Hello Regents of NSHE. My name is Brian Miller. I am a Carpenter 1 at UNR and have had 23 years of overall service at UNR and with the State of Nevada and am a proud member of AFSCME Local 4041. My public comment is not concerning anything on today's specific agenda. But rather; an opportunity to share some ideas on how to invest in classified staff within trades, skilled and semi-skilled labor, and increase morale in specific divisions at specific institutions. May I recommend Respective Regents, look into the Craft Worker in Training programs and classifications? I myself have participated in this classification progressive process. A worker would be as an "apprentice" or CWIT 1 and yearly through on the job as well as taking classes at places like TMCC, annually progress forward to 2,3,4 and then for example at the end of the program HVAC Specialist 1. This would allow opportunities for already classified staff to progressively move up, as well as any workers that start out new from the public, have the incentive to stay on board to the progression of the CWIT program which can be up to 4 or 5 years, while they learn at the specific campus and trades, thus learning to better serve each campus, and in that NSHE as well as the State we all love. A better more productive work class at all levels and incentive to follow through to the maturity of the process may help keep folks on board love enough to get vested as even four to five years folks come to love the job and campuses they serve and work within. This helps promote and retain within the crises of workers leaving or not applying. A more specific means of boosting morale specifically at my job site, UNR would be something as simple as letting workers wear their uniforms and allowing for shorts to be worn
by the staff, who do not need to wear it as specific PPE, such as Arc Flash materials, that policy the UNR/FMS "shorts" policy stay in place as is. Small things matter in a better Nevada. Thank you.

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

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Public comment submitted through NSHE Online form

Public Comment for Board of Regents Special Meeting, April 21, 2023

Email: angela.brown@csn.edu

Name: Angela Brown

Representing someone other than yourself?: myself

Meeting: Board of Regents Special Meeting

Meeting Date: April 21, 2023

Agenda Item: It is good for the college to develop programs to help the students progress and achieve their education goals.

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

Comment:

I feel that college courses should be for every student to learn specialized training and skills needed for work and recreational learning. The college may want to develop programs for the students who want a degree or transfer to higher learning university. The students who want to learn skill certification and developmental programs that will help them at work are a part of the college learning experience. Students who want to be lifelong learners by taking courses for personal enrichment are apart of college learning experience too. Often we forget these students are apart of the community of learning and training skill sets needed to work. A part of college life is not always to get a degree, students come to learn may take electives in courses that interest them as well. College can be fun taking courses to keep the mind busy and focused on learning new things that interest the student.

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

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This e-mail was sent from a contact form on Nevada System of Higher Education (https://nshe.nevada.edu)
Public Comment for Board of Regents Special Meeting, April 21, 2023

Email: staci.walters@gmail.com

Name: STACI WALTERS

Representing someone other than yourself?:

Meeting: Board of Regents Special Meeting

Meeting Date: April 21, 2023

Agenda Item: Agenda Item #5 on the Multi Campus Model

In Favor / Opposed / Other: In Opposition

Comment:

Staci Walters, CSN faculty to discuss Agenda Item #5: Multi Campus Model. CSN’s multi-campus model is fiscally irresponsible. Although the CSN presentation today will tell you that the Multi-campus model is cost neutral, it currently has a $1.5 million line item in CSN’s budget (supporting 4-5 positions), while CSN currently has a projected shortfall of $9 million. We are asking you to support cutting the Multi-campus model BEFORE student support services and operations budgets! There is wide support for discontinuing the model, but there is little ability to express multi-campus disapproval within CSN. Multi-campus facts: 1) Multi-campus has not created a common student experience at each campus, and it can be done WITHOUT additional multi-campus administrators. 2) Campus VPs do not have campus-specific jobs. Watch the discrepancies in the organizational charts you’ll see regarding reporting structures. All 3 VPs have different duties because CSN is scrounging to justify their existence. Furthermore, those charts are wildly different than the structure adhered to in Workday at CSN. 3) The multi-campus reporting structure creates chaos. CSN administrators could NOT find organizational charts for the multi-campus model, and they were created MERE DAYS prior to THIS meeting. There is no organization. This model DOES NOT RETAIN the single administration structure. It instead creates 3-4 separate models at various campuses without increased results and during depressed enrollments. 4) Multi-campus ONLY supports 4 to 5 salaries across the institution at the $1.5 million price tag. This includes campus VP positions and an Advising supervisor, with more positions ready to be filled once given the Green Light, by YOU. These are misdirected funds. 5) Lastly, the student satisfaction
survey being presented today is a joke, because it has no direct relation to the multi-campus model. The structure and cost-neutral claim is blatantly wrong, irresponsible, and unnecessary. Please,

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

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