From the President

Student achievement: Finding a home, and making it real

For the past several years, student success has been at the forefront of our University’s multi-faceted mission.

Since 2008, we have retained and graduated more students than ever before in our 139-year history. We’ve done this because all of us—our faculty, staff and students, our alumni and friends in the community—have embraced a culture of student success.

With the promising gains that have been made over the past four years, our obligation to our ever-growing student body has increased. If we are to truly establish high-performance expectations for our students, we must provide the necessary resources for achievement.

Our proposed Student Achievement Center promises to be a vital connector in ensuring our students continue to learn, grow and perform at the highest levels. Let me tell you why.

In recent years, student-centered capital improvement projects on our campus have been focused on retention (the Joe Crowley Student Union, opened in 2007, and the Nevada Living Learning Community, opened in 2012) and providing our students ready access to knowledge-based resources and enriching learning environments (the Mathewson-IGT Knowledge Center, opened in 2008, the Davidson Mathematics and Science Center, opened in 2010).

What is needed now is the “third leg” to complete what I often refer to as the “three-legged stool” on which our University’s future ultimately will find its most impactful balance. We have a comprehensive network of effective support services already in place. They run the gamut from writing and mathematics tutoring to centers for Veterans Services and Cultural Diversity. The Student Achievement Center, which would house all of these services, provides us with this vital “third leg” in our commitment to offering all of our students a remarkable, quality educational experience.

National higher education studies strongly suggest that the most successful academic journeys are provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks. An institutional philosophy centered on student success, and perhaps even more directly, on talent development of its students, is provided by institutions with interconnected learning support networks.

It is the University’s priority to build, within the next two years, a Student Achievement Center building, which would be constructed in place of the vacant Getchell Library. The leadership of the Associated Students of the University of Nevada, Reno, and the Graduate Student Association has enthusiastically endorsed this plan. A significant portion of the building will be funded by student capital improvement fees, as well as a strategically targeted fundraising campaign.

We currently have more than 18,000 students enrolled at the University. All 18,000-plus students will be welcome to use the Student Achievement Center, which will be, in many ways, our most socially and academically inclusive building. This new building will foster a culture of support for our campus, and will reaffirm in tangible form what continues to be one of our institution’s finest legacies—the success of our students.

Sincerely,

Marc A. Johnson
President
www.unr.edu/president