Year Three Peer Evaluation Report
University of Nevada, Reno
Reno, Nevada
October 16-18, 2013

A confidential report of the findings prepared for the Northwest Commission on Colleges and Universities
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Roster of Evaluators

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<td>Evaluator</td>
<td>Dr. Martha Bradley-Evans, Senior Associate Vice President of Academic</td>
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<td>Mr. Charles Darnell, Associate Vice President, Facilities</td>
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<td>Utah State University</td>
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<td>Evaluator</td>
<td>Dr. Jane C. Sherman, Vice Provost for Academic Policy and Evaluation</td>
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<td>Commission</td>
<td>Dr. Sandra E. Elman</td>
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Introduction

The University of Nevada, Reno was founded in 1874 and is the State of Nevada’s historic flagship and land-grant institution. It is a comprehensive research institution and serves over 18,000 students through seven colleges/schools (Agriculture, Biotechnology, and Natural Resources; Business; Education; Engineering; Liberal Arts; Science; and Journalism) and the division of Health Sciences (including the School of Medicine) and offers 74 baccalaureate degree programs, 71 master’s degree programs, and 38 doctoral degrees programs.

The University of Nevada, Reno is a statewide resource, disseminating programs, services and research to each of the state’s 17 counties. One of eight institutions of higher education governed by the Nevada System of Higher Education, it is the leading research enterprise in Nevada’s higher education system.
Assessment of the Institution’s Self-Evaluation Report and Support Materials

The Year Three Evaluation Committee appreciated the work that went into making the University of Nevada Reno’s Year Three Report well-organized, clearly written, and informative. It provided a positive and realistic picture of the university and addressed all of the required elements for the report. The committee leading the effort to gather the information and write the report was widely representative of the university. Appropriate links were provided in the text that, almost universally, readily supplied helpful context and important detail.

The Evaluation Committee also very much appreciates the level of organization and participation across the institution in preparation for and during the virtual site visit that made this format successful. In all respects, the responsiveness and availability of the participants contributed substantially to the success of the visit.

Suggestions for subsequent reports include:

- Include in the main document the metrics identified to assess the core theme objectives;
- Identify in the document the names and positions of the committee members engaged in the accreditation self-evaluation effort;
- Verify the operability of web links;
- When referencing a new policy, verify whether it has been implemented (e.g. Program Elimination Policy);
- Ensure acronyms are expanded for understanding;
- Include baseline data in relevant sections rather than rely on the Evaluation Committee to search it out (e.g. Honors Program numbers); and
- When the work of standing committees/councils is integral to the understanding of the report, include information on the committee/council charge, membership, and minutes.
Progress on Recommendations / Issues Requested by the Commission

It was noted in the Year One evaluation that the University of Nevada, Reno (UNR) had undergone significant changes in key leadership positions since its Comprehensive Evaluation in 2007. There was concern expressed regarding the number of interim appointments, namely the president, provost, and four college deans. Since 2011, UNR has appointed Marc Johnson as its 16th President; Kevin Carman as Executive Vice President and Provost; Alan Stavitsky as Dean of the Reynolds School of Journalism; Heather Hardy as Dean of the College of Liberal Arts; Kenneth Coll as Dean of the College of Education; Marsha Read as Vice Provost for Graduate Education and Dean of the Graduate School; and Mridul Gautam as Vice President for Research and Innovation. These appointments have provided important stability to the institution’s leadership team.

Four recommendations were made during the Year One evaluation:

2011 Recommendation 1: The evaluation panel recommends that the University document how its community is aware of the Mission Statement and understands it.

2011 Recommendation 1 has Standard 1.A.1 as its foundation: The institution has a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The Mission Statement of the University of Nevada, Reno (UNR) was approved by the Nevada System of Higher Education Board of Regents on December 3, 2009. The mission is consistent with its designation as a state-assisted, land-grant, doctoral-granting university with a high level of research. Since 2009, the state’s support of UNR has been cumulatively reduced by 40%. Its absorption of these cuts has been guided by the priorities established in the mission statement and strategic plan. The University’s focus during this economic downturn was to maintain capacity in the fundamental teaching, research, and outreach functions as articulated in its mission. UNR is commended for its focus on mission when making the draconian budget cuts it faced and strategically implementing cuts that preserved the institution’s core.

UNR’s mission statement is published in its General Catalog, the Office of the President website, and the UNR Accreditation website. It continues to be included in an annual announcement to the campus community from the Office of the Provost. While not specifically linked to the mission statement, there are regular opportunities for the campus community to interact with the institution’s leadership on issues directly related to and guided by the mission. The Provost, who assumed his position in February 2013, is conducting a “listening tour” across the academic programs to provide an opportunity for members of the community to share with him what’s on their minds and for him to communicate his priorities, which are derived from the mission. The institution has engaged in good faith and multi-dimensional efforts to communicate its mission. The Evaluation Committee finds that UNR needs to continue to communicate the mission to its community with the goal of ensuring awareness and understanding but also finds that the recommendation has been adequately addressed.

2011 Recommendation 2: The panel recommends that UNR articulate accomplishments or outcomes that represent acceptable thresholds or extent of mission fulfillment.

2011 Recommendation 2 has Standard 1.A.2 as its foundation: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.
In response to this recommendation the University of Nevada, Reno (UNR) developed objectives, indicators, and targets for each of its core themes. Given that the core themes are directly derived from the mission, the indicators are considered by the institution to be measures of mission fulfillment. The targets that were set for each indicator are aspirational and progress toward those targets will be considered in assessing the extent of mission fulfillment. In developing the objectives, indicators, and targets there was a concerted effort to narrow and focus its outcome measures with a goal of ensuring that they are forthcoming and transparent while at the same time avoiding information paralysis. The Evaluation Committee is concerned that UNR continue to articulate outcomes that represent acceptable thresholds of mission fulfillment but finds that the recommendation has been adequately addressed.

2011 Recommendation 3: The panel recommends that the University improve the focus and clarity of its Core Themes to provide clear direction for its efforts, including the allocation of resources and the determination of its capacities.

2011 Recommendation 3 has Standard 1.B.1 as its foundation: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The core themes of the University of Nevada, Reno (UNR) are specifically derived from its mission statement as illustrated below:

The University of Nevada, Reno: (1) prepares graduates to compete in a global environment through teaching and learning in high-quality undergraduate, graduate, and professional degrees in liberal arts, sciences, and selected professions in agriculture, medicine, engineering, health care, education, journalism, and business (Core Theme 1: prepare graduates to compete globally through high-quality undergraduate and graduate degree programs in the liberal arts, sciences, and selected professional programs), (2) creates new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields relevant to Nevada and the wider world (Core Theme 2: create new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields relevant to Nevada and the wider world), (3) improves economic and social development by engaging Nevada’s citizens, communities, and governments (Core Theme 3: improve economic and social development by engaging Nevada’s citizens, communities, and governments), and (4) respects and seeks to reflect the gender, ethnic, cultural, and ability/disability diversity of the citizens of Nevada in its academic and support programs and in the composition of its faculty, administration, staff and student body.

In response to the concern expressed by the Year One evaluation panel that “the clarity regarding the focus of the institution, the direction of its efforts, its priorities for the allocation of resources, and the determination of its capacities is decreased based on the length and complexity of the core themes,” UNR reduced the number of core themes from four to three and simplified and sharpened the focus of each core theme.

The 2011 Faculty Budget Advisory Committee articulated principles for preserving the University in a time of unprecedented budget cuts. These principles and priorities were guided by the institution’s core themes. The Evaluation Committee was presented with evidence that the core themes are driving budget decisions. As previously acknowledged, the Evaluation Committee commends UNR for its diligence in strategically responding to the deep cuts it sustained over the recent years. As the budget has begun to stabilize and there are resources available for reinvestment, decisions are being guided by the consideration of how decisions will help move the institution to established indicator targets. For example, models are being used in the Office of the Provost to ensure that UNR’s investment in new faculty hires will support the targeted restoration of the % SFTE taught by ranked faculty. UNR leadership articulated a commitment to rebuilding and deepening its core during this period of recovery.
The Evaluation Committee finds that UNR has appropriately responded to this recommendation. As the University continues through the seven year accreditation cycle it is important that the mission and core themes be directly referenced in reports and programs (e.g., Complete College America) to provide clarity and direct linkages for the university community.

**2011 Recommendation 4:** The panel recommends that the institution define clear objectives for each theme, and define specific indicators for each objective including methods and sources for data collection and other information to demonstrate the capacity for being assessed; establish its baseline date for each indicator; and determine appropriate targets to measure progress.

2011 Recommendation 4 has Standard 1.B.2 as its foundation: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

In response to the 2011 Recommendation a small working group of University of Nevada, Reno (UNR) leaders identified explicit objectives for each Core Theme and identified specific indicators for each objective. For the 2010-16 accreditation cycle, 2010 was set as the baseline date. All of the Core Theme 1 indicators and some of the Core Theme 2 and 3 indicators were selected based on their recognized status as outcomes measures and the availability of data. In Core Themes 2 and 3 some of the indicators did not have baseline data that supported the institution in setting targets. In these situations a data source was identified and a target will be set after five years of collecting and tracking data.

It does not appear that the objectives, indicators and targets are generally available to the UNR community. Their value to the institution, including ensuring the UNR community’s awareness and understanding of its mission and core themes and their commitment and contribution to their fulfillment, would be enhanced by making this information more readily available.

The Evaluation Committee finds that UNR has appropriately responded to this recommendation. A reassessment of the objectives, indicators, and targets by a broader segment of the University community will be an important aspect of the Year Seven evaluation.
Eligibility Requirements

The University of Nevada, Reno (UNR) Year Three Self-evaluation Report includes an appropriate summary of the institution’s compliance with eligibility requirements 2-21. Based on these summaries and verifications that were obtained during the virtual site visit, it appears that UNR meets all of the provisions of the Commission’s Eligibility Requirement for Accredited Higher Education Institutions.
Standard One / Mission, Core Themes, and Expectations

1.A Mission

1.A.1 The institution has a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

As described above in the Progress on Recommendations / Issues Requested by the Commission section, the Evaluation Committee found that the University of Nevada, Reno has responded to the recommendation from the Year One evaluation, but should continue its efforts to ensure that the mission is understood by its community. The University is commended for its focus on the mission during its response to the economic downturn.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

As described above in the Progress on Recommendations/Issues Requested by the Commission section, the Evaluation Committee found that the University of Nevada, Reno has responded to the recommendation from the Year One evaluation, but should continue its efforts to articulate outcomes that represent acceptable thresholds of mission fulfillment.

1.B Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

As described above in the Progress on Recommendations/Issues Requested by the Commission section, the Evaluation Committee found that the University of Nevada, Reno has identified core themes that manifest the essential elements of its mission and has appropriately responded to the recommendation from the Year One evaluation. The University is commended for its commitment to the core themes and strategic response to mandated budget cuts.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

As described above in the Progress on Recommendations/Issues Requested by the Commission section, the Evaluation Committee found that the University of Nevada, Reno has established objectives for each of its core themes and identified assessable and verifiable objectives of achievement and has appropriately responded to the recommendation from the Year One evaluation.
Standard Two / Resources and Capacity

2.A – Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The University of Nevada, Reno (UNR) is a member of the Nevada System of Higher Education (NSHE). The governing documents and policies for the system are available in the Board of Regent Handbook, which includes the Bylaws of the Board of Regents, Nevada System of Higher Education Code, Legal Status of the University, and Codification of Board Policy Statements. A link to the NSHE website, which includes the BRH, is available on the President’s website. The NSHE Code establishes the primary organizational structure of the System and the basic personnel policies for its faculty and mandates that system institutions adopt bylaws that set forth the institutions’ (and units’) organizational structure and personnel policies. There is active and valued involvement by administration, faculty and students in the system governance. The system structure facilitates cross institutional collaborations that support UNR’s focus on learning, research, and engagement.

The UNR Bylaws are available online along with the University Administrative Manual (UAM). The Bylaws are maintained by the Faculty Senate and adoption requires review and/or approval by the Faculty Senate, faculty of the unit, dean or designated administrator of the unit, and President. The UAM contains the established policies of the University and is continuously updated by an Administrative Manual Policy Review Board that includes representation from the administration, Faculty Senate, and Staff Employees Council. There is active engagement by administration, faculty, staff, and students in shared governance. This engagement is recognized as informing and influencing decision making.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

The University of Nevada, Reno is part of a multi-unit system governed by an elected Board of Regents. The division of authority and responsibility within the system is clearly delineated. System policies, regulations and procedures are clearly defined in the Board of Regents Handbook and equitably administered by the Board of Regents and Nevada System of Higher Education (NSHE) Chancellor. The Board of Regents and Chancellor are committed to fair and even application of policies, regulations and procedures, while at the same time cognizant of the complexities of such execution. The University community views the NSHE to be fairly and respectfully administered.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The University of Nevada, Reno is committed to and monitors its compliance with the Commission’s Standards for Accreditation. This is facilitated by the appointment of the Vice Provost for Undergraduate Education as the University’s Accreditation Liaison Officer.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If
the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The University of Nevada, Reno (UNR), as a member of the Nevada System of Higher Education, has a functioning Board of Regents comprised of 13 elected members. The members are independent representatives free of contractual, employment and financial interests in UNR. As elected representatives they are reflective of the State of Nevada. The Board is viewed as a serious group that is dedicated to its work, accessible to the UNR community, and committed to the success of the System.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Nevada System of Higher Education Board of Regents acts as a committee of the whole. Board members receive onboarding training that provides orientation to Board policies and open meeting laws. The Board is also committed to ongoing development and evaluation.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Nevada System of Higher Education Board of Regents executes its responsibility to establish, review, revise and oversee system and institutional policies.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Nevada System of Higher Education Board of Regents appoints and evaluates regularly the NSHE Chancellor and University of Nevada, Reno President. Authority is delegated to the Chancellor and President to implement and administer Board approved policies.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Nevada System of Higher Education Board of Regents is committed to ongoing evaluation of its performance and the effective and efficient fulfillment of its responsibilities. The Efficiency and Effectiveness Initiative, initiated in 2007, is focused on eliminating redundancies, streamlining internal procedures, and facilitating easier processing of transactions.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The University of Nevada, Reno has an effective and qualified leadership team that is charged with planning, organizing, and managing the institution and assessing its effectiveness and achievements. The leadership is comprised of the President, Executive Vice President & Provost, Vice Presidents, Deans, Vice Provosts, and other designated appointments who are committed to the fulfillment of the University’s mission and core themes. There has been substantial change in the leadership team in recent years,
however, it appears to have stabilized.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The University of Nevada, Reno has an appropriately qualified chief executive officer – President Marc Johnson – who is full-time in this role. The President is actively engaged with the Chancellor and Board of Regents. The President is trusted and brings important institutional continuity having previously served as Executive Vice President and Provost.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

The University of Nevada, Reno has a sufficient number of qualified administrators who provide effective leadership and management of the institution’s major support and operational functions. The President’s Council and the Academic Leadership Council meet regularly, which facilitates a collaborative approach to institutional functions and fulfillment of mission, goals, and core themes. In addition to internal collaboration, collaboration across institutions within the system is encouraged by the Board of Regents and Chancellor. This is facilitated through regular meetings of the Presidents, Faculty Senate chairs, and student representatives with the Chancellor.

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The Nevada System of Higher Education (NSHE) and University of Nevada, Reno (UNR) academic policies are clearly communicated and readily available to students, faculty, administrators and staff. UNR has consolidated student academic policies and services into one readily available web page called Academic Central. If students are unable to find the answers they are looking for in this site, a concierge service is available to provide personal assistance. Student representatives acknowledged that policies are readily available, including access on mobile devices. In addition to web based resources, advisors are available to assist with identifying and utilizing institutional policies and resources. UNR is commended for the clarity of its communication of academic policies, its welcoming message, and its encouragement to students to believe they can be successful at fulfilling their academic goals.

Academic policies are readily available to faculty and staff on the Faculty & Staff General University Information webpage. The Syllabus Policy was recently adopted by the Faculty Senate and is readily available in the University Administrative Manual. The policy provides clear direction with regard to the expectation for course syllabi including learning outcomes, a statement on academic dishonesty, a statement on disability services, and statement on audio and video recording. A message is sent from the Office of the Provost before each semester to remind faculty of the policy.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.
Policies related to access to, appropriate use, and circulation of library materials and information resources are readily available on the library website. Appropriate layers of authentication and authorization are in place to support and enforce university and system policies and vendor license agreements.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

The University of Nevada, Reno (UNR) publishes an exceptionally complete and informative transfer-of-credit policy in the body of its catalog, as well as elsewhere on the website, including a clear set of Student Rights and Student Responsibilities related specifically to transfer. UNR is commended for its commitment to providing transfer students with readily available information that facilitates their academic success.

Students

2.A.15 Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

The University of Nevada, Reno (UNR) has clearly stated, readily available, and fairly and consistently administered policies and procedures regarding student’s rights and responsibilities.

In response to the new NWCCU Policy on Student Complaints, UNR provided the below information that was found by the Evaluation Committee to be appropriate:

“The University of Nevada, Reno tracks all Equal Opportunity and Title IX related complaints. We also track disciplinary issues, which often involve student complaints. However in response to a request for clarification from the peer evaluation committee, it is our understanding that the complaint policy is concerned with academic matters: “unfair grading, continued unclear program expectations, serious problems with academic advising and so forth.”

Grade Appeals

For student grade appeals there are detailed policies and procedures described in section 3,510 of the University Administrative Manual, and in the General Catalog. For students who cannot resolve a grade appeal complaint in negotiations with the chair and instructor, a Grade Appeal Review Committee is convened with student representation and faculty representation from outside the department. The results of this hearing are reported to the department chair, the instructor, and the college dean. If the result is a change in grade, the outcome is reported to the Registrar’s Office.

At present there is no centralized tracking of the grade appeal complaints that are handled according to this policy. If a change in grade is reported to the Registrar’s Office, then those reports are available within our student information system. An accounting of the grade changes is possible, although tedious at present. Similarly, dean’s offices can be polled for the reports from grade appeal hearing, but this is also tedious and there is no policy on how long those reports are to be retained.

Complaints regarding unclear program expectations and poor advising

The university maintains an academic Concierge Service, which is managed by the Advising Center (https://www.unr.edu/academic-central academic-resources/request-help). Many
student complaints about advising and related academic difficulties are resolved by this service, and the requests are tracked. Typically Advising Center advisors handle these requests, but unresolved issues are escalated to a Curriculum Specialist in the Provost’s Office, and ultimately to the Provost if not resolved. In the past we have inventoried the types of complaints and their frequency as part of advising assessment. We have not generated annual reports of this type.

There are certainly many student complaints to departments and deans which are not captured by the Concierge Service, and these are not readily tracked. Generally, serious complaints are resolved in the Provost’s Office, and if a large number of serious complaints are detected then changes occur in the allocation of advising resources or in institutional policies.

**Future Compliance with the new NWCCU complaint policy**

We recognize that this processing does not result in an objective accounting of student academic complaints. The university administration, in consultation with the Faculty Senate, will develop policies and procedures for the following:

(1) Require central recording of all grade appeals that are initiated under the grade appeal policy, including tracking the department, instructor, and course, and how they are resolved.
(2) Develop policies for the recording and reporting of student academic complaints made to department chairs and deans, and the Concierge Service, which include the tracking items described in (1).
(3) Generate an annual accounting of the complaints that is shared with the Academic Leadership Council, which includes the deans of all colleges.
(4) Define objective thresholds that require action such as changes in advising practices or curricular changes to be monitored by the Provost’s Office.”

**2.A.16**

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The University of Nevada, Reno (UNR) has adopted and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success. UNR policies regarding continuation in and termination from its educational programs are clearly stated in the General Catalog and on the Academic Central website. Students are notified of their academic progress status, including probation and dismissal, on the MyNEVADA website.

**2.A.17**

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The University of Nevada, Reno’s division of Student Services ensures that the institution’s relationship to co-curricular activities and associated roles and responsibilities of student and the institution are maintained and published. Information on the co-curricular activities that are available to students, the policies and guidelines on the formation and running of student clubs, and guidelines for club sponsored events are available on the Student Life, ASUN/Center for Student Engagement, and Student Events Advisory Board webpages.
Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The University of Nevada, Reno (UNR) maintains and publishes its human resources policies and procedures in the University Administrative Manual at 2,000 – 2,999. Its policies are in accordance with system policies published in the Board of Regents Handbook. Policies and procedures are easily available to faculty and staff at the Human Resources and Faculty & Staff General University Information webpages. UNR policies and procedures are reviewed to ensure that they are consistent, fair, and equitably applied.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The University of Nevada, Reno informs employees of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Sources of information include the Human Resources webpages, Employee Self Service system, mandatory new employee orientation, University Administrative Manual, and individual and campus-wide communications.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The University of Nevada, Reno ensures the security and appropriate confidentiality of human resources records pursuant to Board of Regents Handbook (BRH 4.21.3), Nevada System of Higher Education Procedures & Guidelines Manual (Chapters 13 and 14), University Administrative Manual (UAM 61-65).

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The University of Nevada, Reno represents itself clearly, accurately and consistently through central and local level communication strategies appropriate to the intended audience. As a central communications partner, Integrated Marketing helps ensure the usability of the information presented on the web by conducting weekly link scans to identify and help fix broken links. In addition, using a content management system, Integrated Marketing works to ensure accurate and consistent web information through the elimination of duplicate information by reducing it to a single, replicated source. This system allows updates to the web to be entered in one location with simultaneous updating across multiple applications.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The University of Nevada, Reno (UNR) is guided by several state, system and institutional
laws, regulations, policies and procedure that support and facilitate its commitment to integrity and ethical behavior.

Evidence of the UNR’s fulfillment of this standard was provided by the Office of Equal Opportunity and Title IX. The institution is committed to maintaining a safe and comfortable work and learning environment. To achieve this goal, there has been expanded delivery of training for employees and students on their rights, responsibilities, and processes for seeking consultation and filing complaints. There has been exponential growth in the number of individuals receiving training: approximately 1,000 individuals trained in 2008 to approximately 6,100 individuals trained in 2012. With this growth in the dissemination of knowledge of individuals’ rights has come an increase in the number of consultations and complaints. To respond to this growth and to help ensure timely response an additional position was allocated this year to the Office of Equal Opportunity and Title IX.

Further evidence of the institution’s commitment to high ethical standards is found in the Communication Principles and Practices developed by Media Relations and endorsed by the media and communication professionals across the institution and their commitment to uphold the Public Relations Society of America Code of Ethics.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The University of Nevada, Reno has clearly defined policies that prohibit conflicts of interest and well developed procedures for ensuring compliance. Employees are required to submit an annual conflict of interest disclosure statement. There is a Conflict of Interest Officer responsible for monitoring compliance. The Conflict of Interest Officer, in conjunction with a campus conflict of interest committee review the disclosure statements and identify those that require deeper review and establish a conflict management plan when warranted. The Office of the Provost supports the Conflict of Interest Officer in ensuring compliance with the policy when necessary.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The University of Nevada, Reno has an Intellectual Property Policy in the University Administrative Manual that addresses inventions, copyrightable works, ownership, administration of intellectual property, and distribution of income. Administration of the policy is the responsibility of the University Technology Transfer Office.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The University of Nevada, Reno accurately represents its current accreditation status.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the
The institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

The University of Nevada, Reno has well developed policies on contract, grant, lease, purchase and other agreements. Adherence to the policies and procedures is assured through the use of limited signature authority for the execution of contractual agreements.

**Academic Freedom**

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The Nevada System of Higher Education and University of Nevada, Reno have well developed and published policies on academic freedom and responsibility to protect their constituencies. Employee and student trainings include discussion of academic freedom and the rights and responsibilities that attach thereto. Academic freedom is acknowledged to be fundamental to the development of a rich intellectual and creative environment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Consistent with its mission, core themes, and values, the University of Nevada, Reno (UNR) maintains and promotes an environment that supports independent thought and freedom of expression in the pursuit and dissemination of knowledge. Faculty and students are actively engaged in research, scholarship and creative activity, which serve as a factor in performance evaluation and academic progress assessment.

UNR supports the engagement of undergraduate students in the pursuit and dissemination of knowledge through the Office of Undergraduate and Interdisciplinary Research and college and departmental initiatives.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The University of Nevada, Reno community is expected to adhere to recognized standards of scholarship and instruction. The standard of conduct is readily available in the Board of Regents Handbook, University Administrative Manual, and websites of research-related offices.

The Research Integrity Office works to ensure that the institution upholds ethical standards in the conduct of research by supporting the availability of resources and training.

**Finance**

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments,
fundraising, cash management, debt management, and transfers and borrowings between funds.

The Nevada System of Higher Education and University of Nevada, Reno have clearly defined and Board of Regents approved policies regarding oversight and management of financial resources.

2.B – Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

The University of Nevada, Reno (UNR) experienced a $75 million, 33% reduction, in State appropriations between 2009 and 2012. While much of this loss has been recouped through increased tuition and fees as well as an increase in out of state enrollment, principally from California, the short term and lingering impacts of this reduction in State support have been dramatic for UNR. During this period of declining revenue, UNR eliminated 600 State funded positions, including 52 tenure-track instructional positions, or about 10% of its total workforce.

Utilizing a 2012 Data Feedback Report generated by the National Center for Educational Statistics, from the Integrated Postsecondary Education Data System (IPEDS), UNR has evaluated its number of personnel in four categories against ten selected peer institutions found in the Intermountain west and Pacific regions of the US.

UNR reports in its Year Three report that its numbers of executive and administrative positions are on par with its peers and that UNR is above par in non-professional positions while falling significantly below its peers in numbers of instructional and support/service positions. While UNR used median numbers for various personnel categories in its peer comparisons, the number of student headcount shown in the IPEDS report differs at 21,029 for UNR, and 26,021 for its peers.

In interviews with UNR administrators, the Evaluation Committee asked UNR to explain why it chose to use median numbers for its comparisons to its peer institutions. It was noted that if the same IPEDS statistics are used to calculate the number of students served by each FTE within a position category, the conclusions are not consistent with comparisons to median numbers used in the UNR report. In fact, instructional positions would not significantly fall behind UNR peers. Likewise, while support service or other professional positions still lag behind UNR peers, non-professional positions seem to offset that deficit. Additionally, Executive and Administrative positions would be 30% below its peers when using comparisons to mean numbers. Overall, UNR would appear to only fall 4.6% behind its peers in total employment numbers based on numbers of students served by each position category in the comparison.

UNR indicated that it is a smaller State institution than many others, therefore making peer comparisons difficult to accomplish with great reliability. The UNR comparisons to the median data of the ten peer institutions in IPEDS were considered by UNR as only a starting point in its evaluations of the impacts of the personnel cuts in recent years. The Evaluation Committee does not intend to question UNR perceptions about its staffing levels, or suggest in any way what its staffing ratios should be. However, the Committee does suggest that UNR evaluate additional metrics in addition to those found in the IPEDS report, and that might also be tied closer to the UNR mission and specific types of class offerings and administrative functions it provides. Overall, UNR employs a sufficient number of qualified personnel to maintain its support and operations functions.
UNR clearly and publically states its procedures for selection of personnel through its Human Resources website. The website is comprehensive and is easily navigated. With the use of e-SEARCH and training offerings, the UNR Human Resources office capably facilitates job searches for all categories of job openings to include faculty, staff, and student positions.

UNR accurately reflects duties, responsibilities and authority of administrative faculty positions through the use of detailed Position Description Questionnaires (PDQs). Administrative faculty are usually classified as professional positions in many other State systems, and do not typically provide instruction at UNR. Administrative Faculty consists of positions such as Architects, Engineers, Accountants and other professional administrative positions at the institution. Associate Deans, Deans, and the Provost are also administrative faculty with academic contracts. A faculty placement committee in HR reviews PDQs for consistency and salary range.

Job descriptions for all teaching faculty are found in the annual "role statements" that are developed between the faculty member and the departmental chair. Chairs are also considered faculty and not administrative faculty.

Job descriptions for all other full-time personnel at UNR are completed on the State employment form, NPD19. The form is administered through the Nevada Department of Personnel, an agency that is similar to a state civil service system.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Work performance of administrators with the exception of the President, that include professional (administrative faculty), classified staff, and academic faculty are evaluated once each year. The President’s work performance is evaluated once every three years. Human resources, the office of the Provost, and individual departments provide various resources and training to assist evaluators in the process of following evaluation procedures.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

With steep budget cuts in State appropriations to the University of Nevada, Reno (UNR), the faculty development leave program was ended in 2010. These leave opportunities had been in addition to a similar number of sabbaticals that are awarded each year. UNR indicates that junior faculty seem to be more concerned with achieving tenure than they are with the loss of the development leave program. As such, UNR has not seen any measurable impact on attraction and retention of junior faculty with this loss of this benefit. While it had become increasingly competitive for tenured faculty to be awarded sabbatical leaves in recent years, UNR indicates that the number of sabbatical opportunities has increased to 18 in the current fiscal year. UNR does not believe that the limits on sabbatical opportunities has had any measurable impact to its retention of senior faculty, because economic conditions were nearly as unfavorable elsewhere, as they were in Nevada.

The UNR Human Resources and IT websites offer a significant array of online and other training opportunities that UNR employees may take advantage of. There are also a number of required training sessions typical to many other institutions of higher education that include Sexual Harassment Prevention, Alcohol and Drug Testing, Progressive Discipline Procedures, and others.
UNR does provide incentives that encourage UNR personnel to pursue higher education opportunities at UNR.

2.B.4  Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The University of Nevada, Reno (UNR) reports that in response to the severe budget cuts, some academic programs were eliminated after careful deliberation and debate. As noted previously, 52 tenure-track positions were eliminated at the onset of the cuts. With increasing revenues to supplement lost State support, new academic programs have been instituted at UNR. However, UNR reports that with reductions in instructional staff of 69 personnel, and increases in student headcounts from 16,862 to 18,277 over a four-year period, UNR student/instructor ratios have increased from 18 to 1 to 20 to 8.

Increased workloads were managed strategically by UNR by ensuring full classes and effective scheduling. The added workloads were a strain at first and may have delayed some scholarly activity. During this time UNR does not report any significant complaints from students about the larger class sizes. The Evaluation Committee was informed that the President recently noted in a State of the University address that acceptable ratios of student to instructor should be around 18 to 1. The Evaluation Committee envisions that this objective will be coordinated with continued staffing level analyses noted in 2.B.1.

UNR also reports that the drop in faculty has changed the demographic makeup of its instructional personnel. Specifically, UNR is concerned that its reaction to budget cuts resulted in larger losses of tenure-eligible faculty (46 FTE), than tenured faculty (7 FTE). This specific outcome from the budget cuts is believed to potentially, and negatively, impact personnel succession functions that assure the number of senior faculty employed at UNR is stable over time. UNR clarified this concern by noting that while it typically hires at the assistant instructor level, it will hire associate and full professors when strategically warranted. Accordingly, UNR indicates that if the concern that senior faculty numbers fell below optimal levels was actually realized, it could catch up through the recruitment process relatively quickly.

Despite the reductions in faculty positions and increases in workload, UNR employs a sufficient number of appropriately qualified faculty to achieve its educational objectives, oversee academic policies, and assure the integrity and continuity of its academic programs. UNR is commended for how it managed the cuts necessitated by the economic downturn by strategically applying the cuts to preserve its core.

2.B.5  Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

The University of Nevada, Reno (UNR) employs local University (University Administrative Manual - UAM) and State policies (Board of Regents Handbook – BRH) that dictate appropriate faculty workloads and appropriate faculty roles. UNR policies that establish instructional workload criteria are also designed to be flexible such that faculty may receive

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1 The Year Three Self Evaluation Report included a rise in the student to faculty ratio from 21.6 to 1 to 29 to 1. During its review of the Evaluation Committee’s draft report, UNR identified an error in its reported numbers and provided the corrected numbers, which have been included herein. Additionally, the Self Evaluation Report listed the student headcounts as increasing from 16,867 to 18,277 which UNR has modified to 16,862 to 18,277 in response to the Evaluation Committee’s draft report.
credit for scholarly research, professional development that is commensurate to their specific responsibilities, and engaging in other creative endeavors. Department Chairs and other supervisors are responsible for determining faculty teaching loads and equivalent teaching load credit for approved ancillary activities. Deans for each respective college ensure equity of teaching loads among faculty within their departments, as does the Provost across all colleges within the University.

Faculty members annually engage with their department Chairs to discuss, refine and reach consensus on their professional responsibilities. The product of this process is the written annual "role statement".

At the onset of the economic downturn and loss of State appropriations, tenured faculty were initially exempted from mandated furloughs that impacted all other UNR personnel. In addition to a 2.3% reduction in pay impacting all UNR personnel, faculty were asked to increase their workloads by 4.6%, in lieu of furloughs. A year later, the faculty was no longer exempt from furloughs. Consequently, according to UNR, the mandate to increase faculty workloads by 4.6% was relaxed. The 2.3% pay cut was rescinded as July 1, 2013 for all UNR personnel, and the mandated furloughs are expected to expire on June 30, 2015. UNR indicates that its tenured faculty remained resilient through this ordeal, while junior faculty managed to stay focused on their roles. According to UNR, there is current optimism about the future from the majority of its personnel.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The University of Nevada, Reno (UNR) evaluates faculty members in a regular, systematic, substantive, and collegial manner. Faculty are evaluated annually utilizing multiple criteria that include student evaluations, syllabi, course level, class size, teaching innovation, and development of new courses. Teaching awards, graduate student involvement, and supervised research may also be used in faculty evaluations. In some cases, UNR colleges incorporate peer review through in-class visits.

Scholarly publications or other creative works produced by faculty are evaluated on the basis of the quality of publication and number of authors. Likewise, the types of research proposals submitted, the scope of competition involved in an award, and the size of award received may also be factored into faculty evaluations for duties other than actual instruction. A third-party evaluation of research and scholarly works is required whenever faculty members are presented as candidates for promotion or tenure.

To facilitate the annual evaluation process and to track key core themes for University accreditation purposes, all faculty members enter their teaching, research, and ancillary service into the UNR Digital Measures database, such that administration has access to all primary evaluation data. Faculty members are provided an opportunity to review their evaluations. UNR policies provide appeals and reconsideration processes on faculty evaluations, both written to be recorded on file, as well as interactive between the faculty member and their supervisor.

UNR reports that faculty members have the opportunity to resolve evaluation and other
issues with their department chairs at most any time.

2.C – Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The University of Nevada, Reno is a comprehensive research university offering 74 baccalaureate, 71 masters, and 38 doctoral degree programs in recognized fields of study consistent with its mission and core themes. Its educational programs culminate in achievement of faculty-identified outcomes consistent with program levels, in many cases explicated as student learning outcomes. It has in place, at the institution and system levels, program approval and review policies and procedures that address mission, content, and level appropriate to each degree.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Degree-level learning outcomes can be found on the assessment website, but they are not all equally descriptive of program outcomes, and it was not clear how readily students can access them. Learning outcomes are most available in the catalog/website for professionally accredited programs, such as engineering, nursing, and education, which have long been required to articulate student learning outcomes.

Syllabi are required to include a statement about “assessment of learning outcomes,” but no syllabi have been reviewed by the accreditation review team. The report states that, in order to be approved, new courses and programs will need to include student learning outcomes in the descriptions and syllabi, and that existing ones will have to meet that standard by the time of their regularly scheduled (generally eight-year) review.

The Evaluation Committee recommends that the University of Nevada, Reno ensure that program level student learning outcomes are more universally available in the catalog and/or on the website. It further recommends that processes underway to provide course level student learning outcomes via the MyNEVADA online advising system be accelerated.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Institutional policy reflects the standard definition of a “credit hour,” and all degrees are awarded on that basis. Undergraduate degrees require between 120 and 132 credit hours, depending on the degree, with the requirements for each readily available in the catalog and on college/program websites.

(1) One hour of classroom or direct faculty instruction (defined as a nominal 50 minute classroom hour) and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. The amount of academic credit awarded for such other academic activities is specified in UAM 6,081.
2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Information about degree programs in the catalog and on departmental and program websites consistently provides explicit information about graduation requirements. The catalog provides exceptionally clear and commendable direction for undergraduate students by including a year-by-year example of an appropriate course of study for each degree program.

Course and program approval and review policies and procedures at both the institution and system levels provide a clear framework for insuring that degree programs are appropriately designed for each discipline and level, and maintained over time.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty members initiate all curricular changes, including new and redesigned courses and degree programs. The University Administrative Manual and the NSHE Procedures and Guidelines detail the authority and responsibilities of the faculty, as well as of the administration and the Regents in the design, approval, implementation, review, and elimination of courses and programs.

Within the framework of policies established by the Office of Human Resources and departmental bylaws, faculty members participate in the selection of new faculty members by serving on selection committees and voting on candidates to be forwarded for appointment.

As part of the budget crisis, the central assessment function was eliminated. In response, a new system that places responsibility for identifying and assessing student learning outcomes at the faculty, department, and college levels has been initiated. The central administration will collect, track and report on outcomes and their assessment. The transition is in its infancy and, while it shows great promise, is unfinished. The Evaluation Committee recommends that UNR insures that the new system has the visibility and support required to achieve its integration into the fabric of faculty work and institutional expectations.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The University of Nevada, Reno reports that librarians provide instruction, support, and assistance to students in the classroom, the library and online. There appears to be considerable room for the teaching faculty to be more fully involved in integrating the use of library and information resources into the learning process. The Library’s strategic plan notes that they intend to be closely involved in the implementation of the new Core Curriculum, which should strengthen the involvement of the teaching faculty.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the
institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

The University of Nevada, Reno does not directly award credit for prior experiential learning, or for prior experiential learning transcripted by another institution. Credit by Special Department Examination allows a student, with appropriate approvals, to receive credit by exam for knowledge that matches up to 30 credits of regular UNR courses. Knowledge acquired in other kinds of coursework that is certified by specific recognized exams (AP, IB, CLEP, etc.) is accepted for up to 60 credits. The relevant policies and procedures are clearly spelled out in the General Catalog.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The University of Nevada, Reno (UNR) publishes an exceptionally complete and informative transfer-of-credit policy in the body of its catalog, as well as elsewhere on its website, including a clear set of Student Rights and Student Responsibilities related specifically to transfer. The state of Nevada, through the Nevada State Higher Education Board of Regents, has established consistent policies across the state, including common course numbering for lower-division courses and transfer of academic associate degrees. However, each institution and degree program retains discretion for determining how transfer courses are applied to specific degree requirements. UNR’s transfer of credit policies distinguish among credit from regionally accredited, nationally accredited, and unaccredited institutions.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The University of Nevada, Reno (UNR) currently requires a “core curriculum” of all undergraduates students composed of courses distributed across the appropriate disciplinary areas. It has been in place for more than twenty years and is administered by the Core Curriculum Director and a faculty Core Board that includes student representation. Its mission is to provide an “all around education” that focuses on basic knowledge and methods, and the integration of “different ways of knowing and thinking.” Requirements include: a minimum of 3 credit hours in mathematics, 3 credit hours in English, 9 credit hours in humanities, 6 credit hours in natural science, 3 credit hours in social science, 3
credit hours in fine arts, 3 credit hours in diversity, and a 6 credit hours in a senior level capstone. It is substantial in that it encompasses at least 36 credits, and is coherent in its design, culminating in senior-level capstone courses.

The UNR Provost organized a task force to review General Education in the Fall of 2012. The resulting proposal is deeply embedded in best practices around learning outcomes and core competencies, an approach strongly supported and promoted by the Association of American Colleges and Universities and its LEAP Essential Learning Outcomes. The task force presented two plans or approaches—the Silver Plan and the Blue Plan. The faculty voted to implement the Silver Plan that is based on a "tightly integrated" approach to General Education. The Silver Plan will be fully implemented and required for freshmen entering in the fall of 2016 and will represent a significant improvement in terms of assessing General Education's effectiveness through learning outcomes. All of the courses approved for the core will be built on the agreed upon 14 learning outcomes established through this process. When all the pieces are in place, UNR's Silver Plan will require learning outcomes for all its courses taught in General Education, will publish information about those learning outcomes, and will assess all components of undergraduate education.

2.C.10

The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

The current Core Curriculum requirements are in the line with the University of Nevada, Reno's (UNR) mission and Goal #1, “Serve as an accessible, comprehensive, doctoral-granting, research university with characteristics of a high-quality liberal arts university and Nevada's land grant university, combining undergraduate and graduate education, fundamental and applied research, and engagement with Nevada's citizens, industry, and governments.” UNR responded to this standard in part by forming a task force to look at General Education and the way learning outcomes were assessed in the context of General Education. The faculty voted to approved a new core curriculum in Spring 2013 and it will be implemented no later than Fall 2016.

UNR is in the complicated position of transitioning from one program and approach to another. Learning outcomes assessment is currently conducted in a sporadic way throughout the core.

Progress toward goal of implementing learning outcomes across the curriculum.

- It is the intent of UNR to strengthen learning outcomes assessment by enforcing the requirement that all core curriculum courses include learning outcomes on the syllabus, by periodically reviewing courses that have been in the core for some time, and by requiring the review of learning outcomes of new classes included in General Education. They have made initial progress toward this goal in advance of the Provost's goal of implementing the Silver Plan by fall of 2016—they have gathered a significant number of core syllabi. Learning outcomes appear on some syllabi but not all. It is the intent of the Vice Provost's office to put some of the pieces of this plan in place before Fall of 2016.
- The Silver Plan approach is based on 14 learning outcomes and core competencies that every UNR student should experience as an undergraduate in a combination of General Education courses and courses in the major.
- The Director of the Core Curriculum has created 7 advisory committees that will begin the review of new curriculum this fall, articulate expectations and assessment rubrics and look at where learning outcomes are taught in college or major curriculum.
- UNR has an assessment plan that requires programs to clearly articulate learning
outcomes and assessment methods. Plans are underway to gather syllabi of General Education courses in the core curriculum that have learning outcomes clearly articulated and to publish those learning outcomes through PeopleSoft.

- Beginning in Fall 2013, faculty who teach courses in the core will be asked to submit syllabi for review in terms of learning outcomes and to be revalidated. In the past, there was a requirement about learning outcomes on the syllabus that was not enforced. This policy will be enforced in the future.

When the Silver Plan is implemented by Fall of 2016, learning outcomes assessment will be an integral part of UNR’s approach to General Education. It is also the intent of the Silver Plan and the Director of the Core Curriculum, and the Core Board to strengthen the position of General Education at the University of Nevada, Reno.

Also relevant to the progression through this plan, the Office of Assessment lost funding during the current budget cut backs but the office has been reestablished.

The new Core Curriculum that is expected to be fully in place by Fall 2016 will be an outstanding exemplar of this standard, if implemented as planned. The concern of the Evaluation Committee is that it does not currently exist, and the existing General Education program does not consistently have identifiable and assessable learning outcomes that are stated in relation to the institutions’ mission and learning outcomes for those programs. Learning outcomes were readily available for the areas of English and Mathematics. Outcomes for other areas are more often expressed as objectives, guidelines, or criteria for a course to be included in the Core.

It is recommended that UNR articulate a clear and public timeline for the implementation of the goals of learning outcomes and assessment, the new approach embodied in the Silver Plan of teaching to learning outcomes and core competencies in General Education and courses in the major, and a program of integrated General Education, aligning resources and key indicators of success and quality with the goals of undergraduate education.

2.C.11

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The University of Nevada, Reno offers no applied degree programs. Certificate programs are required to identify assessable learning outcomes under Standard 2.C.2.

Graduate Programs

2.C.12

Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Consistent with the University of Nevada, Reno’s (UNR) mission, graduate programs “prepares graduates to compete in a global environment through teaching and learning in high-quality undergraduate, graduate, and professional degrees in the liberal arts, sciences, and selected professions in agriculture, engineering, health care, education, journalism, and business.” UNR’s mission was most recently approved by the Board of Regents in 2009.
and is consistent with the NSHE Mission Statement (BRH 4.1.1). The names, descriptions, curricular designs and expected learning outcomes are consistent with programs at similar institutions.

UNR’s graduate programs include the professional degree in medicine and 109 graduate degree programs in the academic colleges across campus. This includes 38 doctoral and 71 master's degree programs. The approval processes for graduate degree programs are outlined in UAM 6,000 and system wide regulations and guidelines appear in NSHE Procedures & Guidelines Manual 6.13. In practice, the process for proposing and designing graduate programs is decentralized and occurs first at the department and college level. The Graduate School and the Graduate Council ensure the highest standards of excellence in the individual disciplines and rely on external reviews, professional guidelines and societies and where appropriate review by accreditation bodies. The Graduate Council reviews proposals for new programs and reviews of existing programs, reviews policy and makes recommendations to the president about priorities. The Council includes representation from graduate faculty across campus. The Graduate School sponsors informational events with undergraduate juniors and seniors as another way to make public information about opportunities at UNR and works with graduate programs to develop best practices in terms of recruitment, encouraging them to update their websites and develop effective recruiting marketing materials.

Supplemental Instructions for 400-600 Courses provides expectations and guidelines that guarantee rigor, depth and intellectual challenge in the Graduate curriculum.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Besides reviewing proposals for new graduate programs and the review of existing programs, the Graduate Council establishes policies, including admission policy for graduate programs consistent with the institution’s mission. These are published in the General Catalog as well as on the Graduate School’s website. Certain departments, programs or colleges have more stringent graduate admissions requirements such as portfolios, writing samples, and other materials appropriate to the discipline.

The Graduate admissions process is an electronic one. Applications first come to the Graduate School and are judged as to whether the applicant has met the minimum requirements for admission. Next, they are sent to the department/program for evaluation and recommendation. Graduate faculty deliberate about applicants who will advance and that are forwarded back to the Graduate School. Changes to policy or admissions requirements are approved by the Graduate Council and published in the General Catalog including policies concerning transfer credits. These policies are appropriate and meet this standard for accreditation.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

The University of Nevada, Reno does not grant credit for prior experiential learning. Experiential learning that is part of a graduate program such as internships, field research or clinical practice are managed and implemented by faculty in the discipline rather than the
Graduate School or Graduate Council.

All internships, field experiences, and clinical practice experiences are offered under appropriate graduate course work in the discipline. Faculty in the discipline structure, supervise and assess learning in these courses.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Fully in line with this standard, Nevada System of Higher Education guidelines direct the process of creating, reviewing and maintaining graduate degrees. The requirements are intended to guarantee quality and that these programs engage greater depth of study than undergraduate programs and stimulate higher levels of intellectual or creative activity. The University of Nevada, Reno (UNR) identifies Graduate Faculty who have demonstrated high standards in terms of scholarly or creative excellence, have a significant teaching record, and degree credentials consistent with UNR’s mission. Only Graduate Faculty can chair or serve on graduate committees. The Graduate School website published expectations for Graduate Faculty serving on committees.

Proposed new programs are submitted to the University Curriculum Committee (UCC) for review and then forwarded to the Provost’s office. Programs that will be eliminated are processed in a similar way, they are submitted to the UCC and then to the Provost’s office. If faculty are impacted by the elimination the proposal is sent to the Faculty Senate for review. External reviewers conduct periodic and regular reviews of existing graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

The Extended Studies (ES) office has a direct line report to the Provost’s office and offers credit and non-credit classes and programs that support UNR’s mission and goal of access. ES’s mission is to help “students graduate in a timely manner and helping retention.” One way they accomplish this goal is through credit courses that are coordinated by the academic colleges and departments and offer students significant flexibility in terms of time, format, and academic support.

In addition to ES, credit and non-credit continuing education and off-campus programs are provided by the University through the University Studies Abroad Consortium (which gets at the institution’s goal of educating students for their role as global citizens), Intensive English Language Center (which helps international students and non-native English speakers intense English instruction to bolster their academic success), and University of Nevada Cooperative Extension. As a land-grant institution, UNR’s Cooperative Extension program seeks “to discover, develop, disseminate, preserve and use knowledge to strengthen the social, economic, and environmental well-being of people.” These programs promote UNR’s mission and goals and make a UNR education accessible to a broader range of persons.

CE and ES make important contributions to the retention and completion of UNR’s students.
They accomplish this through flexible scheduling modalities such as weekend and summer school, online and hybrid courses, and “winternester” (1,100 primarily junior and senior students took more than 90 classes during the three weeks between Christmas and the beginning of spring semester). Students have additional opportunities to take courses besides those offered through traditional schedules and modalities. CE is complimented for its creative and flexible scheduling and the clear and meaningful contributions it makes to the academic mission and core themes around retention and graduation.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

Credit bearing courses offered through Extended Studies or Continuing Education programs are subjected to the same review processes and policies as all credit bearing courses. Academic departments select and approve faculty who teach these courses and the courses to be taught, and faculty develop the content and teaching methods.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

As per this standard, Continuing Education at the University of Nevada, Reno reflects national best practices, and supports the institution’s mission and goals. Credit bearing courses correlate with approved curriculum listed in the General Catalog and are primarily taught by faculty recruited and managed by departments. Also as is standard, Extended Studies sends information about the completion of CEU courses to the licensure body.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The Extended Studies website displays a wide offering of courses, both credit and non-credit, to serve the needs of Nevada residents. The Continuity 2000 database could not be accessed through the report or located on the website, so the nature of learning provided through non-credit instruction could not be determined.

2.D – Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The University of Nevada, Reno (UNR) offers a variety of educational programs and methods of delivery consistent with its mission of access and excellence. Information about these programs is readily available at the Academic Central website. In addition, the website directs students toward student success programs, and engagement and enrichment programs like the Honors Program and Study Abroad opportunities. Reflecting the same commitment to service and accessibility, the Advising Center provides a Concierge Service that helps direct students to appropriate websites or sources of
information to address their concerns or questions and that works in conjunction with the Core Curriculum program that evaluates transfer credit.

A series of programs are designed to address certain populations of students or to provide particular types of academic and personal support. The UNR Tutoring Center provides supplemental instruction and one-on-one or group tutoring without cost to all students. Supplemental instruction is targeted for students who have a track record of withdrawals, or D or F grades. Students can drop in or make appointments for tutoring at three locations where students tend to congregate—the library, the student union and the Knowledge Center.

Like the Tutoring Center, the Writing Center provides assistance to all students regardless of the strength of their writing through peer-to-peer or small group instruction or consultation. In addition, the center offers workshops and grant-writing sessions for faculty.

The Math Center offers walk-in tutoring for all subjects that include Math from statistics to chemistry to engineering at 30 computer stations. In the fall of. In addition, the lab proctors “Accuplacer” placement exams for incoming freshmen.

The Tutoring, Math and Disability Resources Centers are complimented for their dedication to the interests and support of students and the quality of the services they provide.

The University Library System includes the main library and specialized libraries for science and engineering, Basque Studies, and the Savitt Medical Library. The special services, computer labs, teaching spaces, and tutoring spaces are appropriate for and support UNR’s academic mission.

Intercultural recruitment, outreach, retention activities, and co-curricular programming for future and current students are managed by the Center for Student Cultural Diversity. The center serves all students but in particular those self-identifying as African American, Asian American/Pacific Islander, American Indian, Hispanic/Latino, First-Generation, Income-qualified, Multiracial/Biracial, and Lesbian, Gay, Bisexual or Transgender.

Also serving particular groups of students and providing special services are the Office of International Students and Scholars, USAC, and the TRiO Programs. These programs help UNR accomplish its mission of preparing “graduates to compete in a global environment.” UNR “respects and seeks to reflect the gender, ethnic, cultural, and ability/disability diversity of the citizens of Nevada in its academic and support programs, and in the composition of its faculty, administration, staff, and student body.”

The Honors Program is an academic program but was included for this accreditation evaluation review as a student support service. Honors at UNR is quite small—limited to an incoming class of 125 students—is highly selective and has a competitive application process (average GPA of 3.8 and ACT score of 30). Requirements are consistent with national standards set by the National Collegiate Honors Council. Honors students have a four-year graduation rate of 65% which is 6% points lower than student athletes at UNR but higher than the university as a whole at 51.4% according to NSHE data. Retention rates are 10-15 percentage points higher than the university rates. Honors graduates between 80 and 90 students each year with the Honors degree (out of a total 500 students), 20% study abroad, and 90% go on to graduate school. In addition, Honors manages the Office of Undergraduate Fellowships that mentors students in the process of seeking nationally competitive fellowships and scholarships. Honors is complimented for the number of students who have received the Goldwater Scholarship—4 since 2009 (and one honorable mention) and in 2012, its first Marshall scholar.
2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The University of Nevada, Reno (UNR) Police Services seeks to create a safe environment where the university can accomplish its stated goals and mission. Police Service’s mission statement reads as follows: “Our number one goal is to ensure that our campus is a safe place to live, study and work. We strive for this ideal via a “Community Oriented Policing” philosophy, meaning our community always comes first. One of the primary tenets of this philosophy is accountability. At the University of Nevada, Reno, we hold ourselves accountable at all times to each other, our superiors and our community.” Police Services accomplishes this by applying policies and laws set forth by the state and the institution, responding with emergency services, and producing proactive public education. Student conduct is described and regulated through the Student Code of Conduct. The University Police department includes 11 full-time officers, 10 reserve officers, and 11 student cadets who work with Student Services and the Student Conduct Center as well as other law enforcement agencies.

The procedure for responding to an on or off campus crisis is carefully and appropriately delineated and publicized. The UNR campus has a no tolerance policy toward carrying a firearm.

Police Services also maintain the security of campus buildings through the Campus Perimeter Security system, reporting required statistics and reports under the Clery Act to the US Department of Higher Education.

Safety in campus labs is regulated and managed through the UNR Laboratory Safety Program which publishes regularly safety manuals for: Chemical Hygiene Plans; Biosafety; Bloodborne Pathogen Exposure Control Plans; Biohazardous Waste Operations Plans; and Radiation Safety. These policies and procedures are both appropriate and consistent with the standard.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

The University of Nevada, Reno (UNR) admissions policy is published as part of the university’s catalog and on the Office of Admissions website. Institutional and program graduation requirements are published in the General Catalog. According to the Admissions website, “the University of Nevada, Reno aspires to make higher education available to anyone with the ambition to seek a university degree. This means you will find all types of students: National Merit Scholars, transfer students, nontraditional students and international students, too.” What this means in practice is that for admission to UNR, a student must complete a set of required courses: 4 units of English, 3 units of mathematics, 3 units of social studies, and 3 units of natural science. New incoming freshman need a high school core GPA of 3.0 and transfer students a cumulative transfer GPA of 2.5. New incoming freshmen are required to also submit their ACT/SAT scores.

All students who enter the UNR must attend an orientation where they will develop a plan for both their first year and a completion plan. In 2013, Student Services offered 15 orientation sessions. Students heard presentations on a range of student support programs and were introduced to MyNEVADA, the General Catalog, the libraries and other university support or
enrichment offices. The Freshman Start program, a summer program, helps students who need to take remedial Math or Writing get a boost before they enter the university in the fall and prepares them to enroll in Math and Writing classes required for their majors with their freshman class.

UNR admissions policies and procedures are appropriate, are in line with this standard and with national standards. UNR is commended on making admissions and advising information readily available, accessible and understandable to its students. The Evaluation Committee commends the University of Nevada at Reno for the clarity, accessibility and thoroughness of information about admissions, advising, and transfer credits.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

BRH 4.14.11 regulates the elimination of any degree program. “It is the policy of the Board of Regents that the deletion of any degree, major, program, department, school or college, center, institute or other structural organization must be approved by the Board of Regents if the Board’s approval was required for its implementation in accordance with Title 4, Chapter 14, Section 6.” Elimination of a degree program or significant change to degree requirements requires prior approval by the Board of Regents. The Academic Program Elimination Form asks programs to explain the reasoning behind the elimination, the plan for phasing out the program, and the impact on faculty, staff and related programs. In addition, UNR, by policy, must help students complete their program of study in a reasonable period of time consistent with accreditation standards prior to program discontinuance. As currently implemented, proposals for the elimination of programs are submitted to the University Curriculum Committee and then to the Provost’s office for review.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

The University of Nevada, Reno has articulated a clear and compelling mission statement and set of goals around which it organizes its academic and co-curricular activities. Entrance requirements are clearly delineated on the Admission’s Office website and in the plan form on MyNEVADA. Information on academic programs and courses is located in the General Catalog. Grading policy appears on the Provost’s website as are specific guidelines for required elements of all syllabi. Student policies, rights and responsibilities are readily available in the UNR catalog. Financial information such as tuition, fees, program costs, refund policies and procedures as well as a range of financial aid opportunities are published on the website.

a) Institutional mission and core themes;


b) Entrance requirements and procedures;

http://www.unr.edu/admissions/information-by-student-type/freshman-requirements

c) Grading policy;

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

Expected learning outcomes do not appear in the course catalogue but required course sequences and projected timelines to completion (reasonable four year plans) appear on most departmental or program websites and in the catalogue.

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;

http://www.unr.edu/president/university-leadership

Some departmental or college websites include degrees held and conferring institutions for full-time faculty but most do not. Instead, these appear in the course catalogue.

f) Rules, regulations for conduct, rights, and responsibilities;

For students:  http://catalog.unr.edu/content.php?catoid=1&navoid=224

g) Tuition, fees, and other program costs;

http://www.unr.edu/tuition-and-fees

h) Refund policies and procedures for students who withdraw from enrollment;


i) Opportunities and requirements for financial aid; and

http://www.unr.edu/financial-aid

j) Academic calendar

http://catalog.unr.edu/content.php?catoid=1&navoid=4

2.D.6 Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

The University of Nevada, Reno is decentralized and does not have a single location for information about licensure or entry into occupations or professions that require special education or training such as the College of Education or the Department of Accounting. However, there is a central list of those programs that culminate in a certificate or require licensure: http://www.unr.edu/degrees/?l=certificate. Many of these programs include a brief description of opportunities for employment or advancement and describe special
requirements.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Under UAM 64: Safeguarding Confidential Information in Records. “The university shall follow all federal and state laws governing the collection, recording, filing, maintenance, disclosure, transfer, and safeguarding of confidential information. The university shall follow the NSHE Information Security Plan which applies to any record containing nonpublic financial information about a student, employee, or other third party who has a relationship with the university, whether in paper, electronic or other form, which is handled or maintained by or on behalf of the university." Employees receive training about security policies and procedures at new employee orientation, and access is limited to those with a "legitimate educational interest in the records." Before employees receive access to secure records they complete the Family Educational Rights and Privacy Act (FERPA) tutorial, (they are required to repeat this training every five years) and read both the Required Confidentiality Agreement and the NSHE Computing Resources Policy. They must affirm that they have read the instructions and will comply with the guidelines as described in university policy.

Students are informed about the privacy and security of their records annually through PeopleSoft. The UAM includes a Student Bill of Rights that articulates these rights as part of the routine policies and procedures of the university.

In case of disaster, UNR has a backup database in Las Vegas that is backed up nightly. UNR follows the NSHE Data and Information Security Policy.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The UNR complies with this standard by providing financial aid in line with its mission of providing an accessible education to a broad and diverse range of persons. Its stated goal of making a UNR education “affordable” is demonstrated in programs designed to eliminate or reduce financial barriers, and that facilitate student access by administering Federal, State, and Institutional aid programs in an equitable and comprehensive manner. Scholarships at UNR are primarily based on academic merit. The campus has a central scholarship program and college, departmental, Foundation and Alumni scholarships available for both, general students or students from specific majors or other criteria. In addition to merit scholarships, UNR’s financial aid office administers aid programs that include grants, work-study, and loans.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

Fully in line with the standard, the University of Nevada’s Financial Aid Guide outlines the process of applying for and receiving financial aid. The Office of Financial Aid and Scholarships requires that students who receive loans receive advising at the point of application and when they exit the institution. This includes information about the repayment grace period, repayment plans, loan forgiveness and cancellation, and consolidation among other important topics. Students are instructed to look at external websites for more detailed information about federal grant and loan programs: Federal
Direct Stafford Loans (subsidized and unsubsidized), Federal Perkins Loan, Federal Direct Parent PLUS Loans, Federal Direct PLUS Loans for Graduate and Professional Students, as well as Private Student Loans.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

The stated mission of academic advising at the University of Nevada, Reno (UNR) “is to assist each student in developing and implementing an academic plan designed to meet his/her educational, career and life goals. Campus wide coordination of advising is provided by the Director of the Advising Center and Coordinator for Campus Advising. Some colleges require mandatory advising of their majors. The advising process is one of shared responsibilities between students and advisors.” Advising in the departments or colleges may be completed by a staff advisor or a faculty advisor but it is the responsibility of each to:

1. “Be knowledgeable about the curriculum requirements for the program(s) for which they advise
2. Assist students in selecting appropriate classes and developing an academic plan that meets degree requirements
3. Assist students in linking program requirements with relevant career and other post-graduation opportunities
4. Be familiar with campus resources and make appropriate referrals when necessary
5. Support the achievement of campus-wide goals for increasing graduation and retention rates
6. Clarify and provide accurate and timely information about university policies, regulations and procedures
7. Be available and accessible to student advisees on a regular basis
8. Maintain student confidentiality in accordance with FERPA
9. Be proficient in the use of the university's student information system/computerized advising tools relevant to the advising process.”

The academic advisement system is UNR’s primary student support operation and focuses on student development, progress, and success. The Academic Central Advising website is one route for student advising. The MyNEVADA account allows students to move through personalized online advising. A third option is that students can make appointments for in-person advising.

The Advising Center serves undecided students, non-degree seeking students, re-deciding students, Bachelor of General Studies majors, and students taking ACE 100 or ACE 210 and are still exploring for a major. The Advising Center for Undecided Students helps students define and create a plan for accomplishing their academic goals.

UNR is commended for its scope of advising programs that promote a highly personalized and effective method of providing students with up-to-date, relevant, and important information for their academic success.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Every undergraduate student at the University of Nevada, Reno (UNR) is automatically a member of the Associated Student Union of the University of Nevada (ASUN). The ASUN's
mission is: to “provide a means for students to voice concerns and address issues at the university, local, state, national, and international levels.” This form of university-wide student government is also the central campus clearing house for the wide range of student groups and clubs that serve the students of UNR. In addition, the Student Services Division provides administrative leadership to every aspect of student life and additional co-curricular activities which range from intermural academic competitions, sports clubs to student government. These include the following:

- ASUN/Center for Student Engagement
- Center for Student Cultural Diversity
- Greek Life
- Joe Crowley Student Union
- New Student Initiatives
- Residential Life

Trained faculty sponsors advise student groups and ensure that university policies and procedures governing student activities are upheld and that groups accomplish their collective goals. It is required that each of the 300 student clubs have a faculty sponsor, a constitution in line with the university’s mission statement, a president and treasurer, and a non-discrimination policy (as specified by the ASUN Clubs and Organizations policy). The Director of the Center for Student Engagement with a reporting line to the Dean of Students oversees student sponsored clubs. Many of these clubs help UNR accomplish the core themes in its mission statement such as community engagement. Exemplifying this deep commitment to community, the university joined the Campus Compact in 2010 (a national coalition of more than “1,100 college and university presidents” whose campuses are committed to service learning and civic engagement) and in the recent past, hired a Director of Service Learning to align academic efforts with the university mission.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Three principal auxiliary services support the institution’s mission, impacting the campus community, and providing learning opportunities outside traditional classrooms.

Residential Life and Housing provides students with nine living and learning communities that capitalize on the retention and completion benefits of combining deep learning in the context of cohorts with living on campus. These include the following:

- Honors Residential Scholars Community
- WISE (Women in Science & Engineering)
- Business
- Education
- First Year
- Engineering
- Journalism
- Pre-Nursing
- Science

The University of Nevada, Reno (UNR) has 6 residence halls, 1 apartment style residence hall, and 40 apartments for family housing. UNR is a substance-free campus. Support for students living in student housing is provided by Resident Directors. The Academic Intervention Program monitors those students falling below a 2.0 GPA each semester, helps them develop plans for getting back on track, and provides them with skills workshops,
tutoring, academic advising sessions, meetings with financial aid counselors, or referral to the counseling center.

UNR is to be complimented for its commitment to expanding residential living opportunities for students, for the creativity of its approach, and the quality of its living and learning experiences.

Dining Services are provided for students who live on campus as well as all individuals who come to campus for work, classes, or other university activities. Chartwells has the contract with UNR for food services. These include a wide variety of snack bars, cafeterias and restaurants across campus. Special dietary needs are addressed by most residential dining programs and at many of the food services locations across campus.

The ASUN bookstore, The Wolfshop, is self-supporting and offers essential campus bookstore services such as textbook reservations, buyback programs, computer loans and purchases, online purchasing, special orders, online textbook requisition, and graduation regalia. Student leadership implemented the textbook rental option in 2012. ASUN uses and distributes profits from sales for student success programs and activities. These auxiliary services are both appropriate and serve the needs of students who live and visit campus.

2.D.13

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The University of Nevada, Reno (UNR) is a member of the National Collegiate Athletics Association (NCAA) and undergoes regular comprehensive scrutiny of its athletic programs. In additional the University maintains rigorous internal oversight mechanisms. The NCAA and Mountain West Conference review athletic administration, athletics academics, and compliance personnel, and all coaches regularly. In addition, the Director of Compliance meets monthly with the athletics staff, reviews with them NCAA legislation and rules, and keeps them up-to-date on proposed future rule changes. Coaches are required to pass the NCAA certification exam annually before they can recruit for UNR. Before they can take the exam, coaches are required to attend several sessions led by the Compliance Director and the Coordinator of Compliance educating them about the rules at all staff meetings.

Student-athlete applicants are subject to the same admission policies and procedures as the general student body. There is no special consideration given to student athletes. The same admissions officers evaluate the applications of student athletes as other students. The mission of the UNR Athletic Department supports and aligns with the mission of the university as a whole and supports the academic success of its students. Since it first opened in 2008, the Athletic Academic Center provides study and tutoring spaces, a 46 computer lab, and 3 athletic academic advisors who track the academic progress of their students toward their degrees. These advisors report to the Special Assistant to the President for Athletics Academics and Compliance, who then reports directly to the President of the University. The graduation rate for most recent cohort of student-athletes was 71%, a figure that is both higher than that of the student body as a whole and the highest ever to date. This is to be complimented. The report on graduation rates is found at http://fs.ncaa.org/Docs/newmedia/public/rates/index2.html. The Athletic Academic Center and advising programs work in close collaboration with other student support programs such as the Disability Resource Center, the Student Health Center, and Counseling Services. The Director of Financial Aid oversees financial aid awards to student-athletes.
The UNR General Catalog outlines the mission and goals of the Athletics Department, and along with its strategic plan is readily available on its website http://www.nevadowolfpack.com. The Athletics Department Policy Manual and the Student-Athlete Handbook are reviewed and updated annually and distributed to all student-athletes, staff, coaches, assistant coaches, trainers, compliance personnel, athletic academic advisors, administrators and faculty.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

According to NSHE data, 6% of University of Nevada, Reno (UNR) undergraduate coursework is completed in distance education formats and most online courses are managed by Continuing Education. The University of Nevada, Reno’s identity verification process for distance education courses and programs is currently based on a requirement of proctored/supervised examinations. Students are required to produce a government-issued photo identification before the exam will be given. Three alternative methods of proctoring exams are currently being used. 1) Proctoring at the Online and Independent Learning Office for students who live near the campus in Reno/Sparks and can come on campus, or 2) Print exams sent by a testing coordinator to and administered by an approved proctor for those students who live outside the Reno/Sparks area, and, 3) Remote proctoring through Proctor U. Students using Proctor U take the exam electronically and are observed by Webcam. Additional requirements include:

- Exams are taken in the WebCampus (BlackBoard) course management system.
- A Proctor U representative photographs the student’s identification.
- The webcam “pans” the room that the student is sitting in and takes over the student’s desktop computer.
- The Proctor U representative watches the student take the exam through WebCam.

Students are not subjected to a special fee for these identification verification processes.

To address the specific identity verification issues associated with online courses as well as other quality control issues, accreditation standards, and to examine best practices, the Provost’s office at UNR launched an “Online Taskforce” at the beginning of 2012. As a result, the Task Force presented a new policy statement to the Academic Leadership Council in summer of 2013. Each spring, Continuing Education reviews the verification process and purchases a one year contract with the software that most appropriately serves their needs.

2.E – Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

The University of Nevada, Reno (UNR) holds or provides access to library resources at levels appropriate to its mission and core themes and reasonably comparable to peer institutions. As users are transitioning to greater online access of library materials, UNR is responding by focusing more resources in those areas, insuring that the libraries support its mission wherever offered and however delivered.

2.E.2 Planning for library and information resources is guided by data that include feedback from
affected users and appropriate library and information resources faculty, staff, and administrators.

The University of Nevada, Reno’s report documents a variety of ways in which the Library systematically collects and utilizes feedback from users, including students, faculty, and staff, which is noted to have been especially important during recent budget cuts.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The University of Nevada, Reno report described multiple ways in which the library systematically provides support to users through classroom, online, and individual assistance and instruction.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Library actively evaluates the ongoing and emerging needs of its students and faculty and works to maximize its effectiveness in meeting those needs. Librarians also assess the effectiveness of freshman information literacy instruction. The Library’s Strategic Plan identifies assessable goals and demonstrates an active and thriving enterprise in spite of the extremely difficult budget situation. There is concern that the fairly severe limitations on the number of staff is restricting the availability of specific areas of expertise to meet today’s needs of faculty and students.

2.F – Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The University of Nevada, Reno’s (UNR) reported 33% ($75 Million) reduction in State support was one of the largest percentage losses in public higher education funding that was experienced nationally. The loss in revenue has been partially offset with a reduction-in-force of approximately 10%, an increase in student tuition and fees of 41.7%, and a substantial increase of resident and out-of-state enrollment, primarily from California. In response to the loss of State support, UNR indicates that it made strategic, as opposed to across-the-board percentage reductions in its programs. By eliminating certain programs such as Resource Economics, Supply Chain Management, and German, and restructuring others such as the College of Education, UNR reports that its efforts to mitigate losses were done with the intent of protecting its core instructional and research functions.

UNR reports that State appropriations have stabilized, and that revenue projections for the approaching biennium are flat to somewhat improving. UNR reports that “strong enrollment growth” is responsible for increasing revenues of $5.5 million in 2012, and $10.4 million in 2013. Changes in the State operations now provides for UNR’s retention of its tuition and fee revenues as opposed to these revenues being returned to the State for ad hoc reallocation back to the institutions.

UNR describes the process leading up to program eliminations as iterative and inclusive. In the case of at least one program targeted for elimination, the process allowed for
restructuring instead. While the resulting cuts were difficult to make, senior leadership took the utmost responsibility to personally explain final decisions to those who were most negatively impacted. Any further need for additional program cuts or substantial future increases in tuition or fees, seem to be mitigated for now, as State budget reductions have stabilized and the impacts eased.

Using data from the IPEDS analysis found in the UNR report under Appendix J, it was noted that while UNR tuition and fees for first-time undergraduates were less than its peers, UNR net total costs exceed UNR peers according to the IPEDS report. It was also noted that on average, it takes UNR undergraduates longer to obtain a four-year degree than for students at UNR peer institutions. UNR indicates that its graduation rates and time to graduate have significantly improved since the IPEDS report. An example provided, was that six-year graduation rates at UNR have increased from 47% to 54%, a 15% improvement in that statistic. UNR also indicates that the perception of prospective students is that UNR is a “value” institution. That enrollment increased sharply after increasing fees nearly 42% substantiates this claim.

UNR receives monthly distributions from the State equal to 1/12 of its annual general fund appropriation. Due to timing of local fee and tuition revenue receipts, UNR reports that the State budget account always has a positive cash balance. Self-supporting accounts are monitored monthly. Any accounts having a negative cash balance in excess of $5,000 in any quarter is reported to the Board of Regents. UNR reports that the one account with a negative cash balance was the recently sold Fire Training Academy. When the Academy was sold, it had outstanding negative balances in both construction and operating budgets. The proceeds from the sale, along with other institutional resources, paid down the remaining construction debt. However, it is expected that the remaining operational deficit will take longer to cover. The Board of Regents is aware of this issue and receives periodic updates on the status of changes in the account. UNR maintains that all actions relative to this account are transparent and follow NSHE and University policies.

UNR reports that it maintains $56 million in reserves to cover an operating expense of nearly $500 million annually. The evaluation team asked UNR if an 11% reserve met their own criteria for ensuring optimal short-term solvency, as well as to hedge against future State appropriation losses similar to those experienced in 2009. UNR indicates that the current reserves are all attributable to University auxiliary enterprises and that the 11% reserve slightly exceeds its target of 5% to 10% reserves. The economic downturn most likely resulted in auxiliaries holding onto their reserves, which caused the increase, an action that is now reversing slightly as financial normalcy returns.

While UNR operates on a biennium budget cycle, detailed budget forecasts for appropriated and auxiliary budget accounts are prepared and submitted for University approval on an annual basis. Establishing budgets is an iterative process that begins with the President’s approval of revenue projections. A Budget Committee convenes that includes the Provost, Vice Presidents, and the Associate Vice President for Planning, Budget and Analysis. Working collaboratively with individual stakeholders, the Budget Committee develops budgets that reflect UNR strategic priorities and stay within limits of projected available funding. During the budget cycle, monthly cash balance reports are monitored for compliance. While taking into consideration non-series cash flows from accounts that might include encumbrances, contracts paid forward, and transfers for personal services, the budget office would directly contact the fiscal agent of any accounts that are found to be significantly out of range during the budget cycle.

UNR reports that the Board of Regents approves long-term debt issuances from proposals that identify sources of repayment. A portion of debt service that is used for capital improvements, other than auxiliaries and some self-supporting activities, is paid through
student fees, amounting to approximately $18 per credit hour.

Health insurance premiums and retirement contributions for UNR personnel are paid monthly as they accrue using current operating revenues.

UNR is commended for its proactive and strategic approaches in response to a potentially devastating reduction in its State supported budget. By utilizing an iterative process to evaluate the impacts of the loss, the University, under the leadership of President Johnson, structured the cuts and reorganizations consistent with the institution mission and core themes and in the most thoughtful and inclusive manner possible. UNR focused on aggressive enrollment increases in its strongest academic programs and through appropriate fee increases, has replaced much of it lost appropriations.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The University of Nevada, Reno (UNR) engages in resource planning and development that includes realistic budgeting, enrollment management, and responsible projections of grants, donation, and other non-tuition revenue sources. UNR operating budgets are segmented into the categories of State Funded, Self-Supporting, and Grants and Contracts.

State Funded

State funded budgets include appropriations, projections of student fees including non-resident, as well as some federal and county funds. UNR reports that a substantial increase in University revenues during the economic downturn resulted from growing non-resident enrollment. Much of the non-resident enrollment growth came from California, as there were substantive budget cuts to higher education in that State during this period. UNR projects that as the economy of California improves, and more prospective students choose to stay in their home State, UNR will see a reduction in these non-resident revenues. To address this concern, the President established the Enrollment Management Taskforce. The Taskforce members include representatives from the Budget Office, Office of Institutional Analysis, the Provost, Vice President for Student Affairs, and the Office of Prospective Students. The Taskforce is charged with developing strategies that stimulate reliable and sustainable growth in the UNR non-resident student population.

Of the $70 million taken in for tuition, California alone is not a significant percent. UNR also believes that it has established a sustainable presence in California and will continue to recruit well in this region.

Self-Supporting

Self-supporting budgets for auxiliary services and other university functions not receiving State funds are developed at the department level. Unit level financial officers review the budgets prior to submitting them to the office of Planning, Budget and Analysis for evaluation of projected revenues and expenses. As a cost control measure, self-supporting units must justify any expense or revenue line item in the budget with a greater than 10% increase between fiscal years. Finalized budget recommendations are submitted by the Office of Planning, Budget and Analysis for final approval by the Board of Regents. UNR indicates that some examples of expense line items that have, or could exceed 10% from one year to the next, include athletic coach salaries and commodities or services with significant energy or utility inputs. Heating hot water is an example where the commodity rate provided to campus would be sensitive to energy costs.

UNR reports that Foundation accounts funded through donations are also a type of self-
supporting account. Foundation expenses are limited to its spending authority and to receipted gifts on account with the UNR Foundation.

**Grants and Contracts**

The majority (approximately 66%) of UNR externally sponsored projects are Federally funded. Prior to submission of a grant, the Office of Sponsored Projects reviews all department applications to ensure compliance with Federal Cost Accounting Standards, university and federal policies and that realistic expenses are associated with the project grant.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The University of Nevada, Reno (UNR) strives to operate a budget process that is understandable and transparent. Budget parameters are explained to both the President’s Council and the Academic Leadership Council. The information provided to these groups is then shared with various campus constituencies. The President and Provost meet regularly with UNR colleges to discuss the processes of planning and budgeting. During the economic crisis of 2010, the President held a series of “town hall” meetings to openly discuss the budget process and solicit participation from the entire University community.

Deans and department heads submit their budget requests to the appropriate Vice Presidents or Provost. A summary of prioritized budget requests are submitted to the Budget Committee by the Vice President and Provost. UNR reports that the Budget Committee then determines funding priorities to be within available funding constraints and to be consistent with the UNR strategic plan. The colleges then receive their approved budget allocation including any additions or reductions. The Deans have substantial discretion to develop and manage their budgets within the limits provided. UNR reports that there are many opportunities for Deans and department heads to discuss and appeal potential University direction during the budgeting process, and prior to the final budget decisions being made.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The University of Nevada, Reno (UNR) uses a Financial Management System specifically developed for colleges and universities. The system enforces access security control and is designed to facilitate separation of duties to maintain appropriate accounting controls. The UNR accounting system follows General Accepted Accounting Principals, and UNR financial statements are audited annually by external auditors. State and UNR internal auditors also regularly review departments and programs to assure adherence to University and State policies and procedures.

UNR notes that its “Data Warehouse”, the Campus Advanced Information System (CAIS) containing Financial, Human Resource and student information is user-friendly. UNR developed this system internally to greatly enhance preparation of financial reports by individual departments. The CAIS system is well regarded on campus. When the system was demonstrated at a peer institution, the institution reportedly determined that it wanted to convert to the same or similar system.

2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support...
the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The University of Nevada, Reno (UNR) maintains a ten-year capital development plan that also incorporates two years of forward planning. The more specific two-year plan is developed to allow input from faculty, staff, students, administration and the surrounding City of Reno. The President and the President’s Council review proposals and establish capital development priorities based on the guiding principals of the strategic and master plans. Capital development plans include costs for furniture, fixtures and equipment for new or renovated space. Since the 2004 Master Plan was completed, capital development at UNR has resulted in major projects that added or renovated space of over 1 million square feet of campus.

Recently UNR sold its Fire Sciences Academy to the Nevada National Guard and used the proceeds to assist with retirement of its construction debt. The retirement of this debt will allow UNR to redirect a portion of student fees in support of the new Student Achievement Center. UNR regards the sale of the Academy as an isolated event that was warranted by specific circumstances not typically seen in university programs.

By statute, all University borrowing is monitored and approved by the Board of Regents. UNR works with JNA Consultants under contract with the Nevada System of Higher Education (NSHE) to assist with debt management, including evaluations of existing debt, proposed new debt issuances, debt service triggers that consist of changing enrollments, and refinancing of existing debt. In September 2011, UNR refunded a portion of its debt that has resulted in a savings to the University.

A significant portion of the funding for The Center for Molecular Medicine was received from institutional Facilities and Administrative reimbursements. UNR explains that these funds, also known as indirect cost reimbursements, or ICR funds, were expected to grow through this process. As this growth in ICR funds has not been fully realized, this process of funding may not be used again by UNR.

UNR also indicates that total cost of ownership is factored into its capital planning processes through careful evaluation of O&M costs resulting from its capital construction decisions. With a new State funding formula, UNR reports that it will need to be even more vigilant with total cost of ownership as O&M contributions by the State for new buildings are not part of this formula.

As the Year Three report references both a Budget Committee noted on (Page 113) and a Budget and Finance Committee (Page 116), UNR clarifies that the Budget Committee is specific to UNR, while the Budget and Finance Committee is specific to the Board of Regents.

2.F.6

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The University of Nevada, Reno (UNR) reports that revenues and expenses are not comingled between educational and general activities and campus auxiliary enterprises. While auxiliaries do not directly support costs of university services such as accounting and payroll, auxiliaries do contribute to the costs of these functions as 50% of the investment income on their reserves is contributed to general institutional support services. UNR auxiliary functions are those typically found at higher education institutions, including student
housing, food services, campus bookstore, student union and health services.

UNR reports that it has occasionally borrowed from auxiliary enterprise reserves. UNR adds, this borrowing is for very short durations and is reimbursed quickly. According to UNR, this borrowing strategy has allowed UNR to be more nimble when needed, and has perhaps only been used three or four times in the last 20 years. One example given by UNR was to be able to quickly purchase a large number of computers for a campus department.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The University of Nevada, Reno (UNR) reports that it undergoes annual audits as conducted by an independent consulting firm, JNA. The Audit Committee of the Board of Regents submits an audit review report that includes management comments and satisfies various Federal requirements. UNR reports that its last approved audit report occurred before the full Board of Regents in November 2012.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The University of Nevada, Reno (UNR) reports various policies and functions of its Development and Alumni Relations office (Foundation) that are intended to satisfy the requirements of 2.F.8, by regulating, recording, and auditing transactions. Written policies intend that Foundation functions do not circumvent policies, rules, and regulations of the Board of Regents. The University may not lend funds to the Foundation and the Foundation may not incur deficit cash positions on its grants. The Foundation is also bound by a requirement to dispose of gifts as soon as possible unless there is a discrete decision made to retain an asset within the Foundation.

The UNR Foundation maintains a gift acceptance policy that safeguards the institution by ensuring that potential gifts complement the University mission and do not incur a liability on the institution. The Foundation is careful and restrictive in its acceptance of real estate gifts so as to ensure proper title and that environmental hazards are not being conveyed with a potential gift.

One of the identified functions of the Foundation includes “safeguarding university assets against loss, unauthorized use or disposition”. The UNR Foundation clarifies that “assets” in this statement are only those accepted by the Foundation, and that responsibility to safeguard those assets end once transferred to the University.

2.G – Physical and Technological Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

The University of Nevada, Reno (UNR) is a large land-grant school of 268 acres consisting of 140 buildings with 6+ million gross square feet of education and general area serving the needs of over 18,000 students. The University also owns or leases an additional 150
buildings throughout Nevada. Consistent with this standard, UNR maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality.

UNR reports that all construction is accomplished to current building codes and standards for accessibility under the American for Disabilities Act (ADA). As with many large university campuses and State agencies, UNR notes that there is insufficient budget to renovate all facilities to be ADA compliant within the foreseeable future.

The UNR Facilities department consists of approximately 260 FTE who provide basic campus maintenance, some custodial services in combination with outsourcing, in-house minor construction, and utility maintenance on systems owned and operated by UNR, such as the heating hot water distribution system and high voltage electrical distribution. UNR Facilities has also developed plans to install a chilled water plant with a south loop distribution system. The Facilities department performs only basic maintenance to its high voltage systems within the trained safety limitations of their in-house electricians, while outsourcing its more complex maintenance or modification needs for these systems. The Facilities department also manages UNR parking facilities as well as the campus transit system.

The Facilities department provides project management services for major capital projects with in-house design professionals. Whenever capital construction projects exceed 25% in State funding, the Nevada Public Works Board provides project management oversight for design and construction. UNR always supplements Board management services with their own project manager to ensure daily oversight and adherence to UNR standards. Given the strong emphasis on donor-funded construction in Nevada, few new facilities at UNR are reaching the 25% State funding threshold that requires State Building Board project management involvement.

UNR describes various campus security measures that are intended to safeguard its campus community. UNR uses traditional keyed entrance security, and most recently, has begun using Facility Commander, a system that integrates photo identification, credentialing, and visitor management into its security management functions. UNR reports that this system is required for all new facilities and major renovations per UNR design standards. There have been limited funds provided in most years to accomplish ongoing retrofits of some existing buildings. In the event that an existing building is identified as a security threat, funding is sought from the President’s office through the VP of Administration and Finance. One problem identified by UNR University Police Services (UPS) is that the campus has allowed independent expansion of video security devices by individual departments. This led to inconsistency in cameras purchased across the campus, resulting in a variance in quality such that some cameras cannot meet law enforcement standards. In response the University developed minimum standards that are being enforced for all new surveillance cameras purchased.

On an annual basis, UPS tours the campus at night, together with student leader representatives and Facilities personnel to evaluate nighttime lighting effectiveness as it relates to campus safety. UPS reports that the annual tours have resulted in changes in the color of some lights, repainting of a parking ramp to a more reflective color, and trimming of trees and shrubs to provide better visibility and eliminate campus blind-spots. UPS is complimented for its proactive policy of annual exterior lighting inspections that include student representatives, and for working together with Facilities to make necessary changes that enhance safety of the campus community.

UPS believes that its reported crime related statistics, required by the Clery Act, compare well with other similar university settings. Although, as UNR shares its southern border with the casino area of downtown Reno, the urban area surrounding UNR is difficult to match
with an exact group of peers. Notably, UPS reports that it employs a dedicated specialist who is skilled in Clery Act reporting requirements. As such, UPS indicates that while there may be variances in how universities report their statistics, UNR believes that it's reported Clery data is very exact to the intended requirements of the act.

Other security measures employed by UNR to reduce criminal opportunity include selective video surveillance of public spaces and a system of 28 Blue Light Emergency Phone distributed throughout campus. UNR also provides safety escort vans within a two-mile radius of campus between 5 PM and 10 PM, M-F.

UPS indicates that it provides a number of safety training programs for the university community including rape defense, active shooter, workplace violence, and basic personal safety training. Active shooter and workplace violence are the two most requested programs UPS offers.

UNR indicates that it employs a fire safety group to provide preventative maintenance and inspections on alarm systems, fire extinguishers, and emergency lighting. The personnel who perform these duties report to the Facilities department. Facilities administration indicates that these personnel are well trained and certified to perform their respective duties as required by law or deemed appropriate by the supervisor of the unit. The Senior Director of the unit was transferred from the former UNR Fire Sciences Academy of Nevada and is a specialist in the training requirements of her staff.

The City of Reno and the State Fire Marshal's office provide inspections to ensure compliance with fire codes on the UNR campus. UNR reports that there is good synergy between the respective State and local oversight groups such that standards are well understood by UNR and that there is consistency and agreement between the two regulatory entities.

UNR employs extensive Environmental, Health and Safety (EH&S) programs, and awareness training for students, faculty, and staff, as well as comprehensive occupational training. A number of established campus committees exist to provide continuous monitoring of campus safety initiatives such as Biosafety, Blood borne pathogen exposure, Chemical Safety, and radiation safety. UNR also complies with the NSHE ergonomics policy.

While EH&S does include an Emergency Advisory Committee under it purview, the campus emergency preparedness plans are administered by UPS. The plans are available upon request and cover flood, fire, active shooter, and earthquake scenarios. Earthquake is identified by UNR as the most probable hazard for the Reno region of Nevada. UNR indicates that its emergency planning is coordinated with all applicable regional emergency plans.

An Emergency Operations Center (EOC), consisting of about 40 FTE reports directly to UPS. EOC employees receive required training annually, and can access WebCT on campus for online emergency training courses such as ICS 100, 200, 300 and 800, constituting the NIMS standards for institutions. The EOC is also capable of sheltering in-place with food, water, and other provisions that would sustain the center for up to two weeks.

Preparedness planning has included tabletop drills and exercises and its operational plans are “event-driven”, meaning that appropriate operations responders are chosen based on the type of emergency being encountered. To improve campus-wide emergency training, rotational courses will be offered by the EOC that will allow more members of the campus community to participate in training that coincide better with their personal schedules.
In discussions with the Facilities department, they feel well represented in the emergency planning of the institution, which can be a serious oversight in emergency planning procedures in a University setting. Likewise, UPS feels very well supported by the UNR administration with regard to its security advice and provision of its major equipment requests. These observations were indicated to be true as well over an extended period of time that had seen several changes in the senior leadership of the University. UNR is complimented that its management personnel in UPS and Facilities view safety and security as integral to the University’s culture, as it appears consistently supported at the highest administrative levels of the institution.

In addressing the quantity of teaching space, UNR reported that six major buildings have been built since 2006 to accommodate increased enrollments. However, in spite of the new additions, or that UNR has more than sufficient classroom space per NSHE criteria, there remains a perception among some Associate Deans that additional space would be beneficial to UNR. The areas identified that could benefit from additional classroom and laboratory space include: additional classrooms seating in the 200 – 400 student range; a large computer lab; music practice rooms; clinical teaching labs and more general teaching labs. UNR faculty perceptions that the campus is in need of larger classrooms, was validated in discussions with the Associate Vice President for Facilities as well as the Vice Provost of Faculty Affairs. The Vice Provost indicates that efforts are underway through her office, in conjunction with the scheduling office, to discuss space allocations with the Deans of the colleges and to seek more empirical ways for UNR to project future space needs.

While 96% of UNR classrooms meet NSHE criteria for normal use, UNR reports that some of the classrooms under consideration are underutilized due to geographical distance, or that they have been removed from the UNR inventory due to the sale of the Fire Science Academy.

UNR does report a deficiency in teaching laboratories brought about from the rising demand in biology and nursing related courses. Strategic solutions to the shortage of teaching labs are being considered. As an example, evaluations that determine that existing teaching labs are under-utilized will potentially lead to those labs being turned over to central scheduling.

In addressing the quantity of research space, UNR reported both an ongoing need for research space, as well as an attempt to increase University research space. While NSHE metrics point to a 93,347 square foot shortage in 2011, UNR has been adding research space including 140,800 square foot Center for Molecular Medicine, and a 26,650 square foot expansion of the Large Scale Structures Lab. Despite these additions, UNR reported on informal evidence that suggests that lack of availability of research laboratory space is constraining new faculty hiring and research program expansion. Natural Resources, Environmental Sciences, Agriculture, BioTech, Psychology, Anthropology are some of the departments being affected by the need for additional research laboratory space. UNR initiatives to evaluate campus space needs more objectively and to look for strategic solutions will be applied in their analysis of research space requirements.

In addressing the quantity of other space, UNR reported that on the whole, it maintains sufficient quantities of other space to promote healthful learning and working. UNR does report deficiencies in office space for the colleges of Business, Engineering, Science and Liberal Arts. Additionally, some tenure-track faculty in the department of English reportedly must share offices.

UNR reports that the deficiencies noted in office space have not had a significant impact on faculty morale and that many of the space deficiencies noted for “other” space will be alleviated in the very near future with opening of the new Student Achievement Center.
In response to growing enrollments at UNR, the Vice President for Student Services reports that by 2014 a new 132 unit apartment complex will be opened on campus to house married and graduate students. An additional residence hall complex with 400 beds is planned to open in 2015, with one more new student residential facility being opened approximately two years thereafter.

Student Service reports that since 1989, University Housing services has dramatically reduced its deferred maintenance within its residential inventory. And while some of its older residence halls are said to have more awkward ADA access for disabled students, access to these halls meet the requirements of their office of disability services. Student Services indicates that it is continually renovating and modernizing its residence halls. UNR also reports that it converted the University Inn to student residential space as the Inn had great difficulty competing with the nearby Reno hotel industry. This creative solution benefited UNR by providing much needed housing space while also mitigating the negative impacts of a struggling auxiliary enterprise.

Student Services describes its working relationships with Facilities on design and construction activities and its contact with Business and Finance on borrowing issues as excellent. By combining borrowing with substantial upfront cash on its Housing capital needs, Student Services and the office of Planning, Budget & Analysis report that it is in a strong financial position with flexibility to meet all applicable accreditation standards for quantity and quality of space.

Student Services reports that its aggressive initiative to provide quality student housing alternatives at the university has effectively changed the perception of prospective students that UNR was only a commuter campus. Student Services and its Housing department are complimented for their proactive care of housing facilities, being able to alter the commuter campus perception by providing quality housing alternatives to its students, its creative solution with the former University Inn, and by responding effectively to the UNR strategies of growing student enrollments.

Like many public institutions of higher education, UNR owns and operates facilities that were constructed from the 1890s to the present. Each facility has a unique design representing building materials and methods from the period it was constructed, and consisting of significantly variant building systems. Few universities are capable of marshaling sufficient resources with which to replace, renovate, or retrofit aging facilities in their inventories. This near universal facilities management problem leads to significant deferred maintenance and capital renewal liabilities that affect the educational, research, and support functions of affected facilities, as well as negative impacts on systems reliability, occupant comfort, and sustainability of building operations.

UNR’s own observations regarding its deferred maintenance issues are found to be very typical across the US. A recent ISES consulting report commissioned by NSHE and supplemented by UNR’s own estimates, suggests that UNR has a deferred maintenance and capital renewal liability of nearly $900 million. Information for all NSHE schools was included in a briefing report presented to the State Board of Regents in September 2013. While the report breaks the UNR cost categories into Deferred Maintenance ($578.2 M), Capital Renewal ($264.8 M) and Plant Adaptation ($55.4 M), the report, as it was presented to the Board of Regents, does not express criticality of existing deferred maintenance at NSHE schools in order to prioritize the most pressing needs.

The Board of Regents report places UNR at over three times the amount of deferred maintenance as compared to UNLV ($900 million UNR and $285.8 million UNLV). In reconciling this difference, UNR points out that its campus is over 100 years old while the
UNLV campus is much younger. UNR has also explained that the ISES report only provided data from Facility Condition Assessments on approximately 50 out of 90 major buildings on the UNR campus. UNR Facilities extrapolated the deferred maintenance estimate for their remaining buildings and included that information in the Regents report. The report notes that there is variation in how each institution calculates its own deferred maintenance. UNR also appears to have about triple the amount of E&G square foot, which might explain the differences in magnitude of deferred maintenance between the two schools (6 million GSF, UNR and 1.8 million GSF, UNLV). The Regent’s report also includes a table showing the annual statewide allocation of $15 million in HECC/SHECC funding for deferred maintenance. Interestingly, in spite of the stark differences in the magnitude of deferred maintenance between UNR and UNLV, each school receives about the same level of HECC/SHECC funding ($5.5 million UNR and $5.0 million UNLV).

Although managing the size of UNR deferred maintenance will be an ongoing challenge for the University, the UNR Facilities department reports that it has a good working relationship with academic and other campus departments. Additionally, while some departments are willing to use their own funds to upgrade facilities, this does not seem to be a significant strategy for handling deferred maintenance on the UNR campus. Facilities indicates that it has the autonomy to put its available deferred maintenance funding toward correcting the University’s highest priorities, and that there is no undue pressure to utilize its resources on more visible, but lower priority projects.

UNR financial and budget administrators indicate a high level of confidence that the school is capable of identifying funds needed to address any critical Facilities issues that would arise. Providing internal funds of $2 million for a recent replacement of electrical distribution assets on campus was given as an example. Administration in both Facilities and Finance believe that the discussion of deferred maintenance is gaining ground among the Regents and that there is the possibility that there will be some consideration given at the State level to the recommendation that deferred maintenance will be funded annually at 2% of facility replacement values. UNR also feels that most of the UNR campus community would agree, that on the whole, UNR facilities are well maintained.

The Board of Regents brief on State NSHE deferred maintenance commends UNLV for 1. Having aggressive preventative maintenance programs 2. Implementing energy and other O&M savings projects 3. Securing alternate funding sources instead of relying on State funding 4. Differentiating between maintenance and programmatic funding responsibilities 5. Managing facilities in an “LEED – like” manner. When asked if UNR networked with UNLV Facilities staff, it was learned that for the most part, Facilities professionals throughout the state rarely meet and do not routinely collaborate with each other on like issues.

The Evaluation Committee does have concerns with the magnitude of deferred maintenance at UNR. While we believe that UNR currently meets the standard for facilities of sufficient quality, falling further behind in deferred maintenance could threaten the University’s ability to satisfy this standard. The Evaluation Committee suggests that UNR consider the following actions: 1. Identify and separate imminently critical and near-critical deferred maintenance needs, and differentiate those items from issues that can be deferred for long periods of time, or even indefinitely 2. Develop tighter conceptual cost estimates for critical and near critical deferred maintenance 3. Initiate collaboration with Facilities peers in Nevada through periodic meetings to discuss deferred maintenance and other pressing Facilities issues and 4. If possible, engage Regents and NSHE staff in your collaborations to help educate and promote solutions at the State level that can benefit all NSHE schools collectively.

The Evaluation Committee was informed that UNR will begin allocating any unused funds from an annual $1 million enrollment contingency reserve for investment in Facilities. The
President also indicated that UNR’s primary legislative request in 2015 will address the growing deferred maintenance needs of the institution. The Evaluation Committee feels that these are excellent first-steps for impacting UNR issues with deferred maintenance and for bringing about a heightened awareness of this problem among State policy makers.

UNR Facilities has indicated that its O&M funding has been sufficient to adequately maintain facilities and to purchase any needed plant and capital equipment required to meet its mission. UNR Facilities and the office of Planning, Budget and Analysis each expressed concerns with how a new State budget formula would affect UNR and its operating budgets. Immediate impacts of the new formula do appear to reduce some UNR funding resources. However, a recent change in State policy that allows UNR to retain its student tuition and fees, as well as UNR’s improvement in student time to achieve a bachelor degree, and improving course completion rates, will reportedly work to increase UNR budgets, if not in the current fiscal year, in subsequent years.

UNR reports that 80% of its classrooms are equipped with “smart” digital technologies. UNR also has an active plan for upgrading 19 additional conventional classrooms with smart technology by Fall 2015. Subject to funding constraints, UNR has a goal of refreshing classroom technology every three years. UNR reports that the funding sources for these technology upgrades are from student fees dedicate to technology.

UNR is commended for its proactive and strategic approaches in response to a potentially devastating reduction in its State supported budget. By utilizing an iterative process to evaluate the impacts of the loss, the University, under the leadership of President Johnson, structured the cuts and reorganizations consistent with the institution mission and core themes and in the most thoughtful and inclusive manner possible. UNR’s strategic decision making – and avoidance of across-the-board cuts – facilitated the maintenance of physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The department of Environmental Health and Safety (EH&S) provides oversight of University handling and disposal of hazardous or toxic materials. EH&S maintains easily accessible and clearly defined processes and procedures for operations involving hazardous chemicals, biological agents, and radioactive materials. Much of this information is found on various websites appended to the UNR Year Three report. The websites are managed and updated periodically by EH&S. Individual working committees covering each of the concerns found in Standard 2.G.2 are clearly listed by the names and titles of its members, along with a specified committee charge, and access to committee meeting minutes on the EH&S website.

EH&S shows evidence of providing regularly scheduled training that is appropriate to each employee, including hazardous communication training, basic laboratory safety, radiation safety training, and occupational training. EH&S also coordinates disposal of hazardous agents and maintains a 24 hotline in the event of emergencies. EH&S produces an annual report that describes inspections from both external and internal assessments that demonstrate a strong adherence to University, State, and Federal regulations.

The Facilities department reports that aside from EH&S, other relevant occupational training such as personal protective equipment, high voltage electrical hazard mitigation, and blood borne pathogen training is provided on a regular basis.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical
development that is consistent with its mission, core themes, and long-range educational and financial plans.

The University of Nevada, Reno (UNR) collaborated with Sasaki Architects on its campus Master Plan that was approved in 2004 by the Board of Regents. The current plan extends to 2030 with a projected growth in students to 30,000. Student growth over the past decade has expanded UNR’s enrollment to approximately 18,000 students. According to master plan projections, UNR would add another 12,000 students, representing a 67% expansion in the next 17 years, or a little more than a 3% per year increase.

As mentioned previously, UNR reports expansive enrollments over the last few years together with the addition of six new facilities and major renovations for approximately one million square foot of new space. UNR indicates that the 2004 Master Plan will be revised in 2013-2014 and be presented as a new master plan in 2015. Many at UNR do not believe that the current Sasaki plan is sustainable. UNR observes that the 2004 plan was developed during a period of extreme economic expansion and optimism in the State. UNR and the State suffered a significant decline in the economy in 2009. Combined with the current economic stabilization, these realities will no doubt result in a more pragmatic approach in UNR future master planning initiatives. UNR does possess various niche educational programs in its region that should help bring together its strong strategic management approaches within its master plan. Some of these programs include Hydrology engineering and Earthquake engineering, School of Medicine as well as Humanities and Social Sciences to include Psychology.

The UNR report indicates that capital improvement priorities are ultimately developed by senior administrative personnel to ensure consistency with the core mission of the institution. The Facilities department is very pleased with the impact of its role in guiding UNR capital improvement priorities. An example was the ultimate decision by UNR to demolish the Getchell Library. For a period, there were conflicting opinions at UNR about whether the library should be retained or demolished. Applying total cost of ownership principles to its analysis, it was determined that programmatic costs to renovate the library and ongoing O&M costs did not warrant keeping it as part of the UNR facilities inventory.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The University of Nevada, Reno has equipment in sufficient quantity and quality and managed appropriately to support its institutional functions. UNR reports that it generally meets this standard through senior administrative input at the Associate Dean levels, and the subsequent prioritization of needs and provision of funding, some of which comes from additional course fees. In addition, equipment is furnished by departments through grant awards and student technology fees.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The University of Nevada, Reno (UNR) division of Information Technology (IT) provides comprehensive and extensive IT services to UNR and its related entities. IT reports that its existing technologies and continuing improvement of IT systems keep UNR current with ever-evolving industry standards. UNR states that Internet connections between facilities
are accomplished with fiber optics, while most facilities are internally equipped with CAT5 or CAT6 wire. The core network is fully redundant and operates with dual 10G capabilities to all zones. Internet connections leaving campus at various locations take different paths to the Internet to mitigate loss of service risks due to failure or interruption of circuits. UNR reports that it supplies 10G Internet connections to every member of the campus community and that secure wireless access is available in all campus buildings.

UNR provides redundant, multi-tier storage platforms that handle a current demand in excess of 660 terabytes of storage. IT services also include a private campus cloud infrastructure that includes faculty and staff home directories, while also providing storage for database, web, file, and other applications.

Information security at UNR is provided by the Network Security Group, which consists of several key UNR personnel. UNR is part of the “Incommon Federation” which helps add layers of security and authentication by providing identity services for various vendors and other institutions involved with UNR. UNR reports that it manages security for over 30,000 users and 7,000 computers. UNR reports no significant security breaches to its systems in the past 12 months.

UNR indicates that a Virtual Server Environment consisting of 30 physical hosts, operates 350 virtual servers in excess of 1,000 GHz, 2 terabytes of computing memory, and 20 terabytes of storage. UNR reports that it has moved various services to the virtual environment and plans to add capacity to handle additional services in the future. IT indicates that the virtual server environment substantially increases efficiencies of its grid by fully optimizing uses of existing and new servers that may have traditionally only been utilized at 30% of capacity.

IT indicates that most research computing functions are stand-alone operations. IT indicates that it does have concerns about the higher risks that these departments could lose research data on these stand-alone systems. IT is taking steps to increase its capabilities and service offerings in order to attract UNR researchers to the services it can provide, and to help mitigate possible risks of research losses.

IT reports that it also provides significant IT resources to the Division of Health Sciences. These secure services are provided to 500 users, with an expansion of an additional 500 users by year-end, 2013. Another large project for the UNR School of Medicine involves a 6X expansion of medical record storage capabilities. IT reports that this project consists of an EMR (Electronic Medical Records) replacement that involves integration with the Existing Computing Environment at the Division of Health Sciences.

IT provides Help Desk and call centers, systems administration for campus departments, field support for desktop computing applications, computer lab support, as well as mobile technology support. IT also provides technology troubleshooting, hardware repairs and server support services. Additionally, IT technology support services include PBX-based TDM and Voice over IP services and infrastructure, voice mail, faxes, email, messaging services, as well as video and web conferencing services.

While IT lost 10 positions in the cutbacks, the cuts were strategically implemented. IT has been able to reinstate two positions and it has received additional personal services budget from the Medical School that supports three IT positions. IT reports that is has come out of the recession stronger and leaner and that the office of Budget Planning and Analysis has been integral to their success in being able to fund its essential activities.

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its
programs, services, and institutional operations.

The University of Nevada, Reno (UNR) provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems. Information Technology (IT) reports that the institution has undergone significant changes in all areas of technology over the past few years. IT reports that the medical records project discussed in 2.G.5, included a transition to a new system that did not always go smoothly. IT indicates that it addressed these concerns by assigning additional staff and resources to the transition initiative, and it established a triage system at the Help Desk that enabled IT to respond more effectively to a large number of user problems.

UNR reports on numerous support and outreach functions, both online and one-on-one, provided for faculty, students, and staff to facilitate the effective use of technological resources provided by the University. A few notable examples include; the Instructional Design Team who assisted with technology applications for over 120 on-campus and online courses last year; Special workshops for use of the WebCampus system; 14 separate tools and resources used specifically in the assistive technology computer lab of the Disability Resource Center.

UNR reports that "point of need" training in the use of hardware, software and equipment is offered to students, faculty, and staff through the three departments, IT, Teaching & Learning Technologies (TLT) and the University Library. UNR indicates that all three departments have experienced staff reductions since 2008. To respond to the lack of staff to provide all UNR students with formal training in campus technologies, the University Library purchased Lynda.com, a platform offering 100’s of video-based courses for many software and technology applications. UNR reports that between October 2012 and March 2013, 2,300 registered users viewed 20,000 video tutorials, adding up to over 2,300 hours of tutorial instruction. Faculty and staff also have TLT support for IT training to supplement IT offerings.

2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technological infrastructure planning at the University of Nevada, Reno (UNR) includes appropriate input from its technology support staff. The director of Information Technology (IT) sits on the Academic Leadership Council and the position reports to the Provost. UNR feels that these organizational relationships provide a direct line of communication between IT and its Academic departments. IT administration is directly involved with various input groups that focus on current IT issues as well as future planning that will include an IT component. Input groups noted in the report include the Facilities Resource Committee, the Campus Networking Group, and Systems Administrators meetings. IT indicates that the Computing Help Desk located in the new MIKC building represents the “public face” of its department. IT also utilizes the weekly Provost announcement venue to provide IT updates as well as targeted emails for specialized targeted updates.

IT facilitates the University Technology Council, a group of administrative personnel representing all campus departments that also includes representatives of student government. The group meets monthly to discuss specific technology concerns that are placed on the meeting agenda a week in advance. IT believes this method of securing campus technology input is very effective and IT has seen much improvement in feedback and problem resolution as compared to its past strategies of holding singular focus group meetings on a quarterly basis.

2.G.8

The institution develops, implements, and reviews regularly a technology update and
replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The Information Technology (IT) director works with his IT management team in determining projects that ensure that the institution’s technology infrastructure stays current with industry standards and is adequate to meet current and future IT demands. Members of the IT management team stay current in their industry specialty through training, conferences, publications and whitepapers. IT reports that a five-year technology plan is currently being developed through its collaboration with the Provost.

Technology services to administration functions such as payroll, accounting, and human resources personnel records is managed by Nevada System of Higher Education staff who maintain offices on the University of Nevada, Reno campus.
Commendations and Recommendations

Commendation 1

The Evaluation Team commends the University of Nevada, Reno (UNR) on the exceptionally clear, attractive, and complete information about admission requirements, prior learning assessment, and transfer policies and procedures that it publishes for students in the body of its catalog, as well as elsewhere on its website, including a clear set of Student Rights and Student Responsibilities related specifically to transfer.

The information, processes and systems that run through the Office of Admissions, the MyNevada Program, the UNR General Catalog (as required by 2.D.3) and the Academic Advising office go beyond the minimal requirements of standard 2.C.4 “admission and graduation requirements are clearly defined and widely published” to give personal, individualized and specific information to future students and their families in a way that is supportive, aspirational and accessible. They communicate clear and logical guidelines and procedures, a welcoming message, and encourage students to believe they can be successful at accomplishing their academic goals. Beyond the requirement for a “systematic and effective program of academic advisement” outlined in 2.D.10, advising through the Advising Center and in particular through MyNevada is noted as a highly personal and effective method to provide students with up-to-date, relevant and important information for their success. UNR’s system of granting credit for transfer courses is worthy of a special compliment and serves the needs of students. We believe these systems are worthy of a special commendation. (Standards 2.A.12; 2.A.14, 2.C.4, 2.C.8, 2.D.3, 2.D.10)

Commendation 2

The University of Nevada, Reno (UNR) is commended for its proactive and strategic approaches in response to a potentially devastating reduction in its State supported budget. The loss of $75 million, or 33% of its State appropriation, led to the permanent elimination of 600 positions and several academic programs. By utilizing an iterative process to evaluate the impacts of the loss, the University, under the leadership of President Johnson, structured the cuts and reorganizations consistent with the institution mission and core themes and in the most thoughtful and inclusive manner possible. A reoccurring theme during this difficult period was to focus on UNR strengths such that its actions were strategic, while avoiding the inclination to utilize across-the-board cuts. Likewise, UNR focused on aggressive enrollment increases in its strongest academic programs and through appropriate fee increases, has replaced much of it lost appropriations.

UNR’s actions are directly responsible for remaining a viable going concern through such adverse economic times. And, as UNR continues to emerge from this setback, leadership remarks that it now finds its institution to be much stronger. UNR’s proactive approach permeated all business and academic functions of the university, and therefore this commendation applies across multiple accreditation standards. (Standards 1.A.1, 1.B.1, 2.B.4, 2.F.1, 2.G.1)

Recommendation 1

The Year Three Evaluation Committee compliments the University of Nevada, Reno (UNR) on both the process and the design of its new, planned Core Curriculum. However, the new Core is not yet in place, so its operation could not be evaluated against the standard (2.C.10).
Evaluation Committee recommends that UNR insure that the resources are continuously in place and that the organizational structure supports the transition so that the university can demonstrate full compliance in this area by 2016. (Standard 2.C.10)

**Recommendation 2**

The Year Three Evaluation Committee recommends that the University of Nevada, Reno (UNR) provide a mechanism for program level student learning outcomes to be more universally available in the catalog and/or on the website. The Evaluation Committee also recommends that UNR accelerate the process already underway of providing student learning outcomes for courses via the MyNevada online advising system. (Standard 2.C.2)

**Recommendation 3**

After a year hiatus, with no central assessment function, the University of Nevada, Reno (UNR) has initiated a new system that places responsibility for identifying and assessing student learning outcomes at the faculty, department, and college levels. Central administration will collect, track and report on outcomes and their assessment. This new arrangement shows great promise, but is so new as to be fragile and incomplete. The Year Three Evaluation Committee recommends that UNR insure that the new system has the visibility and support required to achieve its integration into the fabric of faculty work and institutional expectations. (Standard 2.C.5)