

Great Basin College
FACULTY SENATE 2021-2022
Friday, April 15, 2022
9:00am

Bluejeans link: <https://bluejeans.com/998976516/3114?src=calendarLink>

AGENDA

1. **Roll Call**
2. **Call to Order**
3. **Updates from President Helens – Verbal Report**
4. **Update from Vice President of BA, Sonja Sibert – No Report**
5. **Updates from Vice President of AA/SA, Jake Hinton-Rivera – Verbal Report**
6. **Senate Chair Report – Verbal Report**
7. **Approval of March 18, 2022, Minutes - For Possible Action**
8. **Standing Committee Reports:**
 - a. Academic Standards & Assessment.....**No Report**
 - b. Bylaws..... **Written/Verbal Report**
 - i. **Addition to Section 2.3 Organization to include a process for mandate policies – For Possible Action**
 - c. Compensation & Benefits.....**Written/Verbal Report**
 - i. **Substitute Instruction Policy – For Possible Action**
 - ii. **Oversight of Student Teaching – Information Only**
 - d. Curriculum Review..... **Written/Verbal Report**
 - i. **Change Existing Course – Information Only**
 - **EMS216 – Changed from 4 fixed credits to 4-6 variable credits**
 - **EMS200 - Changed from variable credits of 2-4 to fixed credits of 3**
 - **EMS211 - Changed from fixed credits of 3 to variable credits of 2-4**
 - ii. **New Programs – Information Only**
 - **Medical Assistant/Phlebotomy/EKG Certificate**
 - **EMS Paramedic Certificate**
 - **RT AAS**
 - e. Instructional Technology.....**No Report**
 - f. Gen Ed Committee.....**Written Report**
 - i. **Report – Information Only**
 - g. Personnel.....**Written/Verbal Report**
 - i. **Emeritus Applications – Information Only**
 - h. Strategic Planning, ad hoc..... **Written/Verbal Report**
 - i. **Strategic Planning Update – Information Only**
9. **Unfinished Business:**

10. New Business:

11. Information Items:

a. Service and Support Animal policy updates – Information Only

12. Announcements:

13. Good of the Order:

14. Adjournment.....Action

Great Basin College
FACULTY SENATE 2021-2022
Friday, March 18, 2022
9:00am

DRAFT MINUTES

1. Roll Call

Present Voting Representatives: Nicholas Cooley, Brandy Nielsen, Norm Whittaker, Ryan Hathaway, Tim Beasley, Jennifer Steiger, Jessica Lynch, Tami Potter, Justine Stout, Eric Walsh, Jinho Jung, Daniel Bergey, Jason Brick, Matt Nichols (Michael Whitehead Proxy), Ethan Hawkley (Dave Sexton Proxy), Becky Coleman (Diane Wrightman Proxy), Kathy Schwandt (Madison Arbillaga Proxy)

Absent Voting Representatives: Dave Sexton, Lynette McFarlan, Madison Arbillaga, Diane Wrightman, Michael Whitehead, Dave Sexton, Emily Bailey, Alex Kiehn

Other Members Present: Kevin Seipp (Chair), Donald Jones (Secretary), Steven Hrdlicka, John Rice Dean Straight, Kim Noah, Xunming Du, Laurie Walsh, Angie de Braga, Morgan Kaisershot, Rita Pujari, Susanne Bentley, Daniel Murphree, Krishna Subedi, Jonathan Foster, Deanna Hamilton, Brittney Maynard, Kara Coates, Tami Mette, Jennifer Brown, Ping Wang, Di Li

Others Present: President Helens, Vice President Rivera, Kelli Baker

2. Call to Order - 9:03 a.m.

3. Updates from President Helens – Verbal Report

President Helens reported there will be in-person graduations to be held outdoors. President Helens also reported that with all of the retirements she would like to do something outdoor.

GBC did not receive any money from the Federal Appropriations Bill.

GBC is up for the Cashman Good Government Award for collaboration with UNR, they helped with the build-out of the Winnemucca campus.

IAC Advisory committee structure will be changing, it will be more focused on workforce and ambassadorship of members.

4. Update from Vice President of BA, Sonja Sibert – No Report

5. Updates from Vice President of AA/SA, Jake Hinton-Rivera – Verbal Report

Vice President Rivera reported that Angie de Braga and Bret Murphy will be retiring in June.

At the next Faculty Senate meeting, we will present where we are with the Strategic Plan.

Summer and fall enrollment begins on April 5th. Advisors will be going to talk to the high schools in both the north and south.

Reported they are trying to get students more involved at locations. Also looking at hiring student ambassadors for the fall, may have a stipend for them.

6. Senate Chair Report – Verbal Report

Chair Seipp reported on the Strategic Plan is back on track after the pause for accreditation and that it will be filed at the end of March.

Live graduations in Elko on May 21st at 10:00 a.m.; Winnemucca on May 21st at 5:00 p.m.; Pahrump on May 14th at 10:00 a.m.; and Ely on May 18 at 6:0 p.m. Please try to attend and show our students appreciation.

March is Women's History Month, and the theme is "Providing Healing, Promoting Hope".

7. Approval of February 18, 2022, Minutes - For Possible Action

A Motion to approve the February 18, 2022, minutes was made by Justine Stout, seconded by Eric Walsh, motion passed unanimously.

8. Standing Committee Reports:

a. Academic Standards & Assessment.....**No Report**

b. Bylaws.....**Written/Verbal Report**

i. Addition to Section 2.3 Organization to include a process for mandate policies – Information Only.

The committee reported there are times when administration implements a mandated policy so this would just be part of the bylaws that state the mandated policies be forwarded to the senate chair and it would be put on the agenda as an information item as opposed to an action item. This would acknowledge a new record to the policy without having to approve it. Other institutions use this procedure.

A question was raised whether this would be retroactive for policies that have come before for a sense of the senate, as in the online multiplier, maybe split, that had been removed from faculty compensation. The thought was this could be retroactive and get a sense of the senate.

Discussion about not having transparency to do work effectively from administration took place. Create a list of all policies that have been implemented without faculty input.

ii. Clarification for Section 5.2.5 Duties of Officers regarding subcommittees – Information Only

This is just a slight change to the section and will be brought back next month. It was explained the clarification is to be consistent with November By-Law changes that were voted on.

It was asked of Vice President Rivera his thoughts of administrations role in shared governance. Vice President Rivera agrees there is a role in shared governance, and he is in full agreement to make sure there is something in writing for the policies that are already mandated.

It was expressed that there are frustrations with the lack of communication and the need to have more transparency from administration. Vice President Rivera's said it is a two-way street with communication, there are monthly meetings, and we try to provide as much information as possible, if there are better ways to improve it, let's do it.

Discussion on Leadership Council minutes not being posted since December 2020, so faculty does not know what is going on there. This will be followed up on.

c. Compensation & Benefits.....**Written/Verbal Report**

i. Remove the verbiage "Telecourse" from the Workload Policy 5.21 – For Possible Action

A Motion to approve removing the verbiage "Telecourse" from the Workload Policy 5.21 was made by Kathy Schwandt, seconded by Ryan Hathaway, motion passed unanimously.

ii. Substitute Instruction Policy – Information Only

iii. Oversight of Student Teaching – Information Only

Provided in the packet were questions submitted to Comp & Benefits and answers to those questions. It was explained that sometimes things happen, and policies have to be

implemented right away and the committee has the task to address these issues after the fact. Trying to be fair and equitable.

There was a comment to look at the Substitute Policy more closely in the future and maybe consider in event of faculty replacing other faculty, that can be a significant workload addition.

In response to that, there is some verbiage that may apply. Send comments to the committee.

Discussion took place regarding whether the online multiplier was tabled or rejected last spring. It was stated that item was tabled and has not been presented back to the senate .

- d. Curriculum Review..... **Written Report**
- e. Instructional Technology..... **No Report**
- f. Gen Ed Committee..... **Written Report**
- g. Personnel..... **Written Report**
- h. Strategic Planning, ad hoc..... **No Report**

9. Unfinished Business - Information Only

10. New Business:

11. Information Items:

Justine Stout reminded everyone that emeritus applications are due next Friday.

Chair Seipp thanked Bret Murphy for his service and said if anyone is interested in writing a letter in support of his emeritus status to send them to Matt Nichols.
Thanked the Social Worker’s for Women’s History month.

Norm Whittaker reported that the Millwright program has been changed to the Industrial Maintenance Mechanics program.

12. Announcements:

- a. John Rice – Bringing music back to GBC – live music in amphitheater.
- b. Tenure recipients. Chair Seipp recognized and congratulated Nick Cooley and Sam Lackey.

13. Good of the Order:

Ethan Hawkey recommended the “Midwife’s Tale” by Laurel Thatcher Ulrich to read for Women’s History Month.

14. Adjournment.....Action.

A Motion to adjourn was made by Daniel Bergey. 10:00 a.m.

ACTION ITEM: FACULTY SENATE APRIL 15, 2022

Purpose: the purpose of this addition to Bylaws is to simply provide a sensible pathway for faculty senate to be informed and acknowledge administrative policy mandates. The addition clarifies Senate and committee roles and provides a mechanism (“sense of the senate”) to document faculty views on a given mandated policy. As well, this addition relieves committees from awkward and confusing debates/recommendations for policies that have already been implemented.

B. Faculty Senate

1. The senate is formed in accordance with NSHE and GBC Bylaws and is a fundamental in embracing and adhering to the philosophies of academic freedom, faculty welfare, and share governance as detailed above. The senate also seeks to fulfill the mission of GBC and its commitment to higher education. The senate is a recommending body only.
2. A primary function of the senate rests in its involvement with the formation, revision, and implementation of policies/procedures, plans, guidelines and other documents and practices that relate to faculty and the function of GBC. These tasks often are the responsibility of committees. The senate chair may coordinate with LC and faculty to identify potential goals and activities for committees. The senate chair will then present potential goals for each committee at senate. Through the process of debate and consultation, the senate, through simple vote, will decide on the goals of committees. The senate has the authority to reject potential tasks if that body deems the workload as too significant or if other parties are better suited to performing the task.
3. Best practices related to academic freedom, faculty welfare, and shared governance are founded in discussion, consideration, and debate between all parties, but in this case primarily among and between faculty and senior administration. Policies/procedures, plans, guidelines, and other documents that originate in, and are recommended by, senate are vetted by LC and other interested parties at the discretion of the president. LC may adopt, request changes, or not adopt an item originating in senate. The senate has the authority to reject LC requests for changes. An item can thus be adopted by LC that is not recommended by senate.
4. Items originating outside the senate that affect faculty in terms of academic freedom, faculty welfare, and other matters should be vetted through the senate. The senate may request consultation and/or revision of documents and/or practices that impact faculty as detailed in NSHE code and these bylaws. The president retains the right to reject such a request.

Upon the rare occasion when a policy is mandated and implemented by administration without senate consideration, administration will present those policies in writing, along with justification for acting without Senate recommendation to the Faculty Senate Chair.

The Chair will provide the senate with the mandated policy information. The senate will consider the policy as an information item. The chair will ask for a “Sense of the Senate” as a means of recording senate opinion into the record.

04/12/22: Compensation & Benefits Written Report

The C & B members met Friday 04/08/22 via Zoom to discuss and revise the wording to the Substitution Instruction Policy. The committee has received faculty feedback/concerns that substitute instructors “would not be fairly compensated for the work they do in all circumstances.” The primary issue voiced is “that a time-based compensation policy (e.g., number of days or weeks spent teaching) will not always accurately reflect the amount of work instructors are asked to complete when they assume another instructor’s course.” In response, the C&B committee proposed the following verbiage to be added to the policy, **additional compensation equivalent to one (1) credit of overload will be awarded to a substitute instructor for each course, but not for additional sections of the same course.** If the workload is especially extensive for the substitute instructor, commensurate additional compensation will be determined by the applicable dean, VPSAA, and substitute instructor.

The revised policy was forward to Sonja Sibert for review and no further comments/additions/deletions/revisions were noted or suggested. The policy will be brought forth as an action item at the next faculty Senate (4/15) meeting.

Proposed wording.

3. B. 8. Substitute Instruction

If a full-time or part-time instructor takes over instruction of a full term (16-week) or ~~late starting~~ **compressed** (8-week) course during a semester for a period over one week, ~~the substitute instructor each instructor will be pay would be split and~~ **paid appropriately and retroactively, based upon the weeks or approximate weeks taught by each instructor.** All other applicable sections of the Workload Policy ~~will~~ **may** apply to this Substitute Instruction section for both full-time and part-time instructors. ~~the appropriate rate for the class prorated by the number of weeks taught.~~

~~In the case of a shorter than 8-week class the applicable dean and the Office of the Vice President of Student and Academic Affairs will work together with the instructors to determine the appropriate split of pay between~~ **pay for each instructor based on the percentage of time taught by each instructor.** ~~For a course shorter than an 8-weeks it will be calculated by the percentage of days taught over the entire course, minimum of 5 consecutive instruction days.~~

Additional compensation equivalent to one (1) credit of overload will be awarded to a substitute instructor for each course, but not for additional sections of the same course. If the workload is especially extensive for the substitute instructor, commensurate additional compensation will be determined by the applicable dean, VPSAA, and substitute instructor.

If the full-time faculty member who is not able to teach the class is in overload, the overload payment will be adjusted for the percentage of class time missed. ~~in relation to the amount paid to a substitute instructor.~~

The wording of the Oversight of Student Teaching has been revised (from 50 to 75 miles) to align this section to the travel policy. This policy is brought forth as an informational item.

Oversight of Student Teaching

If a student teacher is hired by the school district as a long-term substitute due to the excess workload created for the supervising faculty, 1.5 WU will be received for each instead of 1.0 WU.

3(A)1. g. Oversight of Student Teaching

For student teaching where students are enrolled in a 14-credit section, faculty will receive 1.0 workload unit for each student being evaluated. If a student teacher is hired by the school district as a long-term substitute, due to the excess workload created for the supervising faculty, 1.5 WU will be received for each instead of 1.0 WU. If the supervising faculty is required to travel ~~50~~ 75 miles or more each way, 1.5 WU will be awarded per student instead of 1.0 WU.

The Curriculum Review Committee met during March 2022 and recommended the following for approval:

1. Change Existing Course

- EMS216 – Changed from 4 fixed credits to 4-6 variable credits
- EMS200 - Changed from variable credits of 2-4 to fixed credits of 3
- EMS211 - Changed from fixed credits of 3 to variable credits of 2-4.

2. New Programs -

- Medical Assistant/Phlebotomy/EKG Certificate
- EMS Paramedic Certificate
- RT AAS

General Education Committee Meeting Notes:

April 4, 2022 at 1PM

The committee met via BlueJeans:

Present: Laurie Walsh, Brandy Nielsen, John Rice, Ethan Hawkley, Jason Brick, Nick Cooley, Krishna Subedi, Denise Padilla, and Ryan Hathaway

Laurie Walsh distributed the form Ryan Hathaway and her had worked on to remove a course from the General Education grid. The user-friendly one-page form can be attached to the Curricular Review Form easily.

The significance of the form is providing the narrative as to “why” the course is being removed and that due diligence has been followed ensuring the course is not a requirement for a program or if a readily available substitution would suffice. The form will be added to the webpage for use in the future.

There was a short discussion about when a substitution and/or waiver for a General Education course that the person initiating the request should speak to the content experts for that course. For example, if it is a science course then the department should make the determination of allowing the Sub/Waiver to occur.

We had received a request about potential Sub/Waiver for one science class to another. The science department has agreed to this substitution; however, we are awaiting information on the number of students (which is small) that this substitution/waiver could be completed all at once. Due to time constraints the committee agreed that if the request is moved forward the committee would vote in favor of following the Science Department’s recommendation.

4/7/22

The Personnel Committee is happy to announce that all 7 applicants for emeritus were unanimously approved to move forward. Please congratulate

Bret Murphy

Jeannie Bailey

Steve Theriault

Danny Gonzales

Angie de Braga

Lynne Owens

Pete Bagley



Strategic Plan Goals, Objectives, Strategies

Great Basin College's Mission:

Transforming lives through education

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

Philosophy:

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

Strategic Plan Themes, Goals and Objectives:

Theme 1: The Student Experience

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

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



Strategic Plan Goals, Objectives, Strategies

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

Goal: Enhance IDEAS across all college operations and services.

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

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

2.2. Diversity: Focus on inclusive and equitable practices.

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

Theme 3: Workforce Development

Goal: Provide a skilled and knowledgeable workforce.

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

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

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

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

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

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

4.2. Develop an alumni-relationship program to mentor students and increase connections within the communities.

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



Strategic Plan Goals, Objectives, Strategies

Theme 5: Institutional Effectiveness

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

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

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

5.1.2. Develop leading and lagging indicators to anticipate future needs.

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

5.2.1. Implement the closing the loop process and annually review outcomes and the NSHE strategic plan metrics for institutional effectiveness.

5.2.2. Analyze and publish disaggregated indicators of student achievement to implement strategies and deploy resources for mitigation of perceived gaps in equity and success.

Theme 6: Resources

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

6.1. Evaluate and improve available resources annually.

6.1.1. Use data and funding as a guide to utilize resources to meet the needs of GBC students and institution.

6.1.2. Assess current technology trends that lead to continuous improvement.

6.1.3. Enhance transparency and usefulness of the budget process.

6.1.4. Develop a diverse revenue stream to maximize success and support our long-term growth.

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



POLICY AND PROCEDURE

Title: service animal Policy

Policy No.: 6.2

Department: Student Services

Contact: Student Disability Services Coordinator

Policy

Great Basin College (GBC) is committed to reasonably accommodating individuals with disabilities in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Fair Housing Act. Although GBC policy does not generally permit animals in campus facilities, the College has established the following policy to ensure students who require service animals due to a disability have equal access to GBC programs and services.

This policy differentiates service animals as defined by the ADA from support animals and pets. Additionally, this policy addresses the requirements for handlers and their service animals and denotes campus locations in which service animals are off-limits.

1.0: Service Animal Terminology

Disability Resource Center (DRC): GBC office that collaborates with individuals, faculty, and staff to ensure that individuals with disabilities have equal access to all GBC programs and activities.

Handler: A person with a service or emotional support animal.

Pet: A domestic animal kept for pleasure or companionship unrelated to a disability. Pets are not permitted in college facilities.

Service animal: A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability. The service animal does not need to be professionally trained. The work or tasks performed by the service animal must be directly related to the individual's disability. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Examples of work or tasks done by a service animal include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person to take prescribed medications, calming a person with Post-Traumatic Stress Disorder (PTSD) during an anxiety attack or performing other duties. Under particular circumstances set forth in the ADA regulations at 28 CFR 35.136(i), a miniature horse may

qualify as a service animal. If there is a question about whether an animal is a service animal, the Student Disability Services Coordinator should be contacted for clarification.

Trainee: An animal undergoing training to become a service animal. A trainee will be housebroken and fully socialized. To be fully socialized means the animal will not, except under rare occasions, bark, yip, growl or make disruptive noises; will have a good temperament and disposition; will not be aggressive. A trainee will be under control of the handler, who may or may not have a disability. If the trainee begins to show improper behavior, the handler will act immediately to correct the animal or will remove the animal from the premises.

Support animal: A support animal (also sometimes referred to as an assistance animal, therapy animal or comfort animal), is an animal that provides emotional or other support/assistance that alleviates one or more identified symptoms or effects of a person's disability. Unlike a service animal, a support animal may be an animal other than a dog and does not necessarily assist a person with a disability with activities of daily living, nor does it accompany a person with a disability at all times. A support animal is a disability-related accommodation and, if approved by the Disability Resource Center, may be allowed in a student's assigned residence on campus. Unlike a service animal, a support animal is generally only permitted within the student's assigned residence on campus.

2.0 Requirements of Faculty, Staff, General Campus Students

Faculty and staff are encouraged to suggest to a handler that they meet with DRC staff prior to the start of classes or as soon as possible upon arriving on campus.

Faculty and staff must permit service animals to accompany their handler at all times and everywhere on campus except where off-limits (see Section 6), regardless of whether they have met with DRC staff or registered their service animal.

When it is not obvious what service an animal provides, only two questions can be asked to determine if a dog is a service animal:

- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

Faculty and staff may not to ask about the handler's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

In addition, faculty, staff and students must not:

- pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.
- feed a service animal.
- deliberately startle, tease, or taunt a service animal.
- separate or attempt to separate a partner from his or her service animal.

Faculty, staff, and students who are affected by animals due to a medical condition or other disability as defined by the ADA must contact the DRC if they have a health or safety related concern about exposure to a service animal. The student raising a concern about the service animal will be asked to provide documentation that identifies the condition(s) as a disability and register with the Disability Resource Center; a determination will be made on whether there is need for an accommodation. GBC will provide reasonable accommodations to individuals as needed.

If a faculty or staff member is concerned about the presence or behavior of a student's service animal on campus, they should contact the DRC.

In cases of immediate danger, which may occur when the service animal is out of control or poses a threat of serious injury, observers should contact GBC Campus Security 775-934-4923.

3.0 Requirements for Service Animals on Campus

Handlers bringing a service animal on campus are strongly encouraged to meet with the Disability Resource Center prior to the start of classes to review responsibilities of handlers, help ensure access questions are answered, and address any accommodation needs the handler may have. Handlers are also encouraged to register their service animal with the DRC, but registration is not required.

Regardless of whether the handler meets with DRC staff or has registered their service animal, they are responsible for the following:

- **Licensing and vaccinating the service animal:** Services Animals must be licensed and immunized in accordance with the laws, regulations, and ordinances of the city/county of enrollment, and the State of Nevada.
- **Controlling the service animal:** Service animals must be under the control of their handler. This includes harnessing, leashing, or tethering, unless the individual's disability prevents using these devices or these devices interfere with the service animal's safe, effective performance of tasks. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
- **Ensuring the housebreaking of a service animal and cleanup of accidents:** Partners/handlers are required to ensure their service animal is housebroken. In the event of an isolated incident of a service animal failing to control its bodily eliminations due to illness or accident, the handler is responsible for immediately and properly cleaning up and disposing of any bodily fluids or solid waste. The bodily fluids and solid waste must be disposed of properly by being placed in a plastic bag and put in an outdoor waste receptacle. Individuals with disabilities who are unable clean up after their own service animal must notify the Disability Resource Center so that other arrangements can be made.
- **Monitoring the health of their service animal:** service animals that are ill should not be taken into public areas. A partner/hander with an ill animal may be asked to remove the service animal from college facilities until it is well.

4.0 Service Animals in Student Housing

Handlers with a service animal residing in Student Housing should register their animal with the DRC prior to moving into Student Housing.

Advanced registration is intended to allow more flexibility in meeting the handler's specific requests for housing through an interactive conversation with the Student Housing Coordinator and, with the handler's written consent, notify roommates that a service animal will be residing in their shared assigned space.

Handlers registering their animal with the DRC will not be asked for disability documentation, nor will the handler be charged any additional fees due to the Service Dog residing in Student Housing.

5.0 Requirements for Handlers with Service Animals Residing in Student Housing

Handlers who reside in GBC Student Housing are responsible for the following:

- **Ensuring that the service animal does not interfere with the quiet enjoyment of other residents.** Disruptions to quiet enjoyment may include excessive barking, running around, or improper behavior.
- **Providing the service animal with care and supervision.** Care and supervision of the service animal are the sole responsibility of the handler. This includes, but is not limited to, removal of the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal
- **Maintaining control of the service animal at all times, including following all leash laws unless the leash would inhibit an service animal's ability to provide service.** handlers must not let the service animal go loose or run at large. If an animal is found running at large, the animal is subject to capture, confinement, and immediate removal from Student Housing.
- **Ensuring the prompt cleanup of the service animal's waste and, when appropriate, toileting the animal in areas designated by the College.** Indoor animal waste must be placed in a sturdy plastic bag and securely tied before being disposed of in an outside trash dumpster.
- **Containing the service animal and be present in the event of the College's response to a service request in the handler's Student Housing unit.** If handler does not contain the service animal and is not present during the visit, College staff or contractors will not enter to complete the repair, unless other arrangements have been agreed upon in advance.
- **Covering any expenses incurred for required cleaning above and beyond a standard cleaning or for repairs or replacements assessed at the time of the repair or after the student and animal vacate the student housing unit.** This includes (without limitation) replacement of furniture, carpet, window, wall covering, etc. The handler is expected to cover these costs at the time of repair and/or move-out. The handler shall have no claim against the College for any financial obligations resulting from the actions of the service animal. The College shall have the right to bill the handler for unmet obligations.
- **Overseeing all aspects of the service animal's health and well-being and following all local ordinances including the following:**
 - **Vaccination:** In accordance with local ordinances and regulations, the animal must be immunized against diseases common to that type of animal. Dogs must have current

vaccination against rabies and wear a rabies vaccination tag. Cats should have the normal shots required for a healthy animal. Great Basin College reserves the right to request documentation showing proof of vaccination upon request.

- **Licensing:** The handler must comply with any applicable licensing requirements. It is the handler's responsibility to know and understand these ordinances, laws, and regulations. The College reserves the right to request documentation showing that the animal has been licensed in accordance with local licensing requirements.
- **Training:** service animals must be housebroken, as applicable.
- **Leashing/Control of the service animal:** If appropriate, the animal must be on a leash as required by County Ordinance unless the leash would inhibit an service animals ability to provide service.
- **Inspection:** The handler's residence may be inspected for fleas, ticks or other pests as needed. The Student Housing Coordinator will schedule the inspection. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a GBC-approved pest control service.
- **No Abandonment or Mistreatment:** service animals must not be left unattended overnight in Student Housing. If the handler leaves campus overnight, the service animal should accompany the handler. Students will not be issued additional keys or access cards for caretakers. Service animals must not be subjected to abuse or neglect.

Additional Recommendation:

- While it is not required, GBC strongly encourages handlers to maintain liability insurance coverage for the service animal in order to protect the handler and family from risk of significant legal and financial liability. The handler will in all cases be held financially responsible for the actions of the service animal, including any incident where the service animal causes bodily injury to another person, regardless of whether the handler has obtained insurance coverage. The handler is solely responsible for any bodily injury to others caused by the service animal and will defend, indemnify and hold the Board of Regents of the Nevada System of Higher Education and GBC harmless for any liability or damages imposed or sought to be imposed as a result of any such bodily injury.

6.0 Areas Off-Limits to service animals

Service animals are typically allowed to accompany the individual with a disability wherever they go. However, exclusions may be made where a significant risk of substantial harm to health or safety exists that cannot be eliminated or reduced with reasonable accommodation.

Examples of areas in which service animals may be prohibited include:

- **Science Laboratory areas or classrooms where chemicals and/or organisms are used in research or to teach science subjects:** the natural organisms carried by dogs and other animals may negatively affect the outcome of the laboratory experiments. Additionally, chemicals and/or organisms used in these science laboratories may be harmful to service animals.

- **Areas where there is a danger to the service animal:** any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals**. (e.g., mechanical rooms, custodial closets, Career and Technical education area/classrooms for live experience, metal/machine shops)
- **Clinical Experiences or practical/clinical training areas for educational programs in the health fields and training programs in which an animal in an area would pose a significant risk to the health of another individual.** This would include an area of isolation or where sterile materials are stored or used, an area where surgical instruments may be dropped, an area where the service animal might inhibit or prevent medical responders from reacting to an emergency or attending to a patient (when the patient is the handler the guidelines may be different and the policy of the health facility should be followed), or where patients, who have allergies to pet dander, are located.
- **Food preparation areas:** Service animals are allowed in food service areas but are not to be in the areas where food is being prepared. **However, service animals must be allowed to accompany their owners in self-service food lines and communal food preparation areas (i.e., shared kitchen in a residence hall).**

***Handlers planning to pursue a degree or certificate in one of GBC's programs in Career and Technical Education or health related fields are strongly encouraged to contact the DRC prior to beginning their program or as soon as possible. The DRC will work with appropriate administration to ensure equal access as required by the ADA.*

7.0 Removal of a service animal

A handler of a service animal may be asked to remove the animal under the following circumstances:

- **Out of Control Behavior:** If a service animal's behavior is out of control and the handler does not take immediate and effective action to control it, the handler may be asked to remove the animal from college facilities. Examples of an out of control behavior include excessive noise (such as frequent or loud barking), running around unrestrained, damaging college property, making unwanted contact with others, or aggressive conduct such as growling, biting or threatening others. Repetitive instances of out of control behavior or behavior that poses a direct threat to the health or safety of others may result in the handler being told not to bring the animal into any college facility until the handler takes significant steps to mitigate the behavior.
- **Unreasonable Dirtiness:** An handler of a service animal that is unreasonably dirty may be asked to remove the animal from campus or a college facility until action is taken to restore the animal to reasonable cleanliness. Animals that are normally well-groomed, but messy in appearance due to seasonal shedding or becoming wet from weather or weather-related incidents are to be considered reasonably clean.

If a handler is asked to remove their service animal for any of the above reasons, the handler is welcome to return to campus, but the service animal may not return to campus until the reason for removal is effectively addressed.

In the event a service animal is not permitted to return, the DRC will work with the student to provide the handler a reasonable accommodation in place of the service animal. Should the service animal be removed from Student Housing, the handler is still expected to fulfill their obligations for the remainder of the housing contract.

8.0 Violations

For service animals in Student Housing, violation of this policy is considered to be a violation of the GBC Student Housing Agreement. Appropriate administrative action may be taken in the form of requiring the removal of a service animal (Policy 6.2, Sec. 7).

In certain circumstances (e.g., misrepresenting the need for a Service animal), a violation of this policy may be considered to be a violation of the Great Basin College Student Conduct Policy and the matter referred to the Office of the Vice President of Student Affairs for consideration

9.0 Grievances

Students who believe they have been subjected to unlawful discrimination on the basis of disability, or have been denied access to services or accommodations required by law, have the right to use this grievance procedure. Student ADA/Section 504 Grievance Policy found at: https://www.gbcnv.edu/disabilities/docs/Appeal_Protocol.pdf

For questions regarding the procedure, contact Arysta Brick, Student Disability Services Coordinator at 775-327-2336 or email arysta.brick@gbcnv.edu.

10.0 Relevant College Offices

GBC Disability Resource Center (DRC) is responsible for providing academic and housing accommodations to GBC students. Individuals with questions about accommodations should contact Arysta Brick, DRC Student Disability Services Coordinator at 775-327-2336 or email arysta.brick@gbcnv.edu.

GBC Student Housing is responsible for identifying appropriate housing for GBC students. Individuals with questions about Student Housing should contact Ryan Hathaway, Student Housing Coordinator at 775-327-2395 or email housing@gbcnv.edu.

GBC Office of Student and Academic Affairs is responsible for services, programs, and events available to students at GBC. Individuals with questions about student affairs or academic affairs should contact Eleanor O'Donnell, Assistant to the Vice President for Student Affairs at 775-327-2112 or email eleanor.odonnell@gbcnv.edu.

GBC Campus Safety is responsible for providing a safe and secure environment for all staff, faculty, students, and visitors at GBC. Individuals with questions or concerns about campus safety should contact Campus Safety at 775-934-4923 or email campus.security@gbcnv.edu.



POLICY AND PROCEDURE

Title: Support Animal Policy

Policy No.: 6.3

Department: Student Services

Contact: Student Disability Services Coordinator

Policy

Great Basin College (GBC) is committed to reasonably accommodating individuals with disabilities in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Fair Housing Act. Although GBC policy does not generally permit animals in campus facilities, the College has established the following policy to ensure students who require service animals due to a disability have equal access to GBC programs and services.

This policy differentiates service animals as defined by the ADA from support animals and pets. Additionally, this policy addresses the requirements for handlers and their service animals and denotes campus locations in which service animals are off-limits.

1.0 Definitions

Disability Resource Center (DRC): GBC office that collaborates with individuals, faculty, and staff to ensure that individuals with disabilities have equal access to all GBC programs and activities.

Handler: A person with a service or emotional support animal.

Pet: A domestic animal kept for pleasure or companionship unrelated to a disability. Pets are not permitted in college facilities.

Service animal: A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability. The service animal does not need to be professionally trained. The work or tasks performed by the service animal must be directly related to the individual's disability. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Examples of work or tasks done by a service animal include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person to take prescribed medications, calming a person with Post-Traumatic Stress Disorder (PTSD) during an anxiety attack or performing other duties. Under particular circumstances set forth in the ADA regulations at 28 CFR 35.136(i), a miniature horse may

qualify as a service animal. If there is a question about whether an animal is a service animal, the Student Disability Services Coordinator should be contacted for clarification.

Trainee: An animal undergoing training to become a service animal. A trainee will be housebroken and fully socialized. To be fully socialized means the animal will not, except under rare occasions, bark, yip, growl or make disruptive noises; will have a good temperament and disposition; will not be aggressive. A trainee will be under control of the handler, who may or may not have a disability. If the trainee begins to show improper behavior, the handler will act immediately to correct the animal or will remove the animal from the premises.

Support animal: A support animal (also sometimes referred to as an assistance animal, therapy animal or comfort animal), is an animal that provides emotional or other support/assistance that alleviates one or more identified symptoms or effects of a person's disability. Unlike a service animal, a support animal may be an animal other than a dog and does not necessarily assist a person with a disability with activities of daily living, nor does it accompany a person with a disability at all times. A support animal is a disability-related accommodation and, if approved by the Disability Resource Center, may be allowed in a student's assigned residence on campus. Unlike a service animal, a support animal is generally only permitted within the student's assigned residence on campus.

2.0 Procedures for Requesting Support Animals in Student Housing

Students requesting to have a Support Animal reside with them in Student Housing are required to follow the general procedures set forth for requesting reasonable accommodations prior to bringing the animal into their assigned living space on campus. In addition, students must submit the animal's necessary veterinary and licensing documentation and provide a picture of the animal. Once the accommodation and the animal are approved, the student must attend a meeting with the Student Disability Services Coordinator and Student Housing Coordinator to discuss implementation specific to the student's housing assignment.

Procedures for requesting reasonable accommodation may be found on the GBC Accessibility web page for Great Basin College: <http://www.gbcnv.edu/disabilities>.

GBC will consider the following factors, among others, as evidence in determining whether the presence of the animal is reasonable or in the making of housing assignments for individuals with emotional support animals:

- The size of the animal is too large for available assigned housing space.
- The animal's presence would force another individual from student housing (e.g. serious allergies).
- The animal's presence otherwise violates any individuals' right to peace and quiet enjoyment of GBC student housing facilities.
- The animal is not housebroken or is unable to live with other residents in a reasonable manner.
- The animal's vaccinations are not up-to-date.
- The animal poses or has posed in the past a direct threat to any individual, such as aggressive behavior towards or injuring an individual.

- The animal causes or has caused excessive damage to housing beyond reasonable wear-and-tear.

3.0 Addressing Concerns Arising from the Presence of support animals

As part of the process for identifying a Student Housing assignment (or if concerns arise after an assignment), the Student Housing Coordinator, Student Disability Services Coordinator, and other pertinent College offices and administrators may be notified as appropriate. The student's roommate(s), suitemate(s) or other nearby neighbors may be notified that the Support Animal will be residing in a shared space or nearby. If a concern arises regarding the presence of the Support Animal, the College will conduct an individualized assessment and Student Housing reassignments may be necessary.

Students with medical condition(s) that are affected by animals due to a medical condition or other disability as defined by the ADA must contact the DRC if they have a health or safety related concern about exposure to a service animal. The student raising a concern about the support animal will be asked to provide documentation that identifies the condition(s) as a disability and register with the Disability Resource Center; a determination will be made on whether there is need for an accommodation. GBC will provide reasonable accommodations to individuals as needed.

If a student or staff member is concerned about the presence or behavior of a student's support animal on campus, they should contact the DRC.

In cases of immediate danger, which may occur when the support animal is out of control or poses a threat of serious injury, observers should contact GBC Campus Security 775-934-4923.

4.0 Requirements for Handlers with Support Animals when Residing in Student Housing

Handlers who reside in GBC Student Housing are responsible for the following:

- **Assuring that the support animal does not disrupt Student Housing operations.** Such disruptions include an support animal unduly interfering with the routine activities of the College or causing difficulties (such as by excessive noise, for example) for students who reside there.
- **Ensuring that the support animal remains within the handler's privately assigned individual living accommodations (e.g., room, suite, or apartment) while on campus.** An exception is made for taking the animal out for natural relief in approved areas. When a support animal is outside the private individual living accommodations, it must be in an animal carrier or controlled by a leash or harness. Support animals are not allowed in any college facilities other than the handler's assigned living space.
- **Providing the support animal with care and supervision.** Care and supervision of the approved animal are the sole responsibility of the handler. This includes, but is not limited to, removal of the animal during emergency evacuation for events such as a fire alarm. Emergency personnel

will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal

- **Maintaining control of the support animal at all times, including following all leash laws.** handlers must not let the support animal go loose or run at large. If an animal is found running at large, the animal is subject to capture, confinement, and immediate removal from Student Housing.
- **Ensuring the prompt cleanup of the support animal's waste and, when appropriate, toileting the animal in areas designated by the College.** Indoor animal waste must be placed in a sturdy plastic bag and securely tied before being disposed of in an outside trash dumpster.
- **Containing the support animal and be present in the event of the College's response to a service request in the handler's Student Housing unit.** If handler does not contain the support animal and is not present during the visit, College staff or contractors will not enter to complete the repair, unless other arrangements have been agreed upon in advance.
- **Covering any expenses incurred for required cleaning above and beyond a standard cleaning or for repairs or replacements assessed at the time of the repair or after the student and animal vacate the student housing unit.** This includes (without limitation) replacement of furniture, carpet, window, wall covering, etc. The handler is expected to cover these costs at the time of repair and/or move-out. The handler shall have no claim against the College for any financial obligations resulting from the actions of the support animal. The College shall have the right to bill the handler for unmet obligations.
- **Overseeing all aspects of the support animal's health and well-being and following all local ordinances including the following:**
 - **Vaccination:** In accordance with local ordinances and regulations, the animal must be immunized against diseases common to that type of animal. Dogs must have current vaccination against rabies and wear a rabies vaccination tag. Cats should have the normal shots required for a healthy animal. The handler should be prepared to provide documentation showing proof of vaccination upon request.
 - **Licensing:** The handler must comply with any applicable licensing requirements. It is the handler's responsibility to know and understand these ordinances, laws, and regulations. The College reserves the right to request documentation showing that the animal has been licensed in accordance with local licensing requirements.
 - **Training:** support animals must be housebroken, as applicable.
 - **Leashing/Control of the support animal:** If appropriate, the animal must be on a leash as required by County Ordinance unless the leash would inhibit an support animals ability to provide service.
 - **Inspection:** The handler's residence may be inspected for fleas, ticks or other pests once a quarter or as needed. The Student Housing Coordinator will schedule the inspection. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a GBC-approved pest control service.
 - **No Abandonment or Mistreatment:** support animals must not be left unattended overnight in Student Housing. If the handler leaves campus overnight, the support animal should accompany the handler. Students will not be issued additional keys or access cards for caretakers. Support animals must not be subjected to abuse or neglect.

- **Notifying the Student Disability Services Coordinator if a support animal is no longer required to ensure equal access and enjoyment of Student Housing or if the support animal is no longer in residence.**
 - The support animal is allowed to reside in the GBC student housing facility only as long as it is necessary because of the handler's disability. The handler must notify the DRC in writing if the support animal is no longer needed or is no longer in residence.
 - To replace an support animal, the new animal must be necessary because of the handler's disability and the handler must follow the procedures in this policy and the Reasonable Accommodation Policy when requesting a different Support Animal.

Other Conditions:

- GBC reserves the right to place other reasonable conditions or restrictions on support animals, e.g., to balance with the needs of other individuals with disabilities.

Recommendations:

- While it is not required, GBC strongly encourages handlers to maintain liability insurance coverage for the support animal, in order to protect the handler and family from risk of significant legal and financial liability. The handler will in all cases be held financially responsible for the actions of the support animal, including any incident where the support animal causes bodily injury to another person, regardless of whether the handler has obtained insurance coverage. The handler is solely responsible for any bodily injury to others caused by the support animal and will defend, indemnify and hold the Board of Regents of the Nevada System of Higher Education and GBC harmless for any liability or damages imposed or sought to be imposed as a result of any such bodily injury.

5.0 Removal of a Support Animal
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A handler of a support animal may be asked to remove the animal from Student Housing under the following circumstances:

- **Out of control behavior/direct threat:** If the support animal's behavior is out of control and the handler does not take immediate and effective action to control it, the handler may be asked to remove the animal from college facilities. Examples of an out of control behavior include excessive noise (such as frequent or loud barking), running around unrestrained, damaging College property, making unwanted contact with others, or aggressive conduct such as growling, biting or threatening others. Repetitive instances of out of control behavior or behavior that poses a direct threat to the health or safety of others may result in the handler being asked to remove the animal from Student Housing until the handler takes significant steps to mitigate the behavior.
- **Unreasonable dirtiness:** An handler of an support animal that is unreasonably dirty may be asked to remove the animal from Student Housing until action is taken to restore the animal to reasonable cleanliness. Animals that are normally well-groomed, but messy in appearance due

to seasonal shedding or becoming wet from weather or weather-related incidents are to be considered reasonably clean.

- **Failure to follow handler requirements:** If the handler fails to comply with handler's Responsibilities as provided in this Policy, the handler may be asked to remove the animal.
- **Fundamental alteration to services provided by student housing:** When an animal's presence results in a fundamental alteration of the essential nature of the goods, services, facilities, privileges, advantages, or accommodations offered by Student Housing, the handler may be asked to remove the animal.

If a handler is asked to remove their service animal for any of the above reasons, the handler is welcome to return to campus, but the service animal may not return to campus until the reason for removal is effectively addressed.

In the event a service animal is not permitted to return, the DRC will work with the student to provide the handler a reasonable accommodation in place of the service animal. Should the service animal be removed from Student Housing, the handler is still expected to fulfill their obligations for the remainder of the housing contract.

6.0 Violations

A violation of this policy is considered to be a violation of the GBC Student Housing Agreement. Appropriate administrative action may be taken in the form of requiring the removal of an support animal, or terminating an individual from Housing.

In certain circumstances (e.g., misrepresenting the need for a Service or Support Animal), a violation of this policy may be considered to be a violation of the Great Basin College Student Conduct Policy and the matter referred to the Office of the Vice President of Student Affairs for consideration

7.0 Grievances

Students who believe they have been subjected to unlawful discrimination on the basis of disability, or have been denied access to services or accommodations required by law, have the right to use this grievance procedure. Student ADA/Section 504 Grievance Policy found at: https://www.gbcnv.edu/disabilities/docs/Appeal_Protocol.pdf

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