

From: [NSHE](#)
To: [Keri Nikolajewski](#); [Angela Palmer](#); [Winter Lipson](#)
Subject: Public Comment for the Board of Regents Workshop, July 11-12, 2024
Date: Wednesday, July 10, 2024 7:12:14 PM

External Email:

Public comment submitted through NSHE Online form

Public Comment for the Board of Regents Workshop, July 11-12, 2024

Email: gretadejong@mac.com

Name: Greta de Jong

Representing someone other than yourself?:

Meeting: Board of Regents Workshop, July 11-12, 2024

Agenda Item: 5 and 9

In Favor / Opposed / Other: No Position stated – Concerned or Neutral

Comment:

I strongly support efforts by the Board of Regents and NSHE's institutional leaders to enhance access to higher education and ensure that students from every segment of our state's diverse population are able to complete their degrees in a timely manner and without racking up huge amounts of debt. I am concerned, however, that the presentations by the National Institute for Student Success and Complete College America give the impression that this can be done with technology, data collection, and advising software rather than investing in faculty. It seems strange to me that the people students interact with the most during a typical college day—their professors—are hardly mentioned at all amid the many statistics, graphs, and charts that pack each Powerpoint slide. Recent decades have seen a decline in the number of tenure-track faculty employed in NSHE and an increased reliance on part-time, contingent faculty who are poorly paid, overworked, and lack the job security needed to create and share new knowledge without fear of repercussions. The tenure-track faculty who remain in the system have seen their working conditions deteriorate as well and are constantly being asked to do more with less. Education research has shown that substandard faculty working conditions have a detrimental effect on student learning experiences, leading to lower retention, achievement, and graduation rates. If higher education leaders are serious about creating a culture of care for students that fosters success, they should look first at how they treat their faculty and invest more resources there.

Agreed that all the information above is true and accurate: Yes

From: [NSHE](#)
To: [Keri Nikolajewski](#); [Angela Palmer](#); [Winter Lipson](#)
Subject: Public Comment for the Board of Regents Workshop, July 11-12, 2024
Date: Thursday, July 11, 2024 10:25:07 AM

External Email:

Public comment submitted through NSHE Online form

Public Comment for the Board of Regents Workshop, July 11-12, 2024

Email: kent.ervin@nevadafacultyalliance.org

Name: Kent Ervin

Representing someone other than yourself?: Nevada Faculty Alliance

Meeting: Board of Regents Workshop, July 11-12, 2024

Agenda Item: Agenda Item 5. National Institute for Student Success

In Favor / Opposed / Other: No Position stated – Concerned or Neutral

Comment:

Good morning. We applaud the Board for taking time to learn about initiatives to enhance student success, although we have concerns if all of the information is coming from national consulting outfits rather than from experts among our faculty at our own institutions. Holding this kind of workshop in the summer limits the opportunity for meaningful shared governance. Regarding the presentation from the National Institute for Student Success, they have impressive statistics showing increases in student enrollment and retention using their model. NSHE has already made strides in improving retention, but can do more. However, we have questions and caveats:

First, the NISS model is expensive and requires expansion of advising and other administrative support staff. It won't be successful without adequate new funding. How much would a partnership cost? Where would those funds come from? Will faculty hiring suffer? Second, all the advising and support services in the world won't do much good if there are too few faculty to teach the courses that students need to complete their programs. The practice of freezing vacant positions over the past several years has created serious gaps in our ability to deliver required courses. The NISS model prioritizes advisors and administrative support personnel over academics and faculty instructors.

In addition to the metrics advocated by NISS, NSHE should track and work on improving (1) the percentage of courses taught by full-time faculty, (2) faculty-to-student ratios, and (3) the percentages of courses required for degree programs that are offered every year. Other metrics could be developed to track how easy or hard it is for students to enroll in the course sections

they need to graduate in a timely manner.

We look forward to the NISS presentation and their responses to these questions and issues.

Thank you.

Agreed that all the information above is true and accurate: Yes

--

This e-mail was sent from a contact form on Nevada System of Higher Education
(<https://nshe.nevada.edu>)