd or 3rd choice are also less satisfied – 72% of GBC’s respondents indicated that GBC was their first choice. There is no statistically significant difference in mean overall satisfaction on summary level items (see Table 2 below), but the combined percentages of students responding in the highest 2 out of 7 categories indicate that students are generally happier at GBC (see detail on page 33).

Table 2. Summary Items and highest levels of satisfaction or agreement compared nationally.

Question on Overall Satisfaction	GBC	All Community Colleges
So far, how has your college experience met your expectations? (Better than I expected, Quite a bit better than I expected or Much better than I expected)	56%	52%
Rate your overall satisfaction with your experience here thus far. (Satisfied or Very satisfied).	71%	61%
All in all, if you had to do it over, would you enroll here again? (Probably yes or Definitely yes)	75%	69%

When overall summary results for Great Basin College are compared over time, from fall 2012 to spring 2014, there are no statistically significant differences which is quite remarkable considering that GBC was in the middle of severe budget cuts with state operating funds decreasing by 9% and the number of state-funded employee positions decreasing 19% from 2012-2013 to 2014-2015.

Table 3. Great Basin College Institutional Summary comparing fall 2012 results to spring 2014, in order of importance for spring 2014.

	Spring 2014		Fall 2012		
	Importance	Satisfaction / S.D.	Importance	Satisfaction / S.D.	Mean Difference
Academic Advising	6.40	5.59/1.36	6.45	5.62/1.40	-0.03
Instructional Effectiveness	6.40	5.66/1.14	6.48	5.64/1.24	0.02
Registration Effectiveness	6.39	5.86/0.99	6.50	5.81/1.12	0.05
Concern for the Individual	6.31	5.61/1.28	6.39	5.58/1.32	0.03
Admissions and Financial Aid	6.30	5.58/1.26	6.48	5.63/1.30	-0.05
Academic Services	6.27	5.86/1.08	6.42	5.81/1.19	0.05
Student Centeredness	6.22	5.74/1.25	6.33	5.72/1.29	0.02
Service Excellence	6.21	5.67/1.15	6.35	5.60/1.28	0.07
Campus Climate	6.20	5.66/1.20	6.32	5.63/1.25	0.03
Safety and Security	6.18	5.73/1.20	6.29	5.61/1.27	0.12
Campus Support Services	5.87	5.36/1.38	5.03	5.29/1.49	0.07

Responsiveness to Diverse Populations	NA	5.88/1.31	NA	5.82/1.26	0.06
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Source: "Noel-Levitz Report comparing overall results for spring 2014 with fall 2012"

- http://www.gbcnv.edu/IR/docs/GBC_SSI_Y2Y_04-2014.pdf, page 7.

Table 4. GBC summary Items and highest levels of satisfaction or agreement compared over time.

Question on Overall Satisfaction	Spring 2014	Fall 2012
So far, how has your college experience met your expectations? (Better than I expected, Quite a bit better than I expected or Much better than I expected)	56%	54%
Rate your overall satisfaction with your experience here thus far. (Satisfied or Very satisfied).	71%	69%
All in all, if you had to do it over, would you enroll here again? (Probably yes or Definitely yes)	75%	78%

When the results for individual questions are compared from fall 2012 to spring 2014, there are virtually no statistically significant differences except for two questions related to the institution's commitment to diverse populations and both indicate greater satisfaction with services in 2014 (see page 24):

84. Institution's commitment to under-represented populations? Satisfaction went from 5.72 in 2012 to 5.98 in 2014.

86. Institution's commitment to students with disabilities? Satisfaction went from 5.81 in 2012 to 6.08 in 2014.

Noel-Levitz provides us with a list of Strengths and Challenges for GBC overall (see page 3). The Strengths are highly valued by students and GBC does them well. These items are in the top 50% as ranked by students for importance and top 25% as ranked for satisfaction. These should be communicated and celebrated -- these are great marketing tools. Newly identified strengths are noted below.

GBC Strengths in spring 2014

- 58. Nearly all of the faculty are knowledgeable in their fields.
- 15. I am able to register for classes I need with few conflicts – new for 2014
- 70. I am able to experience intellectual growth here.
- 71. Campus item: Online registration is convenient
- 66. Program requirements are clear and reasonable.
- 31. The campus is safe and secure for all students.
- 34. Computer labs are adequate and accessible – new for 2014
- 51. There are convenient ways of paying my school bill.
- 60. Billing policies are reasonable.
- 41. Admissions staff are knowledgeable.
- 5. The personnel involved in registration are helpful – new for 2014
- 36. Students are made to feel welcome on this campus.

- 27. The campus staff are caring and helpful.
- 68. On the whole, the campus is well-maintained.

2012 Strengths that are no longer Strengths in 2014 – either lower importance, lower satisfaction or both

- 6. My academic advisor is approachable.
- 35. Policies and procedures regarding registration and course selection are clear and well-publicized.
- 61. Faculty are usually available after class and during office hours.
- 43. Class change (add/drop) policies are reasonable.
- 35. Library staff are helpful and approachable.

The challenges are identified areas for improvement. Students care about them but their expectations are not met. These items are in the top 50% as ranked by importance, but the bottom 25% as ranked by satisfaction or the top 75% as ranked by performance gap which is the difference between importance and satisfaction ratings. These items should be actively reviewed and discussed across GBC. Items that were identified as challenges by Noel-Levitz in 2012 are noted below. New challenges for GBC, are academic advising and early alerts for poorly-performing students.

2014 Challenges in order of importance

- 18. The quality of instruction I receive in most of my classes is excellent. (2012)
- 8. Classes are scheduled at times that are convenient for me. (2012)
- 69. There is a good variety of courses provided on this campus. (2012)
- 46. Faculty provide timely feedback about student progress in a course. (2012)
- 52. This school does whatever it can to help me reach my educational goals. (2012)
- 20. Financial aid counselors are helpful. (2012)
- 25. My academic advisor is concerned about my success as an individual.
- 65. Students are notified early in the term if they are doing poorly in a class.
- 7. Adequate financial aid is available for most students. (2012)
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 12. My academic advisor helps me set goals to work toward.

2012 Challenges that are no longer challenges

- 15. I am able to register for classes I need with few conflicts.
- 23. Faculty are understanding of students' unique life circumstances.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 63. I seldom get the "run-around" when seeking information on this campus.

Summary of Results by Primary Location

Survey respondents were asked to identify the location where they take the majority of their classes, including via the internet. Survey results are split out by location with mean scores on importance, satisfaction, and the gap between the two, and presented in "Noel-Levitz Report split out for Elko, Ely, Internet and Pahrump" and in "Noel-Levitz Report split out for Winnemucca and all Other Locations" on the Institutional Research and Effectiveness website - <http://www.gbcnv.edu/IR/reports.html>. The table below combines the top two percentage scores and reports them for overall satisfaction by location.

Question on Overall Satisfaction	All GBC N=490	Elko N=212	Ely N=15	Internet N=159	Pahrump N=43	Winn. N=31	Other Location N=30
Rate your overall satisfaction with your experience here thus far (percent satisfied or very satisfied).	71%	72%	77%	70%	71%	67%	66%
All in all, if you had to do it over, would you enroll here again (percent probably yes or definitely yes)?	75%	75%	71%	75%	71%	87%	73%

Use of Results

These results as well as those for individual questions for GBC overall are used as indirect measures for assessing Student Services, Academic Affairs, and Business Affairs operational outcomes achievement (see Department, Program, and Functional Assessment Reports - <http://www.gbcnv.edu/IR/assessment.html>) and plans for improvement, where appropriate.



POLICY AND PROCEDURE

Title:	FIREWALL POLICY
Policy No.:	
Department:	Computer Services
Contact:	Manager, Computer Services

1. Firewall Policy

Purpose

GBC operates perimeter firewalls between the Internet and its private internal network in order to create a secure operating environment for GBC's computer and network resources. A firewall is just one element of a layered approach to network security. The purpose of this Firewall Policy is to describe how GBC's firewalls will filter Internet traffic in order to mitigate risks and losses associated with security threats, while maintaining appropriate levels of access for business users.

The Firewall Policy is subordinate to GBC's general Security Policy, as well as any governing laws or regulations.

Definition

Firewall - Computer hardware or software that is a line of defense against unauthorized access to private data (as on a local area network) by outside computer users (as of the Internet).

Scope

This Firewall Policy refers specifically to GBC's firewall.

The role of the firewalls is to help GBC keep unauthorized visitors from accessing valuable college resources.

- Stop attacks before they penetrate the network perimeter
- Protect resources and data, as well as voice, video, and multimedia traffic
- Control network and application activity
- Reduce deployment and operational costs

GBC's Firewalls will (at minimum) perform the following security services:

- Access control between the trusted internal network and un-trusted external networks
- Block unwanted traffic as determined by the firewall rule set
- Hide vulnerable internal systems from the Internet
- Hide information such as system names, network topologies, and internal user IDs from the Internet
- Log traffic to and from the internal network
- Provide virtual private network (VPN) connectivity

All employees of GBC are subject to this policy.

Responsibilities

Computing Services is responsible for implementing and maintaining GBC firewalls, as well as for enforcing and updating this policy. Logon access to firewalls will be restricted to a primary firewall administrator. Password construction for firewalls will be consistent with the strong password creation practices outlined in GBC's Password Policy.

Any questions or concerns regarding GBC firewalls should be directed to the Network/ Administrator.

Policy

The approach adopted to define firewall rule sets is that all services will be denied by the firewall unless expressly permitted in this policy. GBC firewalls permit the following outbound and inbound Internet traffic.

- Outbound - All Internet traffic to hosts and services outside of GBC
- Inbound - Only Internet traffic from outside GBC that supports the college mission of GBC as defined by NSHE policy

Operational Procedures

GBC employees may request changes to firewall configurations in order to allow previously disallowed traffic. A firewall change request, with full justification, must be submitted by work order to the Computing Services department for approval. All requests will be assessed by the Computing Services Administrator to determine if they fall within the parameters of acceptable risk. If approval is given, the Network Administrator will make the changes. Configuration files will be saved after each change to the firewall and notes of the changes will be made. In an emergency threatening the network, the Network Administrator may make a temporary change without the Computing Services Administrator's or director's approval. In that case, approval would be sought as soon as the Computing Services Administrator or director is available and all changes would be documented and saved in the copy of the configuration file. Requested approvals are not guaranteed as associated risks may be deemed too high. If this is the case, an explanation will be provided to the original requestor and alternative solutions will be explored.

Turnaround time for the above stated firewall reconfiguration and network access requests will be determined at the time of the receipt of the work order.

Firewall logs will be archived 10 days.

Enforcement

Wherever possible, technological tools will be used to enforce this policy and mitigate security risks. Any employee who is found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

Approved by PC on

Contact the assistant to the president for any questions, corrections, or additions.

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: Pennington Foundation – Simulation Lucikklllllll											Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria										Estimated Rating	
	Negative				Neutral			Positive				
	0	1	2	3	4	5	6	7	8	9		10
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan			8	
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area			9	
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team			9	
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin			8	
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect			7	
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond			8	
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal			8	
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%			8	
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships			7	
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources			8	
Total Score (sum of scores for each factor evaluated)											80	

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES ☒ NO ☐

Vice President Signature _____

Date _____

**Great Basin College Grants and Projects
Go/No Go Decision Making Worksheet
Definitions**

1. Fit with College mission, Strategic Plan, research findings

How well does the grant/project support GBC's mission, strategic plan and any needs assessments GBC has conducted?

2. Background (expertise of College in project area)

What level of experience does GBC, as an institution or its faculty/staff, have regarding the grant/project that is proposed? Will this experience ensure that the project will be successful?

3. Proposed College Principal Investigators (PIs)

Who will take the lead (be designated as the Principal Investigator) for the grant/project? PIs will also be considered the project coordinators/directors if the grant is awarded. Do the people who want to pursue the project have appropriate experience to lead such a project? Will the PIs have enough time to devote to the project?

4. Financial Potential

How much will the grant/project benefit GBC in the short and long term? Will there be any costs to GBC, and will they be recouped in the short or long term?

5. Team Members (College's partners and major subcontractors)

Who, from outside of GBC, will be involved? What outside experience will be provided for the proposed grant/project? How will the proposed partners strengthen the grant/project? Does the project strengthen GBC's networking capabilities or provide for future opportunities?

6. Advance information on Request for Proposal (RFP) (Adequate information to respond)

How much time is available to put together a strong, competitive grant proposal/project? How complex is the RFP? How much information for the project is available?

7. Capability to effectively respond

What other deadlines is the Grants Director under? Is there enough time to craft a strong grant proposal? Will anyone else assist with writing the proposal?

8. Competitive Assessment (competition and funding probabilities)

How many awards will be given? Approximately how many applicants will there be? How much total funding is available?

9. Funding Agency contact, history, and rapport

Does GBC have any connection with the funding agency? Does GBC have any connection with the agency's program officers, other staff or board members? Has GBC received funding from this agency before? Does GBC know what the agency's mission and goals are?

10. College Resources (space, personnel, matching funds)

What will GBC need to provide for the project to ensure it is successful? Are matching funds required (or looked upon favorably)? Will current GBC personnel be needed to work on the project to ensure its success? How extensive are the reporting requirements if the grant is funded?

Total Score (sum of scores for each factor evaluated)

How close is the score to 100? The closer the score is to 100, the more likely the decision is a “Go” for the grant/project.

Proposed project/grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

If a project/grant affects any departments in any way, all appropriate Chairs and Deans are aware of the project/grant and believe it provides a benefit to their departments/areas.

Vice President Signature & Date

Appropriate Vice President must sign the form to indicate that the checklist score is accurate to the best of his/her knowledge.

GBC Mission:

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

NSHE Board of Regents, December 2011

GREAT BASIN COLLEGE HEALTH SCIENCE AND HUMAN SERVICES DEPARTMENT AAS NURSING PROGRAM

Introduction

Great Basin College has a very diverse population within its 86,000-mile service area with more than 120,000 residents. Approximately 3,500 of them enroll at GBC and its satellite centers located throughout Nevada. Many of the students at GBC are considered non-traditional or they are unable to leave their home to relocate in order to obtain higher education. The Associate Degree Nursing program graduates approximately 20 students each spring. We are very proud that for two years in a row our program has had a 100% pass rate on the National Licensing Exam for Nurses.

Our graduates work in all regions of rural Nevada where the demand for nurses is higher than the supply for rural locations. As a result, GBC is extending the Associate Degree Nursing program to Pahrump and Winnemucca starting Fall 2015. This will allow students to remain in their home community and provide the needed health care services. All theory courses will be provided through Interactive Video (IAV) and all Skills/Simulation and clinical will be provided in Winnemucca and Pahrump. Because of the uniqueness of rural Nevada remote locations like Elko, Winnemucca, and Pahrump, obstetrical clinical experiences are limited. We are requesting funding to add a CAE Fidelis Maternal/Fetal Simulator so that students can experience a maternal delivery and support critical thinking for this patient population.

Funding Request:

CAE Fidelis Maternal/Fetal Simulator	(x2)	\$ 187,052	(Elko, Winnemucca)
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Includes simulator (mother/newborn)
2-year warranty and preventive maintenance,
on-site training for 10 attendees, installation,
shipping.

Amount Requested:	\$ 187,052
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CAE Fidelis Lucina Maternal Fetal Simulator

The CAE Fidelis Lucina Maternal Fetal Simulator was developed to simulate normal deliveries as well as childbirth complications and obstetrical emergencies. The birthing simulator offers reliable, realistic training for childbirth maneuvers and emergency response when time is short and teamwork is essential. Lucina is the only childbirth simulator with validated maternal-fetal physiology which allows learners to monitor and manage both patients without instructor intervention. This model also includes a non-pregnant abdomen that allows the simulator to be used for non-maternal simulation.

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title:												Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria											Estimated Rating	
	Negative				Neutral			Positive					
	0	1	2	3	4	5	6	7	8	9	10		
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan				7	
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area				9	
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team				8	
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin				6	
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect				8	
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond				5	
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal				6	
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%				6	
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships				7	
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources				5	
Total Score (sum of scores for each factor evaluated)												67	

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES ☐ NO ☐

Vice President Signature _____


Date 3-17-15

**Great Basin College Grants and Projects
Go/No Go Decision Making Worksheet
Definitions**

1. Fit with College mission, Strategic Plan, research findings

How well does the grant/project support GBC's mission, strategic plan and any needs assessments GBC has conducted?

2. Background (expertise of College in project area)

What level of experience does GBC, as an institution or its faculty/staff, have regarding the grant/project that is proposed? Will this experience ensure that the project will be successful?

3. Proposed College Principal Investigators (PIs)

Who will take the lead (be designated as the Principal Investigator) for the grant/project? PIs will also be considered the project coordinators/directors if the grant is awarded. Do the people who want to pursue the project have appropriate experience to lead such a project? Will the PIs have enough time to devote to the project?

4. Financial Potential

How much will the grant/project benefit GBC in the short and long term? Will there be any costs to GBC, and will they be recouped in the short or long term?

5. Team Members (College's partners and major subcontractors)

Who, from outside of GBC, will be involved? What outside experience will be provided for the proposed grant/project? How will the proposed partners strengthen the grant/project? Does the project strengthen GBC's networking capabilities or provide for future opportunities?

6. Advance information on Request for Proposal (RFP) (Adequate information to respond)

How much time is available to put together a strong, competitive grant proposal/project? How complex is the RFP? How much information for the project is available?

7. Capability to effectively respond

What other deadlines is the Grants Director under? Is there enough time to craft a strong grant proposal? Will anyone else assist with writing the proposal?

8. Competitive Assessment (competition and funding probabilities)

How many awards will be given? Approximately how many applicants will there be? How much total funding is available?

9. Funding Agency contact, history, and rapport

Does GBC have any connection with the funding agency? Does GBC have any connection with the agency's program officers, other staff or board members? Has GBC received funding from this agency before? Does GBC know what the agency's mission and goals are?

10. College Resources (space, personnel, matching funds)

What will GBC need to provide for the project to ensure it is successful? Are matching funds required (or looked upon favorably)? Will current GBC personnel be needed to work on the project to ensure its success? How extensive are the reporting requirements if the grant is funded?

Total Score (sum of scores for each factor evaluated)

How close is the score to 100? The closer the score is to 100, the more likely the decision is a "Go" for the grant/project.

Proposed project/grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

If a project/grant affects any departments in any way, all appropriate Chairs and Deans are aware of the project/grant and believe it provides a benefit to their departments/areas.

Vice President Signature & Date

Appropriate Vice President must sign the form to indicate that the checklist score is accurate to the best of his/her knowledge.

GBC Mission:

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

NSHE Board of Regents, December 2011

Building Blocks for Literacy
Project Summary
Submitted by: Jessica Sproul, Child Center Director

Grant Applicant: Wells Family Resource Center

Grant Partners: Great Basin College Child and Family Center and Elko County Library

Funding Source: United Way of Northern Nevada and the Sierra (UWNNS)

Proposal Due Date: April 1, 2015

Request for Proposal (RFP) Summary

UWNNS is seeking collaborative and innovative partnerships to establish programs that will increase reading proficiency at the conclusion of grade 3 by 2020. This will be a three year renewable grant with matching funds required in years two and three. Award amounts will be \$75,000 to \$150,000 in year one. In year two funding will be 75% of total award with a 25% match requirement, and in year three funding will be 50% of total award with a 50% match.

Scope of Project

Building Blocks for Literacy will be a collaborative effort between the Wells Family Resource Center, Great Basin College Child and Family Center, and the Elko County library. This collaboration will focus on enhancing fundamental literacy development in children ages birth to three. Using key strategies, this collaboration will focus on a three part approach to expanding literacy opportunities for young children throughout rural Nevada, enhancing existing program models, and providing access to high quality professional development and coaching for early childhood professionals. Matching funds will come from all program partners in years two and three. We are currently creating a plan for match that includes salary contributions of existing personnel, additional fundraising, and in-kind.

Value to Great Basin College (GBC) and Child Center

Building Blocks for Literacy helps support GBC's mission to provide community service by improving access to high quality literacy experiences to young children in rural Nevada. The Child Center will also financially benefit from the project enabling the center move toward complete self-sufficiency.

NAME OF COLLABORATION: Building Blocks of Literacy					
TOTAL COLLABORATION REQUEST: \$ <u>92,989</u>					
EIN #: 88-0376097					
Fiscal Agent Name:			Partner One Name:		
		Wells Family Resource Center			Great Basin College - Child & Family Center
		UWNNS Grant Funds	Other Funds		
				UWNNS Grant Funds	Other Funds
EXPENSES			EXPENSES		
SALARY/WAGES			SALARY/WAGES		
WFRC Family Advocate	1,294		GBC Child Center Librarian	7,000	
Lead Teacher 2/3 year old class	15,000		Lead Teacher Literacy-Based 2 yr. old classroom	13,662	
Total	\$ 16,294	\$ -	Total	\$ 20,662	\$ -
EMPLOYEE BENEFITS			EMPLOYEE BENEFITS		
Total			Total		
OPERATING EXPENSES			OPERATING EXPENSES		
Total	\$ -	\$ -	Total	\$ -	\$ -

Partner Two Name:		
	Elko County Library	
	UWNNS Grant Funds	Other Funds
EXPENSES		
SALARY/WAGES		
Total	\$ -	\$ -
EMPLOYEE BENEFITS		
Total		
OPERATING EXPENSES		
Total	\$ -	\$ -

MATERIALS & SUPPLIES			MATERIALS & SUPPLIES		
<i>Literacy Classroom Supplies</i>	\$ 2,000		<i>Literacy Classroom Supplies</i>	\$ 2,000	
Total	\$ 2,000	\$ -	Total	\$ 2,000	\$ -
OTHER EXPENSES			OTHER EXPENSES		
<i>TACSEI Training and Coaching Consultant</i>	\$ 21,000				
<i>Mileage (TACSEI Consultant)</i>	\$ 4,812				
<i>Mileage (Family Advocate)</i>	\$ 2,121				
<i>Preschool Quality Improvement</i>	\$ 4,000		<i>Preschool Quality Improvement</i>	\$ 4,000	
<i>BCBA Consultation</i>	\$ 4,500				
Total	\$ 36,433	\$ -	Total	\$ 4,000	\$ -
TOTAL DIRECT COSTS	\$ 54,727	\$ -	TOTAL DIRECT COSTS	\$ 26,662	\$ -
INDIRECT/ADMINISTRATIVE COSTS	\$	\$			
TOTAL EXPENSES	\$ 54,727	\$ -	TOTAL EXPENSES	\$ 26,662	\$
Match for Year 2	\$23,247.25		Match for Year 3	\$46,494.50	

MATERIALS & SUPPLIES			
<i>Family Story Kits</i>	\$	1,800	
<i>Story Night Activity Supplies</i>	\$	1,200	
Total	\$	3,000	\$ -
OTHER EXPENSES			
<i>80 Children's E-books</i>	\$	1,600	
<i>Books</i>	\$	2,000	
<i>Media Campaign</i>	\$	5,000	
Total	\$	8,600	\$ -
TOTAL DIRECT COSTS	\$	11,600	\$ -
TOTAL EXPENSES	\$	11,600	\$

In Kind Building Space provided to Wells FRC to from Rural Library Sites for Parenting Education \$100 per month for all rural sites for 12 months	\$1,200	In Kind Building Space provided to Wells FRC to from Rural Library Sites for Parenting Education \$100 per month for all rural sites for 12 months	\$1,200.00
In Kind Presenter Fee from Trainers		In Kind Presenter Fee from Trainers	
\$100 per hour x 8 hours	\$1,600	\$100 per hour x 8 hours	\$1,600.00
Income from training \$20 x 100 people x 2 trainings	\$4,000	Income from training \$20 x 100 people x 2 trainings	\$4,000.00
EECAC Volunteer Hours for trainings		EECAC Volunteer Hours for trainings	
20 hours per event x 2 events x \$10	\$400	20 hours per event x 2 events x \$10	\$400.00
Book Mobile In-Kind		Book Mobile In-Kind	
Mileage to Owyhee 4 trips	\$455	Mileage to Owyhee 4 trips	\$455.00
Administration In-kind Program hours 10 per month x \$30 per hour x 2 directors x 9 months	\$5,400	Administration In-kind Program hours 10 per month x \$30 per hour x 2 directors x 9 months	\$5,400.00
In Kind parent bookshelf volunteer initiative 2 locations x 15 x 10 per month	\$300	In Kind parent bookshelf volunteer initiative 2 locations x 15 x 10 per month	\$300.00
In-Kind hours Early Intervention Aide 20 hours per month x \$15 x 9	\$2,700	In-Kind hours Early Intervention Aide 20 hours per month x \$15 x 9	\$2,700.00
BCBA \$200 per month x 9	\$1,800	BCBA \$200 per month x 9	\$1,800.00
Literacy Fundraiser	\$6,000	Matching Funds from State TACSEI Leadership Team	\$30,312.00
Total	\$23,855.00		\$48,167.00

Next Steps - April 17th begin work on:
Title 2, Chapter 6 - FACULTY
Title 2, Chapter 10 - Rules of Conduct for Students

**Title 4 - Codification of Board Policy Statements
Chapter 8**

**STUDENT RECRUITMENT AND RETENTION POLICY, EQUAL EMPLOYMENT
OPPORTUNITY POLICY AND AFFIRMATIVE ACTION PROGRAM FOR THE NEVADA
SYSTEM OF HIGHER EDUCATION**

Section 13. Policy Against Discrimination and Sexual Harassment; *Sexual Misconduct and Sexual Violence*; Complaint Procedure

Introduction

This policy is divided into three parts. Section A states the NSHE policy against discrimination. Section B states the NSHE policy against sexual harassment. Section C contains the complaint and investigation procedure for discrimination and sexual harassment complaints. These procedures are in addition to disciplinary complaints brought against professional employees or students under Title 2, Chapter 6, **Chapter 8** or Chapter 10 of the NSHE Code (or if applicable, institution student codes of conduct), or against classified employees under the *Nevada Administrative Code*. However, information gathered as part of the complaint process under this section may be used in connection with disciplinary proceedings.

Title IX Notice of Non-Discrimination

NSHE and its member institutions do not discriminate on the basis of sex in their education programs and activities; Title IX of the Education Amendments Act of 1972 is a federal law that states at 20 U.S.C. §1681(a):

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The Chancellor and each President shall designate an administrator to serve as the Title IX Coordinator, whose duties shall include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

Inquiries concerning the application of Title IX may be referred to each member institution's Title IX Coordinator or the Office for Civil Rights of the United States Department of Education. Each member institution shall include on its website and in its general catalog, its Title IX Coordinator's name, office address, telephone number, and email address.

Although it is the application of Title IX to athletics that has gained the greatest public visibility, the law applies to every single aspect of education, including course offerings, counseling and counseling materials, financial assistance, student health and insurance benefits and/or other services, housing, marital and parental status of students, physical education and athletics, education programs and activities sponsored by the institution, and employment.

Member institutions shall notify all students and employees of the name or title and contact information of its Title IX Coordinator.

A. NSHE Non-Discrimination Policy

1. Policy Applicability and Sanctions.

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where discrimination is found to have occurred, the NSHE will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

No employee or student, either in the workplace or in the academic environment, should be subject to discrimination.

It is expected that students, faculty and staff will treat one another and campus visitors with respect.

~~[2. Policy Applicability and Sanctions.]~~

All students, faculty, staff, and other members of the campus community are subject to this policy. Students, faculty, or staff who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or in the case of students, any applicable student code of conduct) or, in the case of classified employees, the *Nevada Administrative Code*. Other lesser sanctions may be imposed, depending on the circumstances. Complaints may also be filed against visitors, consultants, independent contractors, service providers and outside vendors whose conduct violates this policy, with a possible sanction of limiting access to institution facilities and other measures to protect the campus community.

[3]4. Non-discrimination Training.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically.

Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an ongoing non-discrimination training program and shall designate a person or office to be responsible for such training.

[4]5. Discriminatory Practices.

It is illegal to discriminate in any aspect of employment or education, such as:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;

- grading;
- acceptance or participation in an academic program or school activity;
- use of employer's facilities;
- training programs;
- fringe benefits;
- pay, retirement plans, and disability **accommodation or** leave; or
- other terms and conditions of employment.

Determining what constitutes discrimination under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of discrimination. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include non-discrimination related disciplinary processes as stated above.

Discriminatory practices also include:

- discrimination on the basis of a person's age, disability (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment or education decisions based on stereotypes or assumptions about the abilities, traits or performance of individuals of a certain age, disability (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion; and
- conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

This behavior is unacceptable in the work place and the academic environment. Even one incident, if it is sufficiently serious, may constitute discrimination. One incident, however, does not necessarily constitute discrimination.

B. Policy Against Sexual Harassment

1. Sexual Harassment is Illegal Under Federal and State Law.

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment, including sexual violence. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the NSHE Code, **in the case of students, any applicable student code of conduct**, or in the case of classified employees, the *Nevada Administrative Code*. Sexual harassment, including sexual violence, is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect.

2. Policy Applicability and Sanctions

All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or applicable Student Code of Conduct) or, in the case of classified employees, the *Nevada Administrative Code*. Other, lesser sanctions may be imposed, depending on the circumstances.

3. Training, *Employees and Students*.

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain a record that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically.

Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an on-going sexual harassment ***prevention and awareness campaign and*** training program for employees ***and students***.

4. Sexual Harassment [~~Practices~~] *Defined*.

Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual or gender bias nature constitute sexual harassment when:

a. *Educational Environment:*

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's [~~employment or~~] academic status ("***quid pro quo***");
2. ***Conduct that is sufficiently severe, persistent or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the institution ("hostile environment")***.

b. *Workplace Environment:*

1. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity ("***quid pro quo***") ; or
2. ***Conduct that is sufficiently severe, persistent or pervasive so as to create a work environment that a reasonable person would consider intimidating, hostile or abusive ("hostile environment")***.

~~[3. The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.]~~

Sexual violence is a severe form of sexual harassment, and refers to physical sexual acts or attempted sexual acts perpetrated against a person's will or where a person is

incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

5. Sexual Harassment Examples, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Consent and Coercion Defined.

- a. **Sexual Harassment Examples.** Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example:
- It may occur between individuals of the opposite sex or of the same sex.
 - It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship (such as by a supervisor with regard to a supervised employee or an instructor regarding a current student).
 - It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
 - It may consist of repeated actions or may even arise from a single incident if sufficiently severe.
 - It may also rise to the level of a criminal offense, such as battery or sexual violence.
 - Sexual violence is a physical act perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol **or other factors which demonstrate a lack of consent or inability to give consent.** An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Determining what constitutes sexual harassment under this policy is dependent upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary processes as stated above.

Examples of unwelcome conduct of a sexual or gender related nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

Rape, sexual assault, sexual battery, sexual coercion or other sexual violence;

Sexually explicit or gender related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;

Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person's body or other inappropriate touching of an individual's body;

Remarks of a sexual nature about a person's clothing or body;

Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;

Sexual advances, whether or not they involve physical touching;

Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;

Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;

Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.

Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not necessarily constitute sexual harassment.

b. Sexual Assault.

Sexual Assault means a person subjects another person to sexual penetration, or who forces another person to make a sexual penetration on himself or herself or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct.

c. Dating Violence.

Dating Violence is an act committed by a person who is or has been in a "dating relationship" with the victim:

- 1. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. "Dating relationship" which means frequent, intimate associations primarily characterized by the expectation of affection or sexual involvement. The term does not include a causal relationship or an ordinary association between persons in a business or social context.*
- 2. For the purpose of this definition Dating Violence includes but is not limited to:*
 - Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;*
 - Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct but is not limited to, sexual or physical abuse or the threat of such abuse.*

d. Domestic Violence.

Domestic Violence is an act that includes but is not limited to violence which occurs when a person commits one of the following acts against or upon the person's spouse or former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child or any other person who has been appointed the custodian or legal guardian for the person's minor child:

1. A battery.
 2. An assault.
 3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform.
 4. A sexual assault.
 5. A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
 - a. Stalking.
 - b. Arson.
 - c. Trespassing.
 - d. Larceny.
 - e. Destruction of private property.
 - f. Carrying a concealed weapon without a permit.
 - g. Injuring or killing an animal.
 6. A false imprisonment.
 7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.
- e. **Stalking.**
Stalking is defined to be when a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking. Stalking includes but is not limited to:
1. *Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:*
 - a. *Fear for the person's safety or the safety of others; or*
 - b. *Suffer substantial emotional distress.*
 2. *For the purpose of this definition:*
 - a. *Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens or communicates to or about, a person, or interferes with a person's property.*
 - b. *Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.*
 - c. *Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.*
- f. **Coercion.**
Coercion is the use of pressure to compel another individual to initiate or continue sexual activity against an individual's will. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion

include threatening to “out” someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity.

g. Consent.

Consent is defined as:

- An affirmative, clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.*
- The existence of a dating relationship or past sexual relations between the participants does not constitute consent to any other sexual act.*
- The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.*
- Affirmative consent must be ongoing throughout the sexual activity and may be withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop.*
- Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary); inability to communicate due to a mental or physical condition; the lack of consciousness or being asleep; being involuntarily restrained; if any of the parties are under the age of 16; or if an individual otherwise cannot consent.*
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.*

C. Remedies and Interim Measures.

It may be necessary or advisable to take actions (as determined by the institution) designed to minimize the chance that the respondent will either continue to harass or retaliate against the complainant and to provide additional support to the complainant. Such actions (as determined by the institution) may also be necessary or advisable on behalf of a respondent. The measures themselves must not amount to retaliation against the complainant or the respondent. Depending on the specific nature of the problem, interim measures and final remedies may include, but are not limited to:

For Students:

- Providing an effective escort to ensure safe movement between classes and activities;*
- Not sharing classes or extracurricular activities;*
- Moving to a different residence hall (complainants should only be moved upon their request);*
- Providing information regarding institution and community services including but not limited to medical, counseling and academic support services, such as tutoring;*
- Providing extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty;*
- Restriction to online classes;*

- *Reviewing any disciplinary actions taken against the complainant to see if there is a casual connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined¹; and*
- *Requiring the parties to report any violations of these restrictions.*

For Employees:

- *Placement on paid leave (not sick or annual leave);*
- *Placement on administrative leave;*
- *Transfer to a different area/department or shift so that there is eliminate or reduce further business/social contact;*
- *Instructions to stop the conduct;*
- *Providing information regarding institution and community services including medical, counseling and EAP;*
- *Reassignment of duties;*
- *Changing the supervisory authority; and*
- *Directing the parties to report any violations of these restrictions.*

Final remedies may also include review and revision of institution sexual misconduct policies, increased monitoring, supervision or security at locations where incidents have been reported; and increased and/or targeted education and prevention efforts.

Any interim measures or final remedies shall be monitored by the Title IX Coordinator throughout the entire process to assess whether the interim measures or final remedies meet the goals of preventing ongoing harassment or discrimination, protecting the safety of the parties and preventing retaliatory conduct.

D. Complaint and Investigation Procedure.

This section provides the complaint and investigation procedure for complaints of discrimination or sexual harassment, including sexual violence (except that complaints against students may be referred to student disciplinary processes)². The Chancellor (for the System Office) and each president shall designate no fewer than two administrators to receive complaints. The administrators designated to receive the complaints may include the following: (1) the Title IX Coordinator; (2) the Affirmative Action Program Officer; (3) the Human Resources Officer; or (4) any other officer designated by the president. The President shall also designate a primary investigating officer (Primary Officer) to process all complaints. The Primary Officer may be any of the individuals identified above. All complaints, whether received by the Affirmative Action Officer, Human Resources Officer or other designated officer, must immediately be forwarded to the Primary Officer. All Title IX complaints must be immediately forwarded to the Title IX Coordinator.

An individual filing a complaint of alleged discrimination or sexual harassment shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or the Primary Officer's designee. It shall be the choice of the individual filing the complaint to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the ~~[alleged victim]~~ **complainant**. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

¹ *For example, if the complainant was disciplined for skipping a class in which the respondent was enrolled, the school should review the incident to determine if the complainant skipped class to avoid contact with the respondent.*

² *Note: Sexual misconduct which amounts to a criminal offense may be prosecuted independently and simultaneously by law enforcement agencies.*

An individual against whom a complaint of alleged discrimination or sexual harassment is filed shall have the opportunity to select an independent advisor for assistance, support, and advice and shall be notified of this opportunity by the Primary Officer, or by the Primary Officer's designee. It shall be the choice of the individual against whom the complaint is filed to utilize or not utilize the independent advisor. The independent advisor may be brought into the process at any time at the request of the ~~[alleged-perpetrator]~~ **respondent**. The means and manner by which an independent advisor shall be made available shall be determined by each institution or unit.

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Complaints of discrimination or sexual harassment should be filed as soon as possible with the supervisor, department chair, dean, or one of the administrators listed above and/or designated by the president to receive complaints of alleged sexual harassment or discrimination.

1. Employees.

- a. An employee who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged—but it is neither necessary nor required, particularly if it may be confrontational—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. An employee is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the employee.
- b. The employee may file a discrimination or sexual harassment complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
- c. If the employee feels uncomfortable about discussing the incident with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
- d. After receiving any employee's complaint of an incident of alleged discrimination or sexual harassment, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.

2. Students.

- a. A student who believes that he or she has been subjected to discrimination or sexual harassment by anyone is encouraged—but it is neither necessary nor required particularly if it may be confrontational—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct. A student is not required to do this before filing a complaint. A person who receives such a request must immediately comply with it and must not retaliate against the student.

- b. The student may file a complaint with his or her major department chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.
- c. If the student feels uncomfortable about discussing the incident with the department chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.

3. Non-Employees and Non-Students

Individuals who are neither NSHE employees nor NSHE students and who believe they have been subjected to discrimination or sexual harassment by a NSHE employee during the employee's work hours or by a NSHE student on campus or at a NSHE-sponsored event may utilize any of the complaint processes set forth above in this section.

4. Training, Investigation and Resolution.

- a. **General Requirements.** *The Title IX Coordinator, executives, administrators designated to receive complaints, primary officer or designee, and appropriate management with decision-making authority shall have training or experience in handling discrimination and sexual misconduct complaints, and in the operation of the NSHE and Nevada Administrative Code disciplinary procedures.*
- b. **Primary Prevention and Awareness Training.** *Institutions must offer new students and new employees primary prevention and awareness training that promotes awareness of rape, domestic violence, dating violence, sexual assault and stalking as defined in this policy. The training must address safe and positive options for bystander intervention to prevent harm or intervene in risky situations and the recognition of abusive behavior and how to avoid potential attacks.*
- c. **Special Training With Regard to Sexual Violence.** *The training should include how to investigate and conduct hearings in a manner that protects the safety of complainants and promotes accountability; information on working with and interviewing persons subjected to sexual violence; information on particular types of conduct that would constitute sexual violence, including same-sex sexual violence; the proper standard of review for sexual violence complaints (preponderance of the evidence); information on consent and the role drugs or alcohol can play in the ability to consent; the importance of accountability for individuals found to have committed sexual violence; the need for remedial actions for the respondent, complainant, and institution community; how to determine credibility; how to evaluate evidence and weigh it in an impartial manner; how to conduct investigations; confidentiality; the effects of trauma, including neurobiological change; and cultural awareness training regarding how sexual violence may impact students differently depending on their cultural backgrounds.*

- [a]c. **Investigation.** After receiving a complaint of the incident or behavior, the Primary Officer, or designee, will initiate an investigation to gather information about the

incident. If the Primary Officer is unable to initiate an investigation, due to a conflict or for any other reason, the President shall designate another individual to act as Primary Officer for the matter. Each institution may set guidelines for the manner in which an investigation shall be conducted. The guidelines shall provide for the prompt, thorough, impartial, and equitable investigation and resolution of complaints, and shall identify the appropriate management level with final decision-making authority. The guidelines shall, at a minimum, provide the person subject to the complaint with information as to the nature of the complaint, and shall further provide that the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses and provide documentation pertaining to the complaint. In most cases, an investigation should be completed within 45 calendar days of receipt of the complaint.

- [b]d. **Standard of Review.** The standard for evaluating complaints shall be a preponderance of the evidence. At the completion of the investigation, a recommendation will be made to the appropriate management regarding the resolution of the matter. The recommendation is advisory only.
- [c]e. **Management Determination.** After the recommendation has been made, a determination will be made by appropriate management regarding the resolution of the matter. If warranted, disciplinary action up to and including involuntary termination or expulsion will be taken. Any such disciplinary action shall be taken, as applicable, in accordance with NSHE Code Chapter 6 or Chapter 10 (or applicable Student Code of Conduct), or, in the case of classified employees, *Nevada Administrative Code* (NAC) Chapter 284. Other appropriate actions will be taken to correct problems and remedy effects, if any, caused by the conduct, if appropriate. If proceedings are initiated under Title 2, Chapter 6 or Chapter 10, the applicable Student Code of Conduct, or the NAC, the investigation conducted pursuant to this policy may be used as part of such investigations. The administrative officer, in his or her discretion, may also supplement the investigation with additional investigation. In any disciplinary hearings conducted pursuant to a Student Code of Conduct or under Title 2, Ch. 6 or Chapter 10, the ~~[burden of proof]~~**standard of evidence** shall be by a preponderance of the evidence. In connection with any such disciplinary hearings, the person filing the complaint and the person who is the subject of the complaint have equal rights to be interviewed, identify witnesses, and provide and receive documentation and witness lists pertaining to the complaint, and if an appeal is provided, to appeal the decision.
- [d]f. **Parties to be Informed.** After the appropriate management has made a determination regarding the resolution of the matter, and depending on the circumstances, both parties may be informed concurrently of the resolution.
- [e]g. **Confidentiality of Actions Taken.** In the event actions are taken against an individual under NSHE Code Title 2, Chapter 6 or Chapter 10 (or applicable Student Code of Conduct) or NAC Chapter 284, such matters generally remain confidential under those sections, except that final decisions following hearings or appeals of professional employees and State of Nevada personnel hearings involving classified employees are public records. Student matters generally remain confidential under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 34 CFR Part 99 (FERPA).
- [f]h. **Crime of Violence Exception to FERPA.** When discriminatory conduct or sexual harassment involves a crime of violence or a non-forcible sex offense, FERPA permits the institution to disclose to the ~~[alleged victim]~~**complainant** the final results

(limited to the name of the ~~[alleged perpetrator]~~ **respondent**, any violation found to have been committed, and any sanction imposed) of a disciplinary proceeding against the ~~[alleged perpetrator]~~ **respondent**, regardless of whether the institution concluded that a violation was committed. With respect to an institutional disciplinary proceeding alleging a sex offense, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (f). 34 CFR 668.46 (Clery Act) requires that the accuser and the accused must be informed of the outcome.

[g]. ***Disclosure of Sanction Imposed.*** In the event a student is found to have engaged in sexual harassment of another student, the institution shall disclose to the student who was harassed, information about the sanction imposed on the student who was found to have engaged in harassment when the sanction directly relates to the harassed student.

j. ***Title IX Coordinator Monitoring.*** *The institution Title IX Coordinator has primary responsibility for coordinating the institution's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for monitoring all aspects of the investigative and any disciplinary process to help insure that*

- *the process is fair and equitable to both the complainant and the respondent;*
- *the applicable policies and procedures of NSHE and of the institution are followed; and*
- *the interim measures and final remedies are followed.*

5. Prompt Attention.

Complaints of discrimination or sexual harassment are taken seriously and will be dealt with promptly, thoroughly, impartially, and equitably. Where discrimination is found to have occurred, the NSHE institution or unit where it occurred will act to stop the discrimination or sexual harassment, to prevent its recurrence, to remedy its effects, if any, and to discipline those responsible.

6. Confidentiality.

The NSHE recognizes that confidentiality is important. However, confidentiality cannot be guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused of discrimination or sexual harassment to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the NSHE is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

a. ***Confidentiality in Complaints Involving Sexual Violence.*** *In complaints involving sexual violence the following applies:*

1. ***Varying Confidentiality Obligations.*** *Complainants who are victims of sexual violence are encouraged to talk to somebody about what happened in order for them to receive the support they need, and so the institution can respond appropriately. Different individuals at the institution have different abilities to maintain a complainant's confidentiality:*

- *Some are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."*

- Other employees may talk to a complainant in confidence, and generally only report to the institution that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger investigation into an incident against the complainant's wishes, except in certain circumstances discussed below.
- Complainants are encouraged to talk to one of the individuals identified above.
- Some employees are required to report all the details of an incident (including the identities of both the complainant and all others involved) to the Title IX Coordinator. A report to these employees (called "responsible employees") constitutes a report to the institution – and generally obligates the institution to investigate the incident and take appropriate steps to address the situation.

This policy is intended to make employees, students and others aware of the various reporting and confidential disclosure options available to them so they can make informed choices about where to turn should they want to report an act of sexual violence. The institution encourages such complainants to talk to someone identified in one or more of these groups.

2. *Privileged and Confidential Communications. A complainant or respondent may wish to consult with professional counselors, pastoral counselors or others. Certain professionals are not required to report incidents unless they have permission:*
 - *Professional Counselors. Professional, licensed counselors who provide mental-health counseling to members of the institution community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX coordinator without a complainant's permission.*
 - *Pastoral Counselors. A complainant and/or a respondent may choose to consult with a non-institution pastoral counselor and is encouraged to discuss confidentiality with that individual.*
 - *Under Nevada law other professionals who may maintain confidentiality include lawyers, psychologists, doctors, social workers, and victim advocates employed by non-profit entities.*
3. *Complainant Options. A complainant who reports an act of sexual violence to a professional listed above must understand that, if they want to maintain confidentiality, the institution will be unable to conduct a full investigation into the incident and will likely be unable to pursue disciplinary action against the respondent.*

A complainant who at first requests confidentiality may later decide to file a complaint with the institution or report the incident to local law enforcement, and thus have the incident fully investigated.

Other Reporting Obligations: *While professional counselors may maintain a complainant's confidentiality vis-à-vis the institution, they may have reporting or other obligations under state law. For example, there may be an obligation to report child abuse, an immediate threat of harm to self or others, or to report in the case of hospitalization for mental illness.*

b. Reporting to "Responsible Employees³."

1. **"Responsible Employees" Defined and Duties.** A "responsible employee" is an employee who has the duty to report incidents of sexual violence or other sexual misconduct, or who a complainant could reasonably believe has this authority or duty. When a complainant reports an incident of sexual violence to a responsible employee, the complainant has the right to expect the institution to take prompt and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX Coordinator all relevant details about the alleged sexual violence shared by the complainant and that the Institution will need to determine what happened – including the name(s) of the complainant, respondent(s) and any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the institution's response to the report. A responsible employee should not share information with law enforcement without the complainant's consent or unless the complainant has also reported the incident to law enforcement.

Institutions must identify in their policies those employees who are designated as "responsible employees" and may also designate those employees who are not considered "responsible employees." Responsible employees may include but are not limited to the following employees (or categories of employees):

- Title IX Coordinator
- Anyone in a supervisory, managerial, administrative or executive role or positions, such as a provost, vice provost, vice president, dean, department chair, supervisor, director of a unit, resident director, resident assistant, supervisor, student advocate or faculty advisors to student clubs.

Before a complainant reveals any information to a responsible employee, the employee will inform the complainant of the employee's reporting obligations. If the complainant wants to maintain confidentiality, the employee will direct the complainant to confidential resources.

If the complainant wants to tell the responsible employee what happened but also wants to maintain confidentiality, the employee will inform the complainant that the Institution will consider the request, but cannot guarantee that the Institution will honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the complainant's request for confidentiality.

Responsible employees will not pressure a complainant regarding the extent of the report the complainant wants to make. Responsible

³ Note: Campus Security Authorities, who are designated by the institutions in accordance with Clery Act requirements, have an independent responsibility to report sexual and other crimes (which may be reported anonymously) to campus police.

employees will not pressure a complainant to request confidentiality, but will honor and support the complainant's wishes, including for the institution to fully investigate an incident. By the same token, responsible employees will not pressure a complainant to make a full report if the complainant is not ready to make such a report.

2. Requesting Confidentiality From the Institution: How the Institution Will Weigh the Request and Respond.

- a. **Request for Confidentiality.** If a complainant discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the institution will weigh that request against the institution's obligation to provide a safe, non-discriminatory environment for all complainants, including the complainant. If the Institution honors the request for confidentiality, a complainant will be informed that the institution's ability to investigate the incident and pursue disciplinary action against the respondent may be limited.

There are times when, in order to provide a safe, non-discriminatory environment for all, the institution may not be able to honor a complainant's request for confidentiality. The institution shall designate an individual to evaluate requests for confidentiality made by a complainant.

- b. **Factors to Be Considered.** When weighing a complainant's request for confidentiality or a complainant's request that no investigation or discipline be pursued, the institution will consider a range of factors, including the following:

- i. **The increased risk that the identified complainant will commit additional acts of sexual or other violence, such as:**
 - whether there have been other sexual violence complaints about the same respondent;
 - whether the respondent has a history of arrests or other records indicating a history of violence;
 - whether the respondent threatened further sexual violence or other violence against the complainant or others;
 - whether the sexual violence was committed by multiple persons;
 - whether the circumstances of the incident indicate that the behavior was planned by the respondent or others;
- ii. **Whether the reported sexual violence was committed with a weapon;**
- iii. **Whether the complainant is a minor;**
- iv. **Whether the institution possesses other means to obtain relevant evidence of the reported sexual violence (e.g., security cameras or personnel, physical evidence);**
- v. **Whether the complainant's information reveals a pattern of behavior (e.g., illicit use of drugs, alcohol, coercion, intimidation) at a given location or by a particular group;**
- vi. **Other factors determined by the institution that indicate the respondent may repeat the behavior or that others may be at risk.**

Based on one or more of these factors, the institution may decide that the institution will investigate and, if appropriate, pursue disciplinary action even though the complainant requested confidentiality or requested that no investigation or disciplinary action be undertaken. If none of these factors is present, the institution will likely respect the complainant's request for confidentiality.

- c. *Actions After Decision to Disclose. If the institution decides that a complainant's confidentiality cannot be maintained, the institution will inform the complainant in writing or via email prior to starting an investigation and the institution will, to the extent possible, only share information with people responsible for handling the institution's response.*

The institution will inform the respondent that retaliation against the complainant is prohibited and will take ongoing steps to protect the complainant from retaliation or harm and work with the complainant to create a safety plan. Retaliation against the complainant, whether by the respondent, or employees, students or others, will not be tolerated. The institution will also:

- assist the complainant in accessing other available advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off institution (see portion of policy identifying these);*
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the respondent pending the outcome of an investigation) or adjustments for assignments or tests;*
- inform the complainant of the right to report a crime to the institution and/or local law enforcement and to have a criminal investigation proceed simultaneously; and*
- provide the complainant with assistance if the complainant wishes to report a crime.*

The institution will not require a complainant to participate in any investigation or disciplinary proceeding.

Because the institution is under a continuing obligation to address the issue of sexual violence institution-wide, reports of sexual violence (including non-identifying reports) will also prompt the institution to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/complainant surveys; and/or revisiting its policies and practices.

Issuance of Timely Warning: If the institution determines that the respondent poses a serious and immediate threat to the institution community, police or security services may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the complainant.

If the Institution determines that it can follow a complainant's request for confidentiality, the institution will also take immediate action as necessary to protect and assist the complainant.

- d. Reports to Other NSHE Institutions. If a responsible employee receives a complaint about sexual misconduct that has occurred at another NSHE institution, the responsible employee shall report the information to his or her Title IX Coordinator, who shall provide the information to the Title IX Coordinator at the other NSHE institution.*
- e. Public Awareness Events—Not Notice to the Institution. Public awareness events such as "Take Back the Night," the Clothesline Project, candlelight vigils, protests, "survivor speak outs" or other forums in which complainants disclose incidents of sexual violence, are not considered notice to the Institution of sexual violence for purposes of triggering the Institution's obligation to investigate any particular incident(s). Such events may, however, inform the need for institution-wide education and prevention efforts, and the Institution will provide information about complainants' Title IX rights at these events.*
- f. Off-Institution Counselors and Advocates. Off-institution counselors, advocates, and health care providers will also generally maintain confidentiality and will not share information with the institution unless the complainant requests the disclosure and signs a consent or waiver form.*

7. Retaliation

Retaliation against an individual who in good faith complains of alleged discrimination or sexual harassment or provides information in an investigation about behavior that may violate this policy is against the law, will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a discrimination or sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information is also grounds for discipline.

"Retaliation" may include, but is not limited to, such conduct as:

- the denial of adequate personnel to perform duties;
- frequent replacement of members of the staff;
- frequent and undesirable changes in the location of an office;
- the refusal to assign meaningful work;
- unwarranted disciplinary action;
- unfair work performance evaluations;
- a reduction in pay;
- the denial of a promotion;
- a dismissal;
- a transfer;
- frequent changes in working hours or workdays;
- an unfair grade;
- an unfavorable reference letter.

- a. Employees.

- i. An employee who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her immediate supervisor, who will in turn immediately contact one of the officials listed above.
 - ii. If the employee feels uncomfortable about discussing the alleged retaliation with the immediate supervisor, the employee should feel free to bypass the supervisor and file a complaint with one of the other listed officials or with any other supervisor.
 - iii. After receiving any employee's complaint of an incident of alleged retaliation, the supervisor will immediately contact any of the individuals listed above to forward the complaint, to discuss it and/or to report the action taken. The supervisor has a responsibility to act even if the individuals involved do not report to that supervisor.
- b. Students
- i. A student who believes that he or she has been subjected to retaliation may file a retaliation complaint with his or her major department chair or director of an administrative unit, who will in turn immediately contact one of the officials listed above.
 - ii. If the student feels uncomfortable about discussing the alleged retaliation with the department chair or director of an administrative unit, the student should feel free to bypass the person and file a complaint with one of the above officials or to any chair, dean, or director of an administrative unit who will in turn immediately contact one of the officials listed above to forward the complaint, to discuss it and/or to report the action taken. The chair, dean or director of an administrative unit has a responsibility to act even if the individuals involved do not report to that person.
- c. Complaints of retaliation under Title IX must be immediately provided to the Title IX Coordinator.

8. False Reports

Because discrimination and sexual harassment frequently involve interactions between persons that are not witnessed by others, reports of discrimination or sexual harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence or "proof" should not discourage individuals from reporting discrimination or sexual harassment under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth, may be subject to disciplinary action under the applicable University and Board of Regents disciplinary procedures. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by subsequent investigation.

9. *Employer Supervisor[s'] Responsibilities.*

Every supervisor *of employees* has responsibility to take reasonable steps intended to prevent acts of discrimination or sexual harassment, which include, but are not limited to:

Monitoring the work and school environment for signs that discrimination or harassment may be occurring;

Refraining from participation in, or encouragement of actions that could be perceived as discrimination or harassment (verbal or otherwise);

Stopping any observed acts that may be considered discrimination or harassment, and taking appropriate steps to intervene, whether or not the involved individuals are within his/her line of supervision; and

Taking immediate action to minimize or eliminate the work and/or school contact between the two individuals where there has been a complaint of sexual harassment, pending investigation.

If a supervisor receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the supervisor must immediately contact one of the individuals identified above to forward the complaint, to discuss it and/or to report the action taken.

Failure to take the above action to prevent the occurrence of or stop known discrimination or harassment may be grounds for disciplinary action.

10. Relationship to Freedom of Expression.

The NSHE is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental rights and this policy is not intended to stifle teaching methods or freedom of expression. Discrimination or sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of institutions, the tradition of intellectual freedom and the trust placed in the institutions by their members. (B/R 6/13)