



# **STRATEGIC PLAN UPDATE**

## **Executive Summary**

**November 5, 2025**

Fall 2025

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## EXECUTIVE SUMMARY

### STRATEGIC PLAN UPDATE ~ NOVEMBER 5, 2025

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The Nevada Board of Professional Engineers and Land Surveyors developed a comprehensive Strategic Plan in March 2017. The plan was created using a 10-30 year planning horizon based on the Boards's core ideology consisting of a core purpose and core values. The Strategic Plan is attached as **Appendix A**.

Because the Strategic Plan had been developed in 2017, the board felt it should periodically reconsider the outcomes from its contents. The Board met September 11, 2020, to comprehensively review its goals and actions from the Strategic Plan and consider any needed updates.

At the September 11, 2020, Strategic Planning Session, the Board reaffirmed that the goals developed based on the 10-30 year planning horizon were still relevant. The session then focused on review and refresh of strategies. It was agreed that tactics and action items would be driven by the strategies and developed by the Board and its committees at future meetings.

The Board met again November 5, 2025, to reconsider the relevance of the goals and strategies associated with the Strategic Plan. The board reaffirmed that the goals were still current and focused on reviewing and refreshing their strategies. The updated strategies will be used to develop and drive tactics and action items of the Board, its committees, and staff.

This document incorporates an additional core value, reaffirms the Board's goals derived from the Strategic Plan, and documents the board's strategies for the next 2-3 year planning horizon. New or revised items are shown in **bold**.

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## EXECUTIVE SUMMARY

### PURPOSE ~ MISSION ~ CORE VALUES

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#### Purpose

The purpose of the board, as stated in Nevada Revised Statute 625.005, is to safeguard life, health and property and to promote the public welfare by providing for the licensure of qualified and competent professional engineers and professional land surveyors.

#### Mission

Founded on the board's purpose, the board's mission is to uphold the value of professional engineering and land surveying licensure by assessing minimum competency for initial entry into the profession, and to ensure ongoing standard of professionalism by facilitating compliance with laws, regulations, and code of practice; and to provide understanding and progression in licensure by openly engaging with all stakeholders.

#### Core Values

The board's core values are:

*Integrity*

*Transparency*

#### ***Continuous Improvement***

The board's core values were identified by board members and staff during strategic planning sessions as guiding principles for the performance of their duties. At the board's November 5, 2025 meeting, the board agreed to add *Continuous Improvement* as a core value, rather than embedding it as a strategy within a specific goal. The board affirmed that continuous improvement is a fundamental guiding principle in the execution of its strategic goals. A commitment was reaffirmed to uphold these values by providing governance that is ethical, honest, and consistent, and by operating with accessibility and openness, free from unnecessary obstruction.

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## 3-5 YEAR PLANNING HORIZON

### ~ OUTCOME-FOCUSED GOALS AND STRATEGIES ~

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The following thinking represents the organization's goals for the next 3-5 years. These **Goals** are outcome-oriented statements that represent what will constitute the Nevada board's future success. The achievement of each goal will move the organization towards the realization of its Envisioned Future. The **Strategies** reflect the broad range of direction that will be undertaken to change the existing conditions in order to achieve the goal – they drive **Tactics** -- the type of work and initiatives that will need to be undertaken to achieve the goal.

**Strategies** considered at the November 5, 2025, strategic planning session discussion were presented for board consideration January 15, 2026. New or updated strategies are in bold text.

### Outcome-Focused Goals

#### 1. **Communications Outreach**

The general public, prospective licensees and other key stakeholders have a greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety and welfare.

#### 2. Licensure

The demonstrated value of licensure results in continued growth in the number, quality and diversity of licensed engineers and surveyors practicing in Nevada.

#### 3. Regulation

Nevada regulations are compatible with and reflective of the current state of practice in engineering and surveying and are in alignment with Nevada's economic development strategy.

#### 4. Operational Excellence

The Nevada Board's efficient and effective use of technology and streamlined systems, processes and procedures result in high levels of satisfaction by all stakeholders.

## Goal 1: **Communications Outreach**

The general public, prospective licensees and other key stakeholders have a greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety and welfare.

### **Strategies**

1. **Develop and implement a comprehensive communications plan**
  - **Determine and define social media strategy with target markets and establish performance metrics**
  - Increase legislators' understanding of criticality of services provided by the board and professional engineers/professional land surveyors
    - develop tactics in consultation with govt affairs liaison
  - Increase visibility of the Board
    - participation in relevant industry and association events
    - social media content on pathway to license
2. **Evolve communications capability and expand public awareness**
3. Evolve technical capability and expand social media presence
  - review performance by platform/content and make recommendations for on-going use
4. Sustain appropriate allocation of resources for effective content development
  - budgeting for range of communication options

## Goal 2: Licensure

The demonstrated value of licensure results in continued growth in the number, quality and diversity of licensed engineers and surveyors practicing in Nevada

### **Strategies**

1. Increase/stress the importance of licensure to university level students
  - communicate to freshman and capstone classes (presentation)
  - PAL committee active in this area
  - relevant social media content

2. Increase the public's knowledge about the value of licensure
  - expand content on the public section of website
3. Increase kids' knowledge of what engineers/land surveyors do
  - coordinate with PAL participant activities
    - **develop mission and vision statements for PAL**
    - **schedule regular PAL committee meetings**
  - point of contact for speakers on the professions (PE PLS)
  - focus on under-graduate level
4. Continuously work to improve the process and portability of licenses
  - ongoing evaluation of regulations and efficiencies of the licensing process
5. **Support alternative higher education pathways** to meet land surveyor education requirements
6. Maintain relevancy of engineering licensure, specifically as it relates to emerging fields of engineering
  - engage nationally/internationally to increase awareness of industry trends

### Goal 3: Regulation

Nevada regulations are compatible with and reflective of the current state of practice in engineering and surveying and are in alignment with Nevada's economic development strategy.

#### Strategies

1. Maintain currency and applicability of statutes and regulations
  - program of continuous review and evaluation
2. Increase relationships with key stakeholders
  - constant and relevant two-way communication
3. Increase awareness of new/emerging technologies in relation to statutes and regulations
  - participate in relevant national/international working groups

## Goal 4: Operational Excellence

The Nevada Board's efficient and effective use of **data**, technology, and streamlined systems, processes and procedures result in high levels of satisfaction by all stakeholders.

### Strategies

1. Maintain effective **staff capability and** capacity
  - continuous review of staff functions
  - cross train in core areas
  - **develop a succession plan**
2. **Document “good things” done by the board**
3. Maintain business plan for resource allocation to support board goals
  - adjust staffing as needed to execute business plan
4. Maintain effective office and administrative processes
  - evaluate against available technology
  - monitor quality of admin communications
5. Increase transparency and communication with stakeholders of board functions, operations, and initiatives
  - **Continue publishing** annual report of board activities for the public record (**publish as an informational item in board meeting materials**)

# **Appendix A**

## **Approved Strategic Plan**

DRAFT



# Approved 2017-2021 Strategic Plan

## Nevada Board of Professional Engineers and Land Surveyors

Developed in Las Vegas  
March 29 & 30, 2017

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## Background

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This draft of the Nevada Board of Professional Engineers and Land Surveyors' Strategic Plan is based upon 1) the input from a survey of the Board conducted in January 2017 and 2) the results of a random sample survey of Licensees conducted in February 2017 plus 3) the March 2017 Strategic Planning Retreat held in Las Vegas, NV.

Participants in the retreat received the results of the 2 pre-session data collections to inform their thinking.

This Draft Plan encompasses the Key Plan elements which emerged from the discussion:

- Mission/Core Purpose
- Core Values
- Vivid Description of the Future
- Strategic Issues of Concern
- Outcome Focused Goals
- Objectives to achieve the goals
- Strategies for priority areas of focus.

While strategies to accomplish the goals and objectives were developed at the retreat, strategies are not considered a part of the plan being approved, because they can change so frequently throughout the planning cycle as the environment shifts.

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## 10-30 YEAR PLANNING HORIZON

### ~ CORE IDEOLOGY & ENVISIONED FUTURE ~

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**Core ideology** describes an organization's consistent identity that transcends all changes related to its relevant environment. Core ideology consists of two parts: **core purpose** – the organization's mission or reason for being – and **core values** – essential and enduring principles that guide an organization.

#### **CORE PURPOSE OF THE NEVADA BOARD REMAINS UNCHANGED**

*To safeguard life, health, and property and to promote the public welfare by providing for the licensure of qualified and competent professional engineers and professional land surveyors.*

#### **DRAFT CORE VALUES OF THE NEVADA BOARD**

1. *Integrity*<sup>1</sup>
2. *Transparency*

**Vision** is a clear and compelling catalyst that serves as a focal point for effort. The **Vivid Description of the Future** describes what would constitute success 10-20 years from now.

#### **What would we like to see happen?**

- Updated regulations and statutes
- Renewed interest of young people
- No exemptions
- More public awareness
- Able to better educate future engineers/land surveyors on importance of licensure
- Raise the bar of the profession
- Catch up with technology
- Streamline licensure
- Provide alternative path for surveyors while maintaining 4 year degree requirement
- Engaged with younger people via social media
- More involvement in STEM

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<sup>1</sup> The group determined that integrity encompasses trustworthy, fair, ethical, respected, consistency, compassion, attentive/thorough. At a future date, the group may choose to write statements which more fully explain the intent behind these two core values.

**What will the Nevada Board look like?**

- Diverse
- Engaged
- Committed
- Approachable
- More visible to public
- Exemplary board to be respected

**What will the Board feel like to licensees?**

- Licensure process easy to go through
- Information attainable through smart devices
- Readily available at fingertips
- They see the Board as a resource
- Fair and honest professionals
- Solve problems in timely fashion
- Progressive
- Here to help vs. bring hammer down
- Available and personable

**What will the Board feel like to other stakeholders?**

- Understood
- Recognizable
- Have value to them
- Public feels safe/understands what we do

**What will it have achieved?**

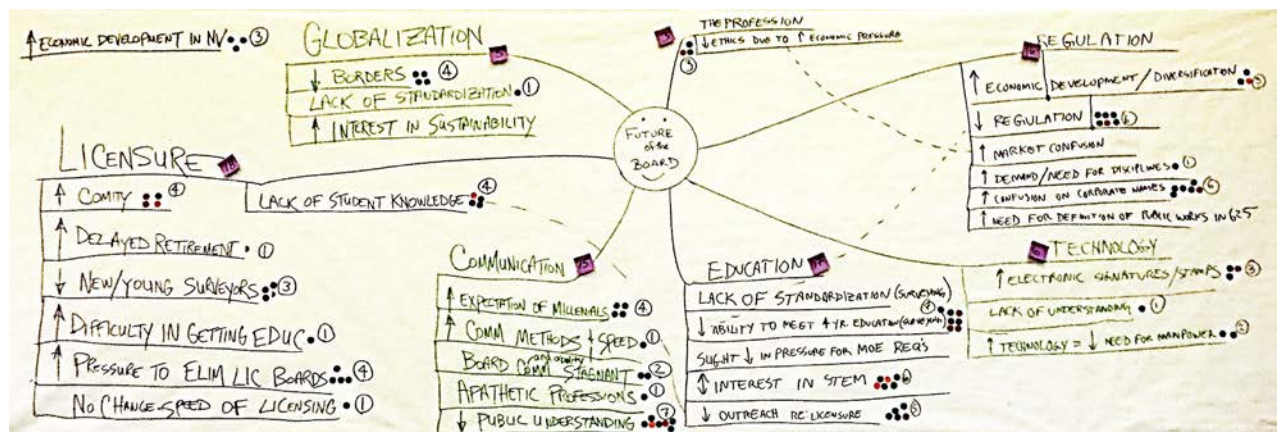
- Board is efficient and effective in licensing applicants in a timely manner
- Increase in rate (number) of licensees
- Allied with economic development of Nevada
- Public, Board and Legislators have a clear understanding of what surveyors and PEs do
- Overall process is simplified and user friendly as possible
- Known
- Revised NRS/NACS laws to address prior items
- More fluid/efficient/faster in comity

# 5-10 YEAR PLANNING HORIZON

## ~ BUILDING FORESIGHT: ENVIRONMENTAL FACTORS ~

**Assumptions about the relevant future environment** will help the Nevada Board purposefully update its strategic plan on an annual basis. Goals are a necessary foundation for successful strategic planning. Goals are based, in part, on anticipation of the possible future. The Board's projected future environment is described in this section. An annual review of these assumptions will help the organization ensure the ongoing relevance of its strategy. When conditions change, strategy will need to be adjusted. The assumptions, which appear here, are those deemed to be most critical to the Nevada Board within the next 3-5 years.

Working together the group created a visual 'mind map' of the emerging trends and issues that might have an impact of the Nevada Board and those it serves over the life of the plan. The picture of the mind map appears below.



These are the key areas identified along with frequency counts of the relative importance of the identified trends. Contradictory trends were permitted. The numbers indicate the number of votes each item received. N= 15

- 18 Licensure
- 17 Education
- 16 Regulation
- 15 Communications
- 6 Technology
- 5 Globalization
- 3 The Profession
- 3 Economic Development

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# 5-10 YEAR PLANNING HORIZON

## ~ MEGA ISSUES ~

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**Mega-issues** are issues of strategic importance that represent challenges the organization will need to face in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the envisioned future and form a basis for dialogue about the **choices facing the organization**. These questions can also serve as an ongoing menu of strategic issues that the Board and Senior Staff can use--in a knowledge-based approach to gathering insights relative to the Nevada Board's strategic position and directional choices--to create regular opportunities for strategic dialogue about the issues facing the organization and its member boards. These are not presented in any prioritized order.

### State Laws and Regulations

1. How can we get the regulations and ordinances to work for the licensees?
2. To what extent do we want to regulate engineering after defining what engineering is?
3. How does state level regulation fit into continued globalization of profession?
4. How much do we want to work within boundaries of existing state laws vs. create the new boundaries?
5. How can the Board respond to trends of deregulation and elimination of licensing boards and legislation that diminishes the Board's ability to regulate the profession?

### How the Board Functions and What it Pays Attention To

6. How can we become more flexible in the way we think and operate?
7. How can we best use technology to help us achieve our goals? How do we attain technical ability to keep up with the times?
8. How do we engage technical customer base and provide ways that they can communicate that would be most comfortable for them?
9. What communications methods should we consider to enhance communications?
10. How can we motivate ourselves as a Board to accomplish what we are trying to do?
11. How do we get more insight on what Millennials want?

### Outreach

12. How do we promote engineering profession in young women/younger generation?
13. How do we best engage with our profession?
14. What steps can we take to begin reaching the needs of licensees?
15. How do we engage engineers in the industrial field to gradually eliminate the industrial exemption?
16. How do we interface with students to encourage them to get licensed?

### Other

17. How can we enhance mobility, i.e., How do I take the New Mexico exam proctored in our NV office? How do we take other state exams in NV without having to travel? And vice versa?
18. Education – LS—Why is education essential to our fields and is it a hindrance or a helper?
19. How do we encourage STEM learning and promote the profession and educate new generation of professionals?

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## 3-5 YEAR PLANNING HORIZON

### ~ OUTCOME-FOCUSED GOALS AND OBJECTIVES ~

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The following thinking represents the organization's goals for the next 3-5 years. These **Goals** are outcome-oriented statements that represent what will constitute the Nevada Board's future success. The achievement of each goal will move the organization towards the realization of its Envisioned Future. The **Objectives** reflect the broad range of direction that will be undertaken to change the existing conditions in order to achieve the goal – they drive **Strategies** -- the type of work and initiatives that will need to be undertaken to achieve the goal.

#### 4 Outcome-Focused Goals

##### ***Outreach***

The general public, prospective licensees and other key stakeholders have a greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety and welfare.

##### ***Licensure***

The demonstrated value of licensure results in continued growth in the number, quality and diversity of licensed engineers and surveyors practicing in Nevada.

##### ***Regulation***

Nevada regulations are compatible with and reflective of the current state of practice in engineering and surveying and are in alignment with Nevada's economic development strategy.

##### ***Operational Excellence***

The Nevada Board's efficient and effective use of technology and streamlined systems, processes and procedures result in high levels of satisfaction by all stakeholders.



## Goals and Objectives

Objectives flagged in bold face and highlighted in yellow are areas identified as priorities for the first 18-24 months of the plan. Objectives appear below the goal in descending order of priority. Detailed strategies for accomplishing them appear starting on page 15.

### **Goal 1 Outreach**

The general public, prospective licensees and other key stakeholders have a greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety and welfare.

#### **Objectives**

- 1. Increase legislators understanding of criticality of services provide by PE/PLS**
- 2. Increase technical capability and social media presence**
3. Increase visibility of the Board
4. Increase spending on message development
5. Increase modes of delivering messages and frequency of delivering messages

### **Goal 2 Licensure**

The demonstrated value of licensure results in continued growth in the number, quality and diversity of licensed engineers and surveyors practicing in Nevada

#### **Objectives**

- 1. Increase/stress the importance of licensure to university level students**
- 2. Increase the public's knowledge about the value of licensure**
3. Increase kids' knowledge of what Engineers/LS do
4. Speed up process of licensure by comity
5. Provide options to meet LS educational requirements

### **Goal 3 Regulation**

Nevada regulations are compatible with and reflective of the current state of practice in engineering and surveying and are in alignment with Nevada's economic development strategy.

#### **Objectives**

- 1. Decrease the number of old, out-dated regulations and increase applicability of regulations**
2. Increase relationships with key stakeholders
3. Increase awareness of new/emerging technology

### **Goal 4 Operational Excellence**

The Nevada Board's efficient and effective use of technology and streamlined systems, processes and procedures result in high levels of satisfaction by all stakeholders.

#### **Objectives**

- 1. Increase staff capacity**
- 2. Create a business plan/budget to fund new initiatives /board improvements/ updates**
- 3. Update all office and administrative processes**
4. Build a data collection strategy to ensure data needed for effective decision-making

# Priority Objectives<sup>2</sup> with Strategies for First 18-24 months

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## **Goal 1 Outreach**

### **Objective 1 Increase legislators understanding of criticality of services provide by PE/PLS**

1. Develop a plan with lobbyists to involve legislature members with Board; i.e., Board meetings, meet and greets, etc.
2. Develop a plan to involve Board lobbyist with legislators on an ongoing basis
3. Create the 'value added' message
4. Leverage BOE/PAL relationships with associations to develop a unified message

### **Objective 2 Increase social media presence**

1. Find and hire the appropriate consultant to support this objective
2. Develop a social media plan with consultant
3. Identify best social media modes/methods
4. Identify audiences
5. Establish social media budget
6. Establish the role of BOE staff in social media
7. Research and use association resources (NALS, NCEES, ASCE, NSPE, etc)

## **Goal 2 Licensure**

### **Objective 1 Increase public knowledge about licensure**

1. Determine targeted audiences
2. Develop and implement a PR campaign (link with Outreach Objective #2)

### **Objective 2 Increase the importance of licensure to university students**

1. Encourage university professors to promote licensure and share process
1. Provide board Ambassadors to work with UNR/UNLV on informing students on licensure – one from North and one from South

### **Objective 3 Increase kids knowledge of Engineering/Land Surveying**

1. Participate in career days
2. Work with professional groups
3. Inform school districts of our willingness to share about Engineering/Land Surveying

## **Goal 3 Regulation**

### **Objective 1 Decrease outdated regulations and increase applicability of regulations**

1. Identify outdated/not applicable regulations
2. Remove obsolete regulations
3. Update/modify/create remaining regulations
4. Adopt new regulations – follow process

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<sup>2</sup> Objectives flagged in yellow are priorities for the first 18-24 months. Other objectives and strategies noted during the retreat are also captured and reported here

**Objective 2 Increase relationships with key stakeholders**

1. Identify key stakeholders (link to other stakeholder work)
2. Create/develop new relationships
3. Leverage existing relationships
4. Maintain / foster relationships
5. Create process to regularly evaluate effectiveness of current relationships

**Objective 3 Increase awareness of new/emerging technologies**

1. Identify resources (organizations, boards, industry) that are dealing with some of the same issues for potential partnerships/collaborations
2. Identify/subscribe to new technology publications
3. Create/develop relationships with Nevada Economic Development office
4. Identify how we can have licensees tell us about what's new – newsletter, website?

**Goal 4 Operational Excellence**

**Objective 1 Increase staff capacity**

1. Hire full or part time consultants as needed
2. Staff training as needed
3. Conduct a workload assessment
4. Create a plan of action
  - Hire social media consultant (see Outreach goal)
  - Fill compliance position (April 17)
  - Fill part time position in Las Vegas office (in pipeline)
  - Possible need for additional office staff for newsletter publishing on a regular basis (1/4 time?)

**Objective 2 Create a business plan/budget to fund new initiatives /board improvements/ updates**

1. Prioritize captured action items both in time and money

**Objective 3 Update all office and administrative processes**

1. Scan/convert paper to PDF and shred paper
2. Old and new
3. QC is in place

**Objective 4 Build a data collection strategy to ensure we have data needed for effective decision-making**

## APPENDIX

The information contained in the Appendix is provided as reference in evaluating the draft plan. Based on the mind map, small groups identified what they believed to be the most important trends and then what the Nevada Board is currently doing to address the trend and what they wish the Board could do. Here are the notes from those discussions

Consolidated table discussions of trends from Mind Map

| Doing Now                                                                                                                                              | Wish We Could Do                                                                                                                                                                                                                                                                                     | Regrets                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4 Year Degree for Surveyors</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Watching from sidelines</li> <li>Enforcing regulations</li> <li>Promoting relationships with GB/UNLV</li> </ul> | <ul style="list-style-type: none"> <li>Allow for experience options (need more options)</li> <li>Revise regs/Alternate Education regs required;</li> <li>Further continue education programs</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Wish knew end point when creating original requirement</li> <li>Harder to obtain 4 years</li> </ul> |
| <b>Comity</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Streamlined procedures to simplify (internal steps to make easier),</li> <li>Reg. comity agreement</li> </ul>   | <ul style="list-style-type: none"> <li>Nice if other states did the same kind of changes</li> <li>Licensure ≤ 30 days</li> <li>Licensure at staff level</li> <li>State specific exam (PLS) proctored</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li></li> </ul>                                                                                         |
| <b>Regulations</b>                                                                                                                                     |                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
| <ul style="list-style-type: none"> <li>We are watching from sidelines, just monitor now</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Wish would make revisions when needed</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li></li> </ul>                                                                                         |
| <b>STEM</b>                                                                                                                                            |                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Not doing anything (2)</li> <li>Karen's Book</li> <li>Speaker on women in STEM</li> </ul>                       | <ul style="list-style-type: none"> <li>Engage industry more to get word out more collaboratively</li> <li>PAL</li> <li>School district coordinated speakers</li> <li>Community service group coordinator</li> <li>Outreach from Board</li> <li>Younger education</li> <li>Fund education/</li> </ul> | <ul style="list-style-type: none"> <li>Lack of enthusiasm</li> </ul>                                                                       |

|                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                         | programs <ul style="list-style-type: none"> <li>• Social media</li> </ul>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                            |
| Public/Student/Licensee Understanding                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Place for public interface on website update,</li> <li>• PAL (2)</li> <li>• Responding to invites</li> <li>• New website</li> <li>• Staff</li> <li>• Speak to students when invited</li> </ul> | <ul style="list-style-type: none"> <li>• PR on PE/PLS</li> <li>• Regular newsletter</li> <li>• Regular blog on website</li> <li>• Committees to go to UNR/UNLV/GBC to talk about licensure</li> <li>• School district/coor. Speakers</li> <li>• Twitter, Instagram, Snapchat, Facebook</li> <li>• Organized PR</li> <li>• Social media</li> <li>• Ambassador to UNR and UNLV</li> </ul> | <ul style="list-style-type: none"> <li>• Inconsistency</li> <li>• Diluted message</li> <li>• Lack of PAL for about 4 years</li> <li>• Economics</li> </ul> |
| Economic Development                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Conditional Approval</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• What are we regulating</li> <li>• What is engineering</li> <li>• Regulations</li> <li>• PE/PLS in each office in NV</li> <li>• Exemptions?</li> <li>• License other new/emerging disciplines</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Invite to table re NV economic initiatives</li> </ul>                                                             |
| Corporate Registration                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Enforcing as best possible</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Revise law for better understanding</li> </ul>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Inconsistency</li> </ul>                                                                                          |
| Deregulation                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Legislative Committee</li> <li>• Lobbyist</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Show the value of the board to legislature</li> <li>• Educate public/legislature</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• They don't understand</li> </ul>                                                                                  |

## ~ CONDITIONS ~

This section includes an assessment of the **conditions** that make each goal important to the Board. Participants were given 2 **critical** votes each (must be addressed in the plan) and 8 **important** votes (addressed if time and resources available). Each critical vote is counted as 2 points in the total. The priority conditions identified are the basis for the the Draft Objectives. This is intended to be a guiding tool, not a prescriptive vote.

Weighting: Critical Condition count 2; Important Conditions count 1

| <b>Outreach Goal</b>                                                             | <b>Critical</b> | <b>Important</b> | <b>Total</b> |
|----------------------------------------------------------------------------------|-----------------|------------------|--------------|
| 1. Legislators don't understand PE/PLS or what the Board does                    | 10              | 8                | 18           |
| 2. Limited social media capacity                                                 | 2               | 6                | 8            |
| 3. Not enough promotion of STEM                                                  | 2               | 5                | 7            |
| 4. Services provided by PE/PLS critical to safeguarding public health and safety |                 | 6                | 6            |
| 5. Public doesn't understand PE/PLS                                              |                 | 1                | 1            |
| 6. How a network we can connect to on this                                       | 2               |                  | 2            |
| 7. Don't have clear message – essential elements                                 |                 | 4                | 4            |
| 8. All stakeholders don't see our value                                          |                 | 2                | 2            |
| 9. Public assumes someone else keeps them safe – take us for granted             |                 | 1                | 1            |
| 10. Not enough engineers/LS in the pipeline                                      |                 | 1                | 1            |
| 11. Public does understand what Board does                                       |                 |                  |              |
| 12. People get information from nontraditional sources                           |                 |                  |              |
| 13. Limited resources to apply here                                              |                 |                  |              |

| <b>Licensure Goal</b>                                                                 | <b>Critical</b> | <b>Important</b> | <b>Total</b> |
|---------------------------------------------------------------------------------------|-----------------|------------------|--------------|
| 1. Value unknown to the public                                                        | 14              | 3                | 17           |
| 2. Kids don't now about E/LS as career choices                                        |                 | 8                | 8            |
| 3. Lack of licensure knowledge in University systems                                  |                 | 7                | 7            |
| 4. Takes too long to license people by comity                                         |                 | 7                | 7            |
| 5. For LS, disconnect between regs and educational opportunities to meet requirements |                 | 6                | 6            |
| 6. PLS declining                                                                      | 2               | 4                | 6            |
| 7. Women make up less than 20% of Engineers and less of LS                            |                 | 3                | 3            |
| 8. # of engineers stagnant                                                            |                 | 1                |              |

|                                                                                   |  |   |   |
|-----------------------------------------------------------------------------------|--|---|---|
| 9. Hard for LS to get needed office experience                                    |  | 1 | 1 |
| 10. Lack of awareness of breadth of engineering – scope                           |  |   |   |
| 11. LS see licensure from different lens – limited desire to leave the field work |  |   |   |
| 12. Difficult to licensure foreign engineers                                      |  |   |   |
| 13. Immigration policy                                                            |  |   |   |

| <b>Regulation Goal</b>                                              | <b>Critical</b> | <b>Important</b> | <b>Total</b> |
|---------------------------------------------------------------------|-----------------|------------------|--------------|
| 1. Regulations are antiquated                                       | 10              | 5                | 15           |
| 2. Technology constantly changing work environment                  |                 | 6                | 6            |
| 3. Have lobbyist in place                                           |                 | 3                | 3            |
| 4. Regs sometimes preclude economic development                     |                 | 2                | 2            |
| 5. Not looped into NV Economic Development                          |                 | 2                | 2            |
| 6. May need to compromise ethics to align with economic development | 2               | 1                | 3            |
| 7. Have control over our rules, changing statutes more difficult    |                 | 1                | 1            |
| 8. Board members are volunteers                                     |                 | 1                | 1            |
| 9. Process to change regulations is cumbersome and sometimes risky  |                 |                  |              |
| 10. Increased number of out of state engineers working in NV        |                 |                  |              |
| 11. Board members have terms and are term limited                   |                 |                  |              |

| <b>Operational Excellence Goal</b>                                   | <b>Critical</b> | <b>Important</b> | <b>Total</b> |
|----------------------------------------------------------------------|-----------------|------------------|--------------|
| 1. Current staff stretched thin                                      | 8               | 4                | 12           |
| 2. All administrative processes need documentation and to be updated |                 | 7                | 7            |
| 3. Limited staff expertise in emerging areas                         | 4               |                  | 4            |
| 4. Financially stable with reserves                                  |                 | 2                | 2            |
| 5. Updated website                                                   |                 | 2                | 2            |
| 6. No means of measuring stakeholder satisfaction                    |                 | 1                | 1            |
| 7. Quality and quantity of paper overwhelming                        |                 | 1                | 1            |
| 8. Limited staff with limited capacity but very dedicated            |                 |                  |              |
| 9. Board has control over processes and procedures we choose to use  |                 |                  |              |
| 10. Technological infrastructure in place                            |                 |                  |              |
| 11. Lack of data about licensees/stakeholders                        |                 |                  |              |

# Approved 2017-2021 Strategic Plan

Action Items for:

Goal 1: Outreach

Goal 4: Operational Excellence



## Outcome Focused Goals and Objectives

Objectives flagged in **bold face** and **highlighted in yellow** are areas identified as priorities for the first 18-24 months of the plan. Objectives appear below the goal in descending order of priority.

### Goal 1 Outreach

The general public, prospective licensees and other key stakeholders have a greater understanding that engineering and surveying licensure are essential to safeguarding public health, safety and welfare.

#### Objectives

- 1. Increase legislators understanding of criticality of services provide by PE/PLS**
- 2. Increase technical capability and social media presence**
3. Increase visibility of the Board
4. Increase spending on message development
5. Increase modes of delivering messages and frequency of delivering messages

### Goal 1 Outreach

#### **Objective 1 Increase legislators understanding of criticality of services provide by PE/PLS**

1. Develop a plan with lobbyists to involve legislature members with Board; i.e., Board meetings, meet and greets, etc.

**→action item(s)**

Do we have an understanding how the legislature sees us (the board)?

Do our lobbyists have an understanding (in line with our thinking) of what the board does?

Do we need to educate legislators about the difference between a professional engineer/land surveyor and regular engineers/land surveyors?

2. Develop a plan to involve Board lobbyist with legislators on an ongoing basis

When we have answers to the above questions we can begin to form a plan

3. Create the 'value added' message

The board has a purpose statement:

*"to safeguard life, health and property and to promote the public welfare by providing for the licensure of qualified and competent professional engineers and professional land surveyors"*

To support this and make it understandable to all, it needs to be developed into a value added message to engage all stakeholders

**→action item**

I believe this should come first and be the driver for our outreach action plan. This message

needs to address the value add (the “what’s in it for me” message) to prospective licensees, current professionals, the public and role the board plays in this process

4. Leverage BOE/PAL relationships with associations to develop a unified message

Once we develop a “value added” message, it can be shared with partners to be refined and finalized as a common theme

5. **Objective 2     Increase social media presence**

→*action item(s)*

Start with the re-formatting our newsletter (teaser text with links), where the body of articles live on our website (creating site drivers)

Move toward more engaging items within newsletter, info-graphics, video pieces etc. Introduce a blog and then twitter as an internal medium with board members

Creating a foundation first, of relevant information that people will want to view and share, is integral to launching a social presence

1. Find and hire the appropriate consultant to support this objective
2. Develop a social media plan with consultant
3. Identify best social media modes/methods
4. Identify audiences
5. Establish social media budget
6. Establish the role of BOE staff in social media

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## ~ CONDITIONS ~

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This section includes an assessment of the **conditions** that make each goal important to the Board. Participants were given 2 **critical** votes each (must be addressed in the plan) and 8 **important** votes (addressed if time and resources available). Each critical vote is counted as 2 points in the total. The priority conditions identified are the basis for the the Draft Objectives. This is intended to be a guiding tool, not a prescriptive vote.

Weighting: Critical Condition count 2; Important Conditions count 1

| <b>Outreach Goal</b>                                                             | <b>Critical</b> | <b>Important</b> | <b>Total</b> |
|----------------------------------------------------------------------------------|-----------------|------------------|--------------|
| 1. Legislators don't understand PE/PLS or what the Board does                    | 10              | 8                | 18           |
| 2. Limited social media capacity                                                 | 2               | 6                | 8            |
| 3. Not enough promotion of STEM                                                  | 2               | 5                | 7            |
| 4. Services provided by PE/PLS critical to safeguarding public health and safety |                 | 6                | 6            |
| 5. Public doesn't understand PE/PLS                                              |                 | 1                | 1            |
| 6. How a network we can connect to on this                                       | 2               |                  | 2            |
| 7. Don't have clear message – essential elements                                 |                 | 4                | 4            |
| 8. All stakeholders don't see our value                                          |                 | 2                | 2            |
| 9. Public assumes someone else keeps them safe – take us for granted             |                 | 1                | 1            |
| 10. Not enough engineers/LS in the pipeline                                      |                 | 1                | 1            |
| 11. Public does understand what Board does                                       |                 |                  |              |
| 12. People get information from nontraditional sources                           |                 |                  |              |
| 13. Limited resources to apply here                                              |                 |                  |              |

#### **Goal 4 Operational Excellence**

The Nevada Board's efficient and effective use of technology and streamlined systems, processes and procedures result in high levels of satisfaction by all stakeholders.

#### **Objectives**

- 1. Increase staff capacity**
- 2. Create a business plan/budget to fund new initiatives /board improvements/updates**
- 3. Update all office and administrative processes**
4. Build a data collection strategy to ensure data needed for effective decision-making

#### **Objective 1 Increase staff capacity**

1. Hire full or part time consultants as needed
2. Staff training as needed
3. Conduct a workload assessment
4. Create a plan of action
  - Hire social media consultant (see Outreach goal)
  - Fill compliance position (April 17)
  - Fill part time position in Las Vegas office (in pipeline)
  - Possible need for additional office staff for newsletter publishing on a regular basis (1/4 time?)

#### **→action item(s)**

Eliminate work load items that are related to the user misunderstanding of our processes

Evaluate interactive processes on website to make as intuitive as possible  
Staff to evaluate first and draft changes. Outside assessment as a second step

Cross-train staff to distribute workload at peaks in different areas of the operation  
(goal to maintain efficiency in workflow)

Evolve investigative position to a contract consultant role hired on a need basis  
This will give ability to retain discipline specific technical expertise  
Create consultant job description for review by APOC

Hire summer intern to complete conversion to electronic file storage

#### **Objective 2 Create a business plan/budget to fund new initiatives /board improvements/updates**

1. Prioritize captured action items both in time and money

→**action item(s)**

Overall business plan will be a function of Goal 1 & 2, but \$ cost to improve operational efficiency/staff capacity will be calculated and submitted to APOC for review and budget approval

**Objective 3    Update all office and administrative processes**

1. Scan/convert paper to PDF and shred paper
2. Old and new
3. QC is in place

→**action item(s)**

Cross-audit of office processes to identify any inefficient steps

Expand operations manual detail to ensure business continuity

Frequent QC check points to ensure standards adhered to

Objective 4    Build a data collection strategy to ensure we have data needed for effective decision-making

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## ~ CONDITIONS ~

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This section includes an assessment of the **conditions** that make each goal important to the Board. Participants were given 2 **critical** votes each (must be addressed in the plan) and 8 **important** votes (addressed if time and resources available). Each critical vote is counted as 2 points in the total. The priority conditions identified are the basis for the the Draft Objectives. This is intended to be a guiding tool, not a prescriptive vote.

Weighting: Critical Condition count 2; Important Conditions count 1

| Operational Excellence Goal                                          | Critical | Important | Total |
|----------------------------------------------------------------------|----------|-----------|-------|
| 1. Current staff stretched thin                                      | 8        | 4         | 12    |
| 2. All administrative processes need documentation and to be updated |          | 7         | 7     |
| 3. Limited staff expertise in emerging areas                         | 4        |           | 4     |
| 4. Financially stable with reserves                                  |          | 2         | 2     |
| 5. Updated website                                                   |          | 2         | 2     |
| 6. No means of measuring stakeholder satisfaction                    |          | 1         | 1     |
| 7. Quality and quantity of paper overwhelming                        |          | 1         | 1     |
| 8. Limited staff with limited capacity but very dedicated            |          |           |       |
| 9. Board has control over processes and procedures we choose to use  |          |           |       |
| 10. Technological infrastructure in place                            |          |           |       |
| 11. Lack of data about licensees/stakeholders                        |          |           |       |