University of Nevada, Reno
Year Seven Self-Study
Prepared for the Northwest Commission on Colleges and Universities
August 2016
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The University of Nevada, Reno was founded in 1874 in Elko and relocated to Reno in 1885. The university remained the state’s only institution of higher education for 75 years. Today the university is a comprehensive research institution offering a wide range of undergraduate and graduate degree programs, including doctoral and professional degrees in selected fields.

Student enrollment in fall 2015 well exceeded 20,000 students, with 17,295 undergraduates and 2,851 graduates. As of spring 2016, the university offers 73 baccalaureate degree programs, 71 master’s degree programs, 38 doctoral programs, and 22 certificates. In 2014-15, the university granted 3,178 baccalaureate and 731 advanced degrees, including 70 doctoral degrees for professional practice. These degrees were awarded through the College of Agriculture, Biotechnology, and Natural Resources, the College of Business, the College of Education, the College of Engineering, the College of Liberal Arts, the College of Science, the Division of Health Sciences, including the University of Nevada School of Medicine, and the Reynolds School of Journalism.

As the state’s historic land-grant institution, the university maintains a statewide outreach mission and presence. Through the University of Nevada Cooperative Extension, the University of Nevada School of Medicine, the College of Business, which hosts the Nevada Small Business Development Center, and Extended Studies, the university has programs that provide service to and disseminate research in all 17 counties of the state.

The university is one of eight institutions of higher education governed by the Nevada System of Higher Education through a 13-member elected Board of Regents. The university has been accredited by the Northwest Commission on Colleges and Universities for 75 years, and many of its degree programs are also approved by other specialized accrediting associations.

The university is placed in the “Comprehensive Doctoral, Arts and Sciences/Professions—Balanced, High Research University” by the Carnegie Foundation for the Advancement of Teaching. With $90 million in total research expenditures in FY 2015, the university is the leading research enterprise in Nevada’s higher education system.

Student Demographics

The diversity of the student body of the University of Nevada, Reno is increasingly apparent. In fall 2015, 717 international students from over 70 countries were enrolled at the university, and among domestic students, 34.6% are students of color (an increase from 8.4% in 2014), and 52.8% are female.

Since 2010, the university has been a sponsoring institution for the National Merit Scholarship Program. The average high school grade point
average for entering freshmen is moving upward and in fall 2015 was 3.38, compared to 3.20 prior to implementation well over a decade ago of the Millennium Scholarship program, a program specifically designed to enhance the college persistence rate of Nevada high school students.

The tuition for Nevada resident undergraduates is among the lowest in the western United States and reflects the Board of Regents’ and state legislature’s policy to provide access to higher education to as many Nevada high school graduates as are qualified. For example, the resident undergraduate tuition and fees total $7,141.50 per year, and the non-resident undergraduate tuition and fees total $21,051.50 per year, both of which are lower than the median for the university’s peers chosen within the Integrated Postsecondary Education Data System (IPEDS).1

Faculty Demographics

The faculty of the university is exceptionally well qualified, with 88.6% of tenured or tenure-track faculty and 82.3% of the full-time faculty holding the highest degrees attainable in their respective fields. It is also a diverse institution. As of 2015, 43% of the university’s 627 full-time instructional faculty were female, and 20.4% were people of color.

The Campus and the State of Nevada

The main 268-acre campus of the university is located in the Truckee Meadows and includes over 140 buildings, encompassing more than six million gross square feet of instructional, laboratory, office, library, and residential space. Buildings on campus range from the 127-year-old Morrill Hall Alumni Center near the Center Street university entrance to the 44,000-square-foot Earthquake Engineering Lab Building, one of the largest and most technologically advanced of such facilities in the world, completed in 2013. Major building projects since the Year Three Self-Study include the completion of Peavine Hall, an 116,702-square-foot residence hall, and the William N. Pennington Student Achievement Center, the ongoing construction of E. L. Wiegand Fitness Center and Great Basin Residence Hall, as well as renovation projects in some of the campus’s oldest buildings. Moreover, the university has acquired and renovated the downtown space of the Reno InNEVation Center, which supports industry-focused, university initiatives. The university also owns or leases more than 150 additional buildings and facilities throughout Nevada, ranging from agricultural research and teaching ranches in rural Nevada to medical offices and clinical suites in Las Vegas.

1 For these 14 IPEDS peers (Colorado State University, Montana State University, New Mexico State University, Oregon State University, University of Arizona, University of California-Davis, University of Hawaii at Manoa, University of Idaho, University of New Mexico, University of Oregon, University of Utah, University of Wyoming, Utah State University, and Washington State University) the median annual tuition and fees for residents and non-residents are $8,479 and $24,002, respectively, based on the most recent figures available.
Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Nevada, Reno
Address: 1664 North Virginia St
City, State, ZIP: Reno, NV 89557
Degree Levels Offered: ☑ Doctorate ☑ Masters ☑ Baccalaureate ☐ Associate ☐ Other
If part of a multi-institution system, name of system: Nevada System of Higher Education
Type of Institution: ☑ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify)
Institutional control: ☑ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent ( ☐ Non-profit ☐ For Profit)
Institutional calendar: ☐ Quarter ☑ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify)
**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering Programs; College of Science, Mining Engineering Program</td>
<td>Bachelor’s</td>
<td>ABET—Accreditation Board for Engineering and Technology, Inc.</td>
<td>2012</td>
</tr>
<tr>
<td>College of Business, Business and Accounting Programs</td>
<td>Bachelor’s; Master’s</td>
<td>AACSB—Association to Advance Collegiate Schools of Business</td>
<td>2014</td>
</tr>
<tr>
<td>College of Agriculture, Biotechnology and Natural Resources; Dietetic Internship Program</td>
<td>Post-Baccalaureate</td>
<td>Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics (formerly American Dietetic Association, ADA)</td>
<td>2012</td>
</tr>
<tr>
<td>Health Sciences; Speech Pathology and Audiology</td>
<td>Bachelor’s; Masters; Ph.D.</td>
<td>Council on Academic Accreditation in Audiology and Speech-Language-Hearing</td>
<td>Will occur fall 2016</td>
</tr>
<tr>
<td>Reynolds School of Journalism</td>
<td>Bachelor’s</td>
<td>ACEJMC—Accrediting Council on Education in Journalism and Mass Communication</td>
<td>2013</td>
</tr>
<tr>
<td>College of Liberal Arts; Psychology Behavioral Analysis Program</td>
<td>Master’s; Ph.D.</td>
<td>APA—American Psychological Association for Behavioral Analysis Accreditation</td>
<td>2015</td>
</tr>
<tr>
<td>College of Education Counseling Programs</td>
<td>Master’s; Ph.D.</td>
<td>CACREP—Council for Accreditation of Counseling and Related Educational Programs</td>
<td>2010</td>
</tr>
<tr>
<td>Health Sciences; Orvis School of Nursing</td>
<td>Bachelor’s; Master’s</td>
<td>CCNE—Commission on Collegiate Nursing Education</td>
<td>2011</td>
</tr>
<tr>
<td>Health Sciences; School of Social Work</td>
<td>Bachelor’s; Master’s</td>
<td>CSWE—Council on Social Work Education</td>
<td>2013</td>
</tr>
<tr>
<td>Health Sciences; Orvis School of Nursing DNP Program</td>
<td>Doctoral</td>
<td>CCNE—Commission on Collegiate Nursing Education</td>
<td>2012</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>M.D.</td>
<td>LCME—Liaison Committee on Medical Education</td>
<td>2011</td>
</tr>
<tr>
<td>College of Liberal Arts; Department of Music Programs</td>
<td>Bachelor’s; Master’s</td>
<td>NASM—National Association of Schools of Music</td>
<td>2011</td>
</tr>
<tr>
<td>College of Education; Teacher Preparation Programs</td>
<td>Bachelor’s</td>
<td>NCATE—National Council for Accreditation of Teacher Education</td>
<td>2012</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------</td>
<td>-------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>College of Science; Chemistry</td>
<td>Bachelor’s</td>
<td>ACS—American Chemical Society</td>
<td>2011</td>
</tr>
<tr>
<td>Family and Community Medicine Residency (Las Vegas)</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Family and Community Medicine Residency (Reno)</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Internal Medicine Residency (Las Vegas)</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Internal Medicine Residency (Reno)</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Geriatric Medicine Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Obstetrics and Gynecology Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Otolaryngology Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Pediatrics Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Plastic Surgery Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Psychiatry Residency (Reno)</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Psychiatry Residency (Las Vegas)</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Child Psychiatry Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Surgery Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Surgical Critical Care Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
<tr>
<td>Hospice and Palliative Medicine Residency</td>
<td>Post Doctoral</td>
<td>ACGME (Accreditation Council on Graduate Medical Education)</td>
<td>2015</td>
</tr>
</tbody>
</table>
Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: 15 undergraduate student credit hours or 12 masters SCH or 9 doctoral SCH equal one FTE. Medical students are not counted for FTE purposes.)

Official Fall 2015 (most recent year) FTE Student Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>15,749.0</td>
<td>13,253.6</td>
<td>14,637.4</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,630.9</td>
<td>1,839.6</td>
<td>1,602.3</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total all levels</td>
<td>17,379.9</td>
<td>15,093.2</td>
<td>16,239.7</td>
</tr>
</tbody>
</table>

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2015 (most recent year) Student Headcount Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>17,295</td>
<td>16,330</td>
<td>15,310</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,851</td>
<td>2,820</td>
<td>2,819</td>
</tr>
<tr>
<td>Professional</td>
<td>277</td>
<td>275</td>
<td>263</td>
</tr>
<tr>
<td>Unclassified</td>
<td>475</td>
<td>509</td>
<td>384</td>
</tr>
<tr>
<td>Total all levels</td>
<td>20,898</td>
<td>19,934</td>
<td>18,776</td>
</tr>
</tbody>
</table>
Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>235</td>
<td>39</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>219</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>258</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>0</td>
<td>232</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>314</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>45</td>
<td>0</td>
<td>264</td>
</tr>
<tr>
<td>Instructor</td>
<td>99</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>42</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>2</td>
<td>482</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>4</td>
<td>479</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>25</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>22</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>155,908</td>
<td>20.2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>116,399</td>
<td>13.8</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>100,286</td>
<td>3</td>
</tr>
<tr>
<td>Instructor</td>
<td>55,971</td>
<td>4.1</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>8,500</td>
<td>2.4</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>16,273</td>
<td>3.2</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>83,340</td>
<td>13</td>
</tr>
</tbody>
</table>
**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: **July 1 - June 30**

Reporting of income: ☐ Accrual Basis ☑ Accrual Basis

Reporting of expenses: ☐ Accrual Basis ☑ Accrual Basis

### BALANCE SHEET DATA

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 06/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>5,777,000</td>
<td>15,936,000</td>
<td>18,134,000</td>
</tr>
<tr>
<td>Investments</td>
<td>115,979,000</td>
<td>111,856,000</td>
<td>110,596,000</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>53,188,000</td>
<td>50,676,000</td>
<td>51,849,000</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>-892,000</td>
<td>-870,000</td>
<td>-1,143,000</td>
</tr>
<tr>
<td>Inventories</td>
<td>4,116,000</td>
<td>4,020,000</td>
<td>3,942,000</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>16,637,000</td>
<td>10,313,000</td>
<td>7,154,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Unrestricted</td>
<td>194,805,000</td>
<td>191,931,000</td>
<td>190,532,000</td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>194,805,000</td>
<td>191,931,000</td>
<td>190,532,000</td>
</tr>
</tbody>
</table>

**ENDOWMENT AND SIMILAR FUNDS**

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 06/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>129,806,000</td>
<td>133,676,000</td>
<td>121,793,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last Completed FY Dates: 06/30/2015</td>
<td>One Year Prior to Last Completed FY Dates: 06/30/2014</td>
<td>Two Years Prior to Last Completed FY Dates: 06/30/2013</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>25,150,000</td>
<td>24,621,000</td>
<td>17,454,000</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>25,115,000</td>
<td>24,843,000</td>
<td>23,118,000</td>
</tr>
<tr>
<td>Students’ deposits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred credits</td>
<td>11,863,000</td>
<td>17,444,000</td>
<td>16,936,000</td>
</tr>
<tr>
<td><strong>TOTAL RESOURCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012-13</td>
<td>2011-12</td>
<td>2010-11</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Other liabilities</strong> (identify)</td>
<td>22,927,000</td>
<td>22,065,000</td>
<td>20,123,000</td>
</tr>
<tr>
<td><strong>Due to</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fund balance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>85,055,000</td>
<td>88,973,000</td>
<td>77,631,000</td>
</tr>
<tr>
<td><strong>Restricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accounts payable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other (identify)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Due to</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fund balance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>85,055,000</td>
<td>88,973,000</td>
<td>77,631,000</td>
</tr>
</tbody>
</table>

**ENDOWMENT AND SIMILAR FUNDS**

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quasi-endowed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Due to</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fund balance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>0</td>
<td>0</td>
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</table>

**PLANT FUND**

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unexpended</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accounts payable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes payable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bonds payable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other liabilities</strong> (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Due to</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fund balance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Investment in Plant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes payable</strong></td>
<td>11,110,000</td>
<td>13,386,000</td>
<td>15,135,000</td>
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<tr>
<td><strong>Bonds payable</strong></td>
<td>309,451,000</td>
<td>274,557,000</td>
<td>235,361,000</td>
</tr>
<tr>
<td><strong>Mortgage payable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>1,271,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL INVESTMENTS IN PLANT FUND</td>
<td>321,832,000</td>
<td>287,943,000</td>
<td>250,496,000</td>
</tr>
<tr>
<td>OTHER LIABILITIES (IDENTIFY)</td>
<td>144,589,000</td>
<td>12,089,000</td>
<td>11,611,000</td>
</tr>
<tr>
<td>TOTAL OTHER LIABILITIES</td>
<td>466,832,000</td>
<td>300,032,000</td>
<td>262,107,000</td>
</tr>
<tr>
<td>TOTAL LIABILITIES</td>
<td>551,476,000</td>
<td>389,005,000</td>
<td>339,738,000</td>
</tr>
<tr>
<td>FUND BALANCE</td>
<td>590,648,000</td>
<td>691,329,000</td>
<td>673,710,000</td>
</tr>
</tbody>
</table>

### Current Funds, Revenues, Expenditures, and Other Changes

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>Last Completed FY Dates: 06/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>117,904,000</td>
<td>124,421,000</td>
<td>115,857,000</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State appropriations</td>
<td>145,894,000</td>
<td>150,692,000</td>
<td>145,427,000</td>
</tr>
<tr>
<td>Local appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>156,521,000</td>
<td>159,928,000</td>
<td>166,197,000</td>
</tr>
<tr>
<td>Endowment income</td>
<td>4,671,000</td>
<td>4,542,000</td>
<td>5,564,000</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>34,950,000</td>
<td>33,019,000</td>
<td>29,468,000</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>114,029,000</td>
<td>116,040,000</td>
<td>97,497,000</td>
</tr>
<tr>
<td>EXPENDITURE &amp; MANDATORY TRANSFERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>199,198,000</td>
<td>208,450,000</td>
<td>196,191,000</td>
</tr>
<tr>
<td>Research</td>
<td>61,271,000</td>
<td>76,520,000</td>
<td>61,630,000</td>
</tr>
<tr>
<td>Public services</td>
<td>42,245,000</td>
<td>44,460,000</td>
<td>44,831,000</td>
</tr>
<tr>
<td>Academic support</td>
<td>45,659,000</td>
<td>41,380,000</td>
<td>38,036,000</td>
</tr>
<tr>
<td>Student services</td>
<td>41,561,000</td>
<td>40,736,000</td>
<td>35,570,000</td>
</tr>
<tr>
<td>Institutional support</td>
<td>46,776,000</td>
<td>33,379,000</td>
<td>38,835,000</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>30,203,000</td>
<td>25,003,000</td>
<td>30,913,000</td>
</tr>
</tbody>
</table>
## Scholarships and fellowships

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15,447,000</td>
<td>15,009,000</td>
<td>14,015,000</td>
</tr>
</tbody>
</table>

Other (identify)

### Mandatory transfers for:

- Principal and interest

### Renewal and replacements

### Loan fund matching grants

Other (identify)

## Total Educational and General

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>482,360,000</td>
<td>484,937,000</td>
<td>460,021,000</td>
</tr>
</tbody>
</table>

## Auxiliary Enterprises

Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38,442,000</td>
<td>38,294,000</td>
<td>35,566,000</td>
</tr>
</tbody>
</table>

Mandatory transfers for:

- Principal and interest

### Renewals and replacements

## Total Auxiliary Enterprises

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38,442,000</td>
<td>38,294,000</td>
<td>35,566,000</td>
</tr>
</tbody>
</table>

## TOTAL EXPENDITURE & MANDATORY TRANSFERS

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>520,802,000</td>
<td>523,231,000</td>
<td>495,587,000</td>
</tr>
</tbody>
</table>

OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34,672,000</td>
<td>47,792,000</td>
<td>43,511,000</td>
</tr>
</tbody>
</table>

EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18,495,000</td>
<td>17,619,000</td>
<td>20,912,000</td>
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</tbody>
</table>

## INSTITUTIONAL INDEBTEDNESS

### TOTAL DEBT TO OUTSIDE PARTIES

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY Dates: 06/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>321,832,000</td>
<td>287,943,000</td>
<td>250,496,000</td>
</tr>
<tr>
<td>For Operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

University of Nevada, Reno • Year Seven Self-Study
**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** — list the names of degree programs that can be completed at the site.

**Academic Credit Courses** — report the total number of academic credit courses offered at the site.

**Student Headcount** — report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** — report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Off-Campus Sites Within the United States

<table>
<thead>
<tr>
<th>Location of Site Name City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satellite Program in Behavioral Analysis Easter Seals of Southern California Various sites</td>
<td>Master of Arts: Satellite Program in Behavioral Analysis</td>
<td>3</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>National Labs Various sites</td>
<td>Graduate Certificate: Nuclear Packaging</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Social Research &amp; Justice Studies, University of Nevada, Reno Online</td>
<td>Master of Justice Management</td>
<td>13</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>Counseling and Educational Psychology, Informational Technology Emphasis Online</td>
<td>Master of Science in Information Technology in Education</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Literacy Studies Online</td>
<td>Master of Education</td>
<td>5</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Equity &amp; Diversity in Education Online</td>
<td>Master of Education</td>
<td>4</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Special Education: Severe Disabilities Emphasis Online</td>
<td>Master in Special Education</td>
<td>4</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Educational Leadership Program Online</td>
<td>Dr. of Education</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Executive MBA Online</td>
<td>Master of Business Administration</td>
<td>4</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>RN to BSN Program Online</td>
<td>Bachelor of Nursing</td>
<td>7</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>Master of Social Work Online (Approved for Fall 2016)</td>
<td>Master of Social Work</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nursing Practitioner</td>
<td>Master of Science in Nursing</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** — list the names of degree programs that can be completed at the site.

**Academic Credit Courses** — report the total number of academic credit courses offered at the site.

**Student Headcount** — report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** — report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

<table>
<thead>
<tr>
<th>Location of Site Name City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses Offered</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universidad Andrés Bello Avenida República 470-Pisa 1 Santiago, Chile</td>
<td>None</td>
<td>21</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Southwest University for Nationalities Chengdu Sichuan 610041 Chengdu, China</td>
<td>None</td>
<td>28</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Shanghai University, College of International Exchange 149 Yanchang Road Shanghai, China</td>
<td>None</td>
<td>21</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>USAC Puntarenas Center Barrio El Carmen P.O. Box: 360-5400 Puntarenas, Costa Rica</td>
<td>None</td>
<td>27</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>University of San Jose Sede De Occidente Universidad de Costa Rica San Ramon, Alejuela, 4250, Costa Rica</td>
<td>None</td>
<td>26</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>USAC Costa Rica P.O. Box: 541-3000 Heredia, Costa Rica</td>
<td>None</td>
<td>25</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Charles University Sokolská 6, 120 00 Praha 2 Prague, Czech Republic</td>
<td>None</td>
<td>22</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>Universite Lumiere Lyon 2 16 quai Claude Bernard Lyon, France</td>
<td>None</td>
<td>16</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>University Name</td>
<td>Location</td>
<td>Type</td>
<td>Code</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Université de Pau</td>
<td>Bureau 125 Faculte des Lettres Pau, France</td>
<td>None</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Leuphana Universitat Lüneburg</td>
<td>Scharnhorststr. 1 / 4.23 Lüneburg, Germany</td>
<td>None</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Christ University</td>
<td>4th Floor, Christ Junior College</td>
<td>None</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Università di Modena e Reggio</td>
<td>Emilia via Fogliani 1 Reggio Emilia, Italy</td>
<td>None</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>University of Torino</td>
<td>via Ventimiglia 115 Torino, Italy</td>
<td>None</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Tuscia University</td>
<td>via Santa Maria in Gradi 4 Viterbo, Italy</td>
<td>None</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>Universidad de Alicante</td>
<td>San Vicente del Raspeig Alicante, Spain</td>
<td>None</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Rey Juan Carlos University</td>
<td>Paseo de los Artilleros s/n Madrid, Spain</td>
<td>None</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>University of the Basque Country</td>
<td>c/Elcano 21 48008 Bilbao, Spain</td>
<td>None</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>University of the Basque Country</td>
<td>Paseo de Ondarretta 18 San Sebastian, Spain</td>
<td>None</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Chiang Mai University</td>
<td>239 Huay Kaew Road Muang, Chiang Mai, Thailand</td>
<td>None</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>
Brief Update on Institutional Changes since the Last Self-Study

The Year Seven Self-Study provides an institution of higher learning a unique opportunity for both reflection and anticipation, to look back on where it has been and forward to what it might become. There are few periods in the history of the University of Nevada, Reno that have witnessed such impactful changes on the institution as has the current accreditation cycle. The narrative of these past seven years tells of transformation, a word that frequently appears in this report and that may rightly come to mind for a visitor to campus in fall 2016.

From 2009 to 2013, the Nevada legislature cumulatively reduced the state’s support of the university by 40%. In absorbing these cuts, the university was guided by the priorities established in its mission statement and strategic plan. Programs and offices that had been developed and expanded in good economic times were downsized or eliminated to maintain capacities in the fundamental teaching, research, and outreach functions. Additionally, cuts were made with the goal of affecting the fewest number of students.

Since the Year Three Self-Study, however, the university has begun a period of economic recovery, undergraduate enrollment growth, and an expansion of its research and engagement agendas, all of which inform the theme of transformation cited in this report. Record-setting incoming freshman classes in 2014 and 2015, increasing numbers of new academic faculty positions created since the Year Three Self-Study, and new degree programs in Biomedical Engineering, Neuroscience, English, and Communication Studies and certificates in Behavioral Health, Gerontology, Nursing, Social Justice, Cybersecurity, Education, and Nuclear Packaging reflect significant changes since the last accreditation report.

Faculty, staff, and students recognize the challenges to be faced in maintaining high standards as enrollment continues to grow and as expectations for retention and graduation rates and faculty and staff achievement remain high. Owing to this renewed success, the university now turns its energies to its strategic plan goals and becoming an even stronger institution.

The university has also initiated key personnel changes in high-level administration since 2013, including David Zeh as the Vice Provost of Graduate Education, Steve Smith as the Vice Provost of Information Technology and Chief Information Office, and Debra Moddelmog as Dean of the College of Liberal Arts.
Response to Recommendations
Previously Requested by the Commission

This Year Seven Self-Study responds to the recommendations made by NWCCU following their review of the Year One and Year Three Self-Studies.²

Recommendations Following the Year One Self-Study³

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

As written in the response to Standard 1, the university’s mission statement is published in the University General Catalog and on the Missions and Core Themes page of the university’s accreditation pages online. The Office of the Provost also includes it in an annual announcement to the campus community, the university’s communications office publicizes institutional accomplishments that demonstrate the mission, and a brief description highlighting the university’s mission and achievements is included at the end of every university news release.

2. The panel recommends that the University of Nevada, Reno articulate accomplishments or outcomes that represent acceptable thresholds or extent of mission fulfillment.

For the duration of the current accreditation cycle, the university has maintained a set of accreditation metrics, complete with annual updates and 2016 targets. With the publication of the current Institutional Strategic Plan in 2014, additional metrics and targets reflective of mission fulfillment through 2021 have been added. These collective metrics are regularly assessed for acceptable progress by three core theme committees, as well as a fourth committee on stewardship and sustainability, as described throughout the responses to Standards 3-5.

Recommendations Following the Year Three Self-Study

1. The 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). The evaluation committee recommends that the University of Nevada, Reno ensure 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).

The university’s new competencies-based Silver Core Curriculum will be implemented in fall 2016. Since the completion of the Year Three Self-Study, the university has approved standards delineating the Core’s 14 learning objectives, approved several hundred courses to satisfy these objectives, incorporated the new Core into undergraduate degree plans as described in the University General Catalog, and published guidelines and tools for assessing student learning within the Core. See the response to Recommendation Three for further information.

² Exhibits Required (ERs) for this report are available online. Supplementary documents are also available here, as indicated throughout this report.

³ In the Commission’s letter reaffirming the University of Nevada, Reno’s accreditation in February 2014, the university was asked to respond in the Year Seven Self-Study to these earlier recommendations from the Year One Self-Study.
2. The 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 the University of Nevada, Reno accelerate the process already underway of providing student learning outcomes for courses via the MyNevada online advising system (Standard 2.C.2).

Program learning outcomes are published on the university assessment site, the pages of which are linked to the degree descriptions in the University General Catalog. Course learning outcomes are published in the course descriptions found in the General Catalog. Current students and faculty may access these descriptions through links provided in MyNevada.

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 administrators 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 evaluation committee recommends that the University of Nevada, Reno ensure that the new system has the visibility and support required to achieve its integration into the fabric of faculty work and institutional experiences (Standard 2.C.5).

The university employs an Assistant Vice Provost of Assessment and Accreditation, who coordinates assessment of student learning with academic units. To increase the visibility and efficacy of assessment at the university amidst a time of considerable curricular revision (owing to the coming implementation of the Silver Core Curriculum), the university approved in fall 2015 a scheme of aligned program and Core assessment, in which undergraduate programs will measure student learning each semester at three points in their curricula (introductory, mid-curricular, and senior) and through all Core courses. Through this new, standardized system, the university will be able to measure learning gains among its majors in the manner of the Northwest Commission’s Demonstration Project. The first departments scheduled to assess student learning in this manner will do so in fall 2016, with the implementation of the Silver Core Curriculum. See the response to Standard 4 for further information.
STANDARD 1

MISSION, CORE THEMES, AND EXPECTATIONS

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

Requirement 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The University of Nevada, Reno, a public institution, was established by the Constitution of the State of Nevada and is governed by the elected Board of Regents of the Nevada System of Higher Education (NSHE). NSHE is governed by the NSHE Code and by Board-approved policies included in the NSHE Board of Regents Handbook and Procedures & Guidelines Manual.

Requirement 3. Mission and Core Themes

The institution’s mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution’s purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The University of Nevada, Reno mission statement was approved in its current form by the NSHE Board of Regents on December 4, 2014. It is consistent with the NSHE mission statement (BRH 4.1.1). The Core Themes derive from the mission statement. They reflect the central priorities of the Institutional Strategic Plan 2015-2021, which includes both goals and strategies toward achieving those goals. This plan demonstrates that the institution devotes all, or substantially all, of its resources to support its educational mission and core themes, as required by the NWCCU.
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.

**Mission Statement**

The university’s mission statement explicitly reflects its institutional purpose, its mandate, and its values, as approved by the Board of Regents for NSHE on December 4, 2014:

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

The mission of the university includes teaching, research, and service at levels appropriate for a state-assisted, land-grant, research institution. As a public institution, the university regularly reports its achievements to its faculty, staff, and students and, through NSHE and the Board of Regents, to the citizens of Nevada. Data are readily available on the websites of NSHE and the university’s Office of Institutional Analysis (OIA).

The mission statement and core themes articulate university priorities and direct university strategic planning. Colleges and departments are expected to allocate resources and articulate requests for new resources and capital improvements in terms established by these priorities and in alignment with university goals.

The mission statement is published in the University General Catalog and on the Missions and Core Themes page of the university’s accreditation pages online. The Office of the Provost also includes it in an annual announcement to the campus community, the university’s communications office publicizes institutional accomplishments that demonstrate the mission, and a brief description highlighting the university’s mission and achievements is included at the end of every university news release.

National recognition of the university’s stature serves as external, public recognition to the larger community that the institution is carrying out its mission successfully. Such recognition includes:

- NWCCU accreditation since 1938
• specialized disciplinary accreditation for many undergraduate and graduate degree programs in business, education, engineering, health sciences, and other fields

• U.S. News and World Report ranking of the university as a “best national university”

• Carnegie Foundation for the Advancement of Teaching classification of the University of Nevada, Reno as:
  - Comprehensive Doctoral with Medical (CompDoc/MedVet)
  - Balanced Arts & Sciences/Professions, High Graduate Coexistence (Bal/HGC)
  - High Undergraduate (HU)
  - Full-time 4-year, selective, higher transfer-in (FT4/S/HTI)
  - Large 4-year, primarily nonresidential (L4/NR)
  - Research University (Higher Research Activity) (RU/H).

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.

**Interpretation of Mission Fulfillment**

The University of Nevada, Reno has articulated outcomes that will measure its mission fulfillment and progress toward its long-term goals. It establishes these goals through internal planning and in concert with NSHE. The Institutional Strategic Plan 2015-2021 features many quantitative objectives both for obtaining resources to facilitate its mission and for determining mission fulfillment. As part of NSHE, the university has additional objectives established through the Complete College America program to meet the state's need for baccalaureate graduates. In preparing this Year Seven Self-Study and in response to the NWCCU Year Three Self-Study, the university has updated and refined earlier quantitative objectives in light of continued growth following a period of severe budget reductions, identified new indicators to demonstrate its achievements, and determined targets for those indicators. The university monitors its progress continuously, and data are made available to faculty, staff, students, and the community through descriptive and analytical studies prepared by the Office of Institutional Analysis and regular reports to NSHE, as well as institutional assessment data made publicly available online and academic unit assessment data made available annually to academic faculty.

All degree programs undergo external review on a cycle of approximately eight years. Program reviews require a comprehensive self-study, evaluation by external reviewers, and responses from program chairs or directors, deans, and the Office of the Provost. Proposals for new degree programs must demonstrate alignment with the overall mission of the university before they are forwarded to the Board of Regents for review of alignment with the NSHE mission and, finally, approval. In addition, to ensure prudent use of instructional resources, per NSHE policy the university regularly reviews undergraduate and graduate degree programs with small numbers of graduates.

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4 The degree programs of several academic units are nationally accredited and undergo external review for these accreditation agencies as well.
Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment

The university's fundamental goal is to fulfill its mission as comprehensively as possible. The steep reductions in state support experienced at the beginning of the current accreditation cycle served as a warning: goals that seem fully achievable in good financial times may of necessity become aspirational in bad times. The severity of these cuts should not be underestimated. In the period 2009-2012 the university lost 33% of its state support—$75 million from the base budget—and had to cut 600 budgeted positions, even as it continued to see growth in undergraduate enrollment. Throughout this period, however, the university endeavored to keep quality at the forefront: President Marc Johnson and the late President Milton Glick sought to handle steep cuts that meant reductions in many necessary services, loss of valued staff and faculty, and closure of degree programs in a manner that would do as little damage as possible to the university's ability to carry out its fundamental mission at an acceptable level of quality. They did so in consultation with faculty and administrative leadership and in accord with priorities identified by the Faculty Senate in 2008. In 2011, a Faculty Budget Advisory Committee was asked to prepare a statement of principles and priorities for resource decision-making as the university endeavored to preserve its core mission and prepared to rebuild strategically in the coming decade.

In light of these fiscal realities, the university has had to prioritize some outcomes and portions of the mission over others and adjust some of the targets set in the 2009 strategic plan. It is evident in our indicators that we are now in a period of strategic rebuilding, as outlined in the current Strategic Plan. The university's evolution is now driven by the state's economic recovery and especially by record enrollment, including the largest freshman class ever in fall 2015. As the university’s current accreditation cycle draws to an end, it is readily apparent that in the unprecedented growth in enrollment, increasing impact on the city and state communities, and quest for both Carnegie R1 (Highest Research Activity) and Community Engagement classifications, the University of Nevada, Reno is a dramatically different institution in Year Seven than it was in Year One. This transformation, a common theme around campus, will continue in the next accreditation cycle, and the metrics of mission fulfillment maintained by the university will shed light on institutional goals and aspirations along the way.

For each core theme there are several such metrics and goals to serve as quantitative indicators of progress and fulfillment, and for most indicators, there are specified targets to be achieved, maintained, or restored by fall 2016, as one accreditation cycle ends and another begins, and then again in fall 2021, at the end of the current Strategic Plan cycle. In some cases, the institution has just begun to collect and track the associated data, and for some of those new indicators university representatives will analyze progress in the near future in order to specify a 2021 target. Acceptable progress is defined as meeting these targets, but the university's collective hope is to exceed them. The data in this report demonstrate that the university community has weathered the aforementioned, difficult financial period and that while the university is on track to meet many of its objectives, it remains behind but moving forward relative to others.
1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

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.

The university’s core themes derive from the mission statement approved by the Board of Regents. Individually, they articulate the university’s central mandates in teaching, research, and outreach:

- **Core Theme 1 (LEARNING):** Prepare graduates to compete globally through high-quality undergraduate and graduate degree programs in the liberal arts, sciences, and selected professional programs
- **Core Theme 2 (DISCOVERY):** Create new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields relevant to Nevada and the wider world
- **Core Theme 3 (ENGAGEMENT):** Improve economic and social development by engaging Nevada’s citizens, communities, and governments.

The university has identified explicit objectives for each core theme and defined specific, meaningful indicators for each objective in two sets of metrics: the accreditation metrics and the metrics included in the current Strategic Plan. For the current accreditation cycle of 2010-2016, 2010 serves as the baseline date for all metrics, and in consultation with faculty and administrators across campus, the university has set reasonable targets for achievement by 2016 (the terminus of the current accreditation cycle) and 2021 (the terminus of the current Strategic Plan cycle). The objectives, verifiable indicators, and means of assessing progress are described in detail below.
CORE THEME 1 • LEARNING

Prepare graduates to compete globally through high-quality undergraduate and graduate degree programs in the liberal arts, sciences, and selected professional programs

Objectives

Goal 1: Provide high-quality undergraduate degree programs taught by a diverse, well-qualified faculty who continually improve the curriculum through assessment and innovation.

Goal 1 Metrics

1.1: % undergraduate SFTE taught by ranked faculty

1.2: % undergraduate SFTE taught by tenure-track/tenured faculty (lower- and upper-division)

1.3: % undergraduate SFTE taught on letter of appointment (adjunct instructors)

1.4: New tenure-track faculty lines

1.5: Student: faculty ratio

1.6: % of classes with 19 or fewer students

1.7: Undergraduate participation in research

1.8: Diversity of academic faculty

1.9: % of undergraduate programs reviewed on eight-year cycle

Rationale: These indicators provide evidence of the quality of undergraduate programs. The university seeks to increase the quality and continuity of instruction through nationally recognized measures, such as increasing the percentage of instruction by ranked and tenure-line faculty, decreasing the percentage by adjunct instructors, and increasing the percentage of small classes. It also seeks to improve the quality of the undergraduate experience through increased access to study abroad and to assess the quality of undergraduate degree programs through regular program review and accreditation (where discipline-appropriate).

5 SFTE refers to student full-time equivalent, and ranked faculty includes tenure-track and tenured faculty, as well as continuing lecturers.
Goal 2: Recruit a high-achieving, diverse student body and provide access and a clear path to graduation.

Goal 2 Metrics

2.1: Undergraduate enrollment
2.2: Fall-to-Fall freshmen retention (first and second years)
2.3: Four- and six-year graduation rates
2.4: # of bachelor’s degrees granted
2.5: # of National Merit scholars
2.6: # of National Hispanic Scholars
2.7: % of entering class with ACT score ≥26 or equivalent
2.8: NCAA GSR
2.9: Student participation in NevadaFIT
2.10: Undergraduate student body – ethnic diversity
2.11: % of Pell-eligible undergraduates
2.12: Average student credit load
2.13: Professional advisor: student ratio

Rationale: These indicators provide evidence of undergraduate recruitment and retention. The university seeks to increase enrollment to meet the state’s needs, to recruit a high-achieving student body, as measured by standard measures such as ACT score and National Merit status, and to recruit a diverse student body representative of the state’s college-eligible population. The university also seeks to increase student persistence, as shown in standard measures of first- and second-year retention, and the percentage of students who complete their studies in a timely manner, as shown by the standard measures of six-year graduation rates and the GSR. The GSR is a standard measure of student-athlete graduation that factors in transfers from one institution to another. Finally, it seeks to meet the state’s need for a well-educated citizenry by increasing the number of graduates and the ethnic diversity of the graduating class.
Goal 3: Provide high-quality graduate programs taught by research-active faculty.

**Goal 3 Metrics**

<table>
<thead>
<tr>
<th>3.1: % of graduate SFTE taught by tenure-track/tenured faculty</th>
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</thead>
<tbody>
<tr>
<td>3.2: % of doctoral students supported by teaching or research assistantships</td>
</tr>
<tr>
<td>3.3: % of graduate degrees programs reviewed on eight-year cycle</td>
</tr>
<tr>
<td>3.4: Graduate Teaching Assistant stipend</td>
</tr>
<tr>
<td>3.5: Doctoral enrollment</td>
</tr>
<tr>
<td>3.6: PhD six-year completion rate (all, ethnically diverse)</td>
</tr>
<tr>
<td>3.7: Graduate student body – ethnic diversity</td>
</tr>
<tr>
<td>3.8: Master’s enrollment</td>
</tr>
<tr>
<td>3.9: Master’s four-year completion rate (all, ethnically diverse)</td>
</tr>
<tr>
<td>3.10: Graduate degrees granted: doctoral, master’s, health professions, education</td>
</tr>
<tr>
<td>3.11: Size of University of Nevada School of Medicine (UNSOM) entering class</td>
</tr>
<tr>
<td>3.12: University of Nevada School of Medicine match rate</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of the quality of graduate programs. The university seeks to increase the quality and continuity of instruction through nationally recognized measures, such as increasing the percentage of instruction by tenure-track and tenured faculty and the percentage of doctoral students supported on teaching or research assistantships. It also seeks to assess the quality of graduate degree programs through regular program review and accreditation (where discipline-appropriate). These indicators also provide evidence of graduate student completion and success, including the percentage of doctoral students who complete their studies within the standard time frame used by the National Research Council and the percentage of master’s students who complete their studies within four years. It seeks to meet the state’s need for a well-educated citizenry by increasing the number of graduates and the ethnic diversity of the graduating class and meeting its need for health professionals and educators. Finally, these indicators provide evidence of graduate student recruitment and retention. The university seeks to draw a high-quality graduate student body by strategic recruitment at the master’s and doctoral levels, to increase the diversity of the graduate student body, and to expand the size of the UNSOM entering class.
Goal 4: Offer a broad array of choices for instructional format, location, and schedule, including study-abroad opportunities.

**Goal 4 Metrics**

<table>
<thead>
<tr>
<th>Metric Description</th>
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<tbody>
<tr>
<td>4.1: Online courses offered</td>
</tr>
<tr>
<td>4.2: Online degree programs</td>
</tr>
<tr>
<td>4.3: Online FTEs</td>
</tr>
<tr>
<td>4.4: Credit-bearing courses offered at satellite locations</td>
</tr>
<tr>
<td>4.5: Undergraduate students who participate in study abroad</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of the university’s determination to offer alternative program and course delivery modes, following best practices at peer and aspirant institutions, as well as to foster innovative instructional design.

Goal 5: Prepare students for personal and professional success, to be informed global citizens, and to pursue healthy lifestyles

**Goal 5 Metrics**

<table>
<thead>
<tr>
<th>Metric Description</th>
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</thead>
<tbody>
<tr>
<td>5.1: Employment rate one year after graduation</td>
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</tbody>
</table>

**Rationale:** This indicator provides evidence that the university is fulfilling its responsibility to support career counseling that in turn helps students identify rewarding employment. Moreover, one-time goals, including the construction of the E. L. Wiegand Fitness Center and the designation of the university campus as a tobacco-free space, attest to our commitment to healthy lifestyles among the student body.
CORE THEME 2 • DISCOVERY

Create new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields that affect Nevada, the nation, and the world

Objectives

- Goal 1: Enhance the quality, value, and range of the university's research and artistry. Attain classification as a “Carnegie Research University/Very High.”

<table>
<thead>
<tr>
<th>Goal 1 Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Publication of refereed journal articles by tenure-track/tenured/Rank 0 Research faculty</td>
</tr>
<tr>
<td>1.2: Publication of peer-reviewed scholarly or creative books by tenure-track/tenured/Rank 0 Research faculty</td>
</tr>
<tr>
<td>1.3: Publication of peer-reviewed book chapters by tenure-track/tenured/Rank 0 Research faculty</td>
</tr>
<tr>
<td>1.4: National/International performances and exhibitions by tenure-track/tenured faculty in the School of the Arts</td>
</tr>
<tr>
<td>1.5: % of tenure-track/tenured faculty publishing refereed work or performing/exhibiting nationally or internationally (five-year window)</td>
</tr>
<tr>
<td>1.6: Research expenditures</td>
</tr>
<tr>
<td>1.7: Patents issued</td>
</tr>
<tr>
<td>1.8: Patent applications filed</td>
</tr>
<tr>
<td>1.9: Unlicensed technologies</td>
</tr>
<tr>
<td>1.10: New start-up companies</td>
</tr>
<tr>
<td>1.11: Graduate research assistantships</td>
</tr>
<tr>
<td>1.12: Research (non-tenure track) faculty supported by grants</td>
</tr>
<tr>
<td>1.13: Postdoctoral scholars</td>
</tr>
<tr>
<td>1.14: Endowed professorships and chairs</td>
</tr>
</tbody>
</table>

Rationale: These indicators provide evidence of faculty productivity in research, scholarship, and artistry, using such widely recognized measures as refereed publications and national/international performances and exhibitions, as the university seeks to increase its research profile. Measures of quality in research, scholarship, and artistry across the university include the percentage of tenured/tenure-track faculty who publish refereed work or (in the arts) perform/exhibit creative work nationally/internationally and the number of faculty selected for prestigious national honors. They include standard measures of quality in innovation, including patents issued, active patent applications, and active unlicensed technologies.

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7 Rank 0 Research Faculty hold grant-funded, non tenure-track appointments with a primary assignment in research. See the University Administrative Manual 2,505 for further information.
Goal 2: *Invest in disciplinary and interdisciplinary research areas that build upon existing strength and that are responsive to emerging needs and opportunities.*

**Goal 2 Metrics**

- 2.1: Total new faculty hires in priority areas
- 2.2: National/International awards and honorifics received by faculty
- 2.3: Overall annually sponsored research expenditures
- 2.4: Annual federally sponsored research expenditures
- 2.5: Annually sponsored research awards
- 2.6: % of externally funded tenure-track/tenured faculty in disciplines where that is the expectation for success (five-year window)
- 2.7: # of tenure-track/tenured faculty awarded national/international prestigious fellowships

**Rationale:** These indicators provide evidence of the extent of external support for the university’s research, scholarship, and artistry. Measures of external support include standard figures for annually sponsored research awards and expenditures, the percentage of faculty whose research is externally funded in disciplines where that is expected for success, and the number of faculty awarded prestigious research fellowships and artistic residencies.

Goal 3: *Strengthen infrastructure required to support world-class discovery, scholarship, and creativity.*

**Goal 3 Metrics**

- 3.1: Square footage of research and artistry space
- 3.2: Equipment grants

**Rationale:** These indicators provide evidence of progress in building, renovating and sustaining research and performance facilities in order to increase research/artistic productivity and efficiency.

Goal 4: *Revise rules, policies, and procedures to more effectively promote research, artistry, and entrepreneurial activities.*

**Goal 4 Metrics**

- 4.1: Grant proposals submitted
- 4.2: Success rate of proposal submissions

**Rationale:** These indicators provide evidence of newly implemented procedures and processes intended both to increase efficiency and reduce roadblocks to proposal development and to encourage and reward collaborative work.
CORE THEME 3 • ENGAGEMENT

Strengthen the social, economic, and environmental well-being of people by engaging Nevada citizens, communities, and governments

Objectives

■ Goal 1: Develop and adopt a unified concept and vision for the university’s public engagement and land-grant mission.

Goal 1 Metrics

1.1: Sponsored research activity in strategic fields identified in the State of Nevada economic plan

1.2: License and option agreements executed

1.3: Non-degree professional certificates awarded

1.4: Participants in non-credit professional development programs

1.5: Continuing Medical Education and Continuing Educational Unit participants

Rationale: These indicators provide evidence of the university’s contribution to the state’s goal of diversifying and developing its economy. Measures include sponsored research in fields identified as priorities in the state’s strategic plan, license and option agreements, and provision of opportunities for professional workforce development through certificate and other programs and CME and CEU offerings.  

■ Goal 2: Work in concert with government and industry to diversify and develop Nevada’s economy and communities.

Goal 2 Metrics

2.1: Contract expenditures for instruction and public service

2.2: Established programs in “InNEVation Center”

2.3: Faculty with state appointments

2.4: Businesses consulted for service learning

2.5: Small Business Development Center (SBDC) companies served

2.6: University of Nevada Cooperative Extension (UNCE) publications

2.7: UNCE “Face to Face”

Rationale: These indicators provide quantitative evidence of the university’s outreach work toward

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8 Continuing education required for professionals in medical and other fields.

9 “Face to Face” is a national Extension measure of contacts that occur with the public in meetings, classrooms, seminars, home/farm visits, office visits or other personal encounters. These numbers are contacts, not people (e.g., a UNCE faculty member teaching a four-part class has contact with each person in that class four times). This information is required by the federal government to document Civil Rights compliance and must be completed by all faculty/staff with UNCE FTE.
societal development through partnerships with governmental and private entities and provision of services, events, and publications. They include such standard measures as contracts for instruction and public service, provision of clinical services, Cooperative Extension publications and contacts, and attendance at performing and visual arts events, as well as the number of public events with multicultural or global themes.

Goal 3: Improve mental and physical health and quality of life for Nevada’s diverse and growing population.

### Goal 3 Metrics

<table>
<thead>
<tr>
<th>3.1: Formal partnerships with hospitals</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2: Establish a full 4-year school of medicine in Reno</td>
</tr>
<tr>
<td>3.3: Accreditation for a Master and PhD of Public Health</td>
</tr>
<tr>
<td>3.4: Clients served through clinical services in health care, psychology, and counseling</td>
</tr>
<tr>
<td>3.5: Graduate Medical Education residencies and fellowships</td>
</tr>
<tr>
<td>3.6: Nursing and clinical psychology graduate students</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of the university’s role in enhancing medical and health professional education throughout the State of Nevada. This role includes the expansion of graduate medical education, community and state partnerships in public health, and areas of expertise, focused training programs, and preventative outreach programs focused on improving the health and quality-of-life of Nevada communities and counties.

Goal 4: Provide access to informal and formal learning and services for citizens of all cultural backgrounds, ages, abilities, and locations.

### Goal 4 Metrics

<table>
<thead>
<tr>
<th>4.1: % of undergraduates participating in service learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2: Experiential learning through UNCE 4-H programs</td>
</tr>
<tr>
<td>4.3: Osher Lifelong Learning Institute (OLLI) participation</td>
</tr>
<tr>
<td>4.4: Participation in statewide disaster preparedness programs</td>
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<tr>
<td>4.5: Educational offerings at Redfield Campus</td>
</tr>
<tr>
<td>4.6: Formal partnerships with regional businesses, nonprofit, and government sectors</td>
</tr>
</tbody>
</table>

**Rationale:** See below, as the Goal 4 metrics are closely aligned with those of Goal 5.
Goal 5: Work with school districts to improve college readiness of high-school graduates.

Goal 5 Metrics

<table>
<thead>
<tr>
<th>Metric Description</th>
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<tbody>
<tr>
<td>5.1: K-12 outreach (faculty participation, K-12 students contacted)</td>
</tr>
<tr>
<td>5.2: Washoe County high school graduates prepared to enroll in college-level math and English</td>
</tr>
<tr>
<td>5.3: High school students completing dual-credit courses</td>
</tr>
<tr>
<td>5.4: Students pursuing UTeach teacher certification</td>
</tr>
<tr>
<td>5.5: Dean’s Future Scholars</td>
</tr>
</tbody>
</table>

Rationale: The indicators for Goals 4 and 5 provide a quantitative view of the university’s community engagement through outreach programs that: (1) take university students into the local community (service learning), (2) promote experiential learning (4H), and (3) bring university faculty expertise to community audiences (K-12 outreach and OLLI).

Goal 6: Provide lectures, exhibits, performances, and athletic events that enrich the cultural fabric of the community and expose young minds to the world of possibilities in academics, the arts and culture, and athletics.

Goal 6 Metrics

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<thead>
<tr>
<th>Metric Description</th>
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<tr>
<td>6.1: School of the Arts performing and visual arts events</td>
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<td>6.2: Attendance at visual and performing-arts events</td>
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<tr>
<td>6.3: Attendance at athletic events</td>
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<td>6.4: Participation in festivals and camps</td>
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<td>6.5: Public events with multicultural/global themes</td>
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<tr>
<td>6.6: Participation in Cooperative Extension community engagement outreach activities by county</td>
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</table>

Rationale: These indicators provide evidence of the university’s success in attracting student and community members to campus productions in the visual and performing arts and other events that highlight our talented students and faculty, while offering community outreach activities to the city and state.
By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, whenever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4-21

Requirement 4. Operational Focus and Independence.
The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission’s standards and eligibility requirements.

The University of Nevada, Reno is a part of the Nevada System of Higher Education and operates under the standards and guidelines set by NSHE and its Board of Regents. University of Nevada, Reno programs lead to achievement of identified student learning outcomes and to college-level degrees, as described in Standards 2.C.1-5, 2.C.12, and 2.C.15. The University of Nevada, Reno has been accredited as an institution for higher education since 1938. The University of Nevada, Reno's organizational structure, described in Standard 2.A.10-11, offers sufficient operational independence for the university to be held accountable for meeting the Commission's standards.

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.
The University of Nevada, Reno adheres to the formal policy of NSHE, which “is committed to providing a place of work and learning free of discrimination on the basis of a person’s age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy-related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where such discrimination is found to have occurred, NSHE will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible” (BRH 4.8.13.A.1).

Requirement 6. Institutional Integrity.
The institution establishes and adheres to ethical standards in all of its operations and relationships.

As described in Standard 2.A.22, University of Nevada, Reno faculty, staff, and students are subject to policies and procedures that reflect commitment to integrity and ethical behavior. The university has well-defined rules concerning the academic freedom of faculty and students and a fair and consistent treatment of students and employees. The University of Nevada, Reno provides accurate information regarding policies, programs, and services. It prohibits discrimination and provides equal opportunity and equal access.

Requirement 7. Governing Board.
The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution’s mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The NSHE Board of Regents, to whom the President of the university reports through the Chancellor and to whom he is accountable, has oversight for the quality and integrity of the institution. The Board approves institutional Mission Statements and strategic plans. It comprises 13 elected members whose role and ethical obligations are stated in the BRH.10

Requirement 8. Chief Executive Officer.
The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution’s governing board.

The President of the university is appointed by and serves at the pleasure of the Board of Regents. The President’s full-time responsibility is to the institution; the Chancellor evaluates his work annually and provides a confidential summary to the Board. Neither the President nor any executive officer of the university chairs the Board.

In addition to a chief executive officer, 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 achievement of its core themes.

The university’s operations are divided into eight areas, with each division overseen by an appropriate, qualified administrator (either a vice president or director) who reports to the President. Two formal

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10 For details, see the responses to Standards 2.A.4-8
executive-level leadership groups—the President’s Council and the Academic Leadership Council—meet regularly to discuss major institutional initiatives, coordinate their work, and advise the President and Provost regarding achievement of the institution’s mission and core theme objectives.

Requirement 10. Faculty.

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The university maintains an appropriately qualified and sufficient number of faculty to meet institutional goals. Of the 937 full-time faculty members, 86% are tenured or tenure-eligible. In fall 2015, the University of Nevada, Reno maintained a 22:1 ratio of students to full-time faculty. During the budget crisis, program reorganizations, adjustments to faculty workloads, and increased class sizes were designed to continue to serve students and maintain a variety of academic functions. With economic recovery underway, faculty numbers are expected to increase. In compliance with BRH 2.5.12-13 and University of Nevada, Reno Bylaws 3.3.2, all faculty members are evaluated annually.

Requirement 11. Educational Program.

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

As of spring 2016, the university offers 73 baccalaureate degree programs, 71 master's degree programs, 38 doctoral programs, and 22 certificates. Each degree program has clearly identified learning outcomes that are published on the university assessment site and linked to the University General Catalog. Program learning outcomes are expected to be assessed and reported annually. All degree programs are subject to periodic program review, nominally on an eight-year cycle (NSHE requires no longer than a 10-year cycle) including a visit by a panel of qualified external experts from peer institutions. The external review team assesses the program with respect to best practices and alignment with the expectations in recognized fields of study. The results of program review are reported to NSHE annually. Additionally, many programs have specialized accreditation by accrediting agencies in the associated discipline.


The institution’s baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted 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. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All baccalaureate degree programs require completion of a General Education Core Curriculum. The Core Curriculum requires a minimum of 36 total credits (credit distribution: three writing, three mathematics, six natural sciences, three social sciences, three fine arts, nine humanities, six capstone, three diversity). The Core Curriculum has defined and published learning outcomes. In spring 2013
the Faculty voted to adopt a detailed and augmented set of competencies and learning outcomes in the new Silver Core Curriculum to be implemented in fall 2016. The University General Catalog contains the requirements for undergraduate and graduate degree programs and detailed four-year curriculum plans for each undergraduate degree that is offered. Beginning in fall 2016, the new Silver Core Curriculum will consist of 14 Core Objectives covering four areas: Fundamental Practice and Primary Areas of Focused Inquiry, which constitute General Education, and Advanced Areas of Focused Inquiry and Integrative Experience, which are integrated into the academic major.

Requirement 13. Library and Information Resources.
Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s programs and services wherever offered and however delivered.

The University of Nevada, Reno Libraries provide access to approximately 91,000 journals and serials, 588,000 e-books, and 18,000 streaming video and audio materials and hold more than a million volumes in the physical facilities. Librarians provide individual and group information literacy instruction to thousands of students each year, and provide point-of-need help in web pages, guides, and printed materials, as well as through email, chat, phone, and in-person assistance. In addition to traditional library materials, library staff members assist and provide students and faculty access to technology and media resources and tools needed for emerging 21st-century literacies.

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The University of Nevada, Reno has 143 classrooms that seat just over 8,400 students, approximately 368,000 square feet of research laboratories, and approximately 4,450,000 square feet of physical space in total. The physical infrastructure varies in age from older to state-of-the-art. The technology infrastructure primarily includes fiber optic connections between buildings and most floors, Brocade routing and switching, a private cloud storage structure, and a global backup solution for campus network environments. While there is a continuing need to plan for growth, the institution provides the diverse physical and technological infrastructure needed to achieve its missions in research, teaching, and service.

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

In conjunction with its mission, core themes, and values, the university maintains and actively promotes an atmosphere in which independent thought and freedom of expression in the pursuit and dissemination of knowledge exist and are protected. Policies regarding Academic Freedom are clearly stated, published, and accessible, and they are delineated in BRH 2.2.1.2, University of Nevada, Reno Bylaws 3.1.2, and University Administration Manual 3.000. Faculty and students are actively encouraged to conduct research, publish, participate in conferences, discuss research-related topics in the classroom, engage in intellectual exchanges, and engage as citizens in the community.

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Admission requirements for undergraduate, graduate, and other categories of students are published on the Office of Admissions website. The university adheres to these requirements in its admissions procedures and practices.

Requirement 17. Public Information.

The institution publishes in a catalog and/or online current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The university publishes an online General Catalog that is updated each year. The catalog includes the university’s mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.


The institution demonstrates financial stability with sufficient cash flow and, as appropriate, 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 long-term financial sustainability.

From FY 2009 to FY 2012, the university experienced a reduction of 33% in its state general fund appropriations. This loss was only partially offset by increases in student tuition and fees. The institution implemented strategic, rather than across-the-board, reductions in an effort to maintain quality in its core instructional and research outreach mission. Since 2013, strong enrollment growth, combined with tuition and fees rate increases, have generated substantially more revenue in each of the primary revenue sources – state general fund, registration fees, and non-resident tuition.

The state general fund appropriation decreased initially, in part because of the adoption of a new funding formula; however, those losses have since been reversed resulting in a general fund increase of $9.1 million over the four-year period since the Year Three Self-Study. The university receives monthly distributions from the State of Nevada Treasurer’s Office equal to 1/12 of its general fund appropriation. In addition, tuition and fee collections are generally received in August/September for the fall semester and January/February for the spring semester. The timing of the receipts is such that the state budget account always has positive cash flow. The university monitors all of its self-supporting accounts for cash balance on a monthly basis. The Board of Regents requires quarterly exception reports for any account with a negative cash balance in excess of $5,000. At the end of the last fiscal year, the university had two accounts with reportable negative cash balance. As of June 30, 2015, the university had reserves amounting to $90 million on annual operating expenses of approximately $566 million.
Budgeting for all institutional accounts relies upon and incorporates realistic projections of revenues, enrollments, and/or other account-specific drivers.

Requirement 19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, 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 governing board.

The university’s accounting system follows generally accepted accounting principles. The accounting system and resulting financial statements are audited annually by external auditors. NSHE and university internal auditors also regularly review university departments and programs for adherence to university and system policies and procedures. The Board of Regents establishes cash management and debt policies that are monitored and controlled through Board action at quarterly meetings. The Board’s Audit Committee reviews audit findings presented by the NSHE audit staff, along with campus responses to those items, at each quarterly meeting.


The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The university makes every effort to be wholly accurate in all its disclosures to the Commission, and it reports to the Commission all information it requires to carry out its evaluation and accreditation of the institution.

Requirement 21. Relationship with the Accreditation Commission.

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution’s status with the Commission to any agency or members of the public requesting such information.

The university accepts the standards and related policies of the Commission and agrees to comply with those standards as currently stated or as modified in accordance with Commission policy. The university agrees that the Commission may make known the nature of any action, positive or negative, regarding the university’s status with the Commission to any agency or members of the public requesting such information.
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 direct and reasonable interest.

The University of Nevada, Reno is a member of NSHE. The exclusive control and administration of the university are vested in an elected Board of Regents by the Constitution of the State of Nevada. Nevada Revised Statues (NRS) 396 is composed of state laws regarding NSHE. The Board of Regents Handbook (BRH) contains four different titles relevant to the legal status and operation of the higher education system and its institutions:

- Title 1: Bylaws of the Board of Regents
- Title 2: Nevada System of Higher Education Code (known as the “Code”)
- Title 3: Legal Status of the University
- Title 4: Codification of Board Policy Statements.

Standard 2.A.4 below describes the Board’s structure and functioning. NSHE’s Chancellor serves as the system’s chief executive officer responsible for developing NSHE strategies and implementing Board policies. The institutional presidents report directly to the Chancellor.

The University of Nevada, Reno’s governance structure is clearly defined and designed to sustain the various functions within the institution effectively. The President is the CEO of the institution and is primarily accountable for the leadership and direction of the university. Details of the system of leadership are in Section 2.A.9.

The University of Nevada, Reno Bylaws are authorized by BRH 2.1.3.4. The bylaws specify the organizational and administrative structure of the university and the personnel policies and procedures for its faculty. The University Administrative Manual (UAM) contains established policies of the university. It defines and communicates university policies and procedures, identifies responsibilities, and provides guidelines for the performance of specific tasks. UAM 12 describes the process for requesting updates to the manual through a review board, which advises the President on proposals it has reviewed.

The University of Nevada, Reno has an elected, representative Faculty Senate of 32 senators charged with helping to make decisions about campus policies and making recommendations to the President. The Senate represents academic and administrative faculty members who hold professional contracts of 0.5 FTE or more. The Senate meets monthly, the Senate Executive Board weekly, and the Faculty Senate
chair meets individually with the President and Provost at least once a month. The Faculty Senate website contains links to governing documents, bylaws, procedures, and lists standing committees.

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.

NSHE is a multi-unit system that consists of four community colleges, a state college, two universities, and one research institute, as well as the NSHE administration. It is governed by a Board of Regents, as set forth in the Constitution of the State of Nevada 11.4.

The Board sets policies and approves budgets for NSHE. The NSHE Chancellor is a chief executive officer who carries out the policies and decisions of the Board. The current acting Chancellor John V. White serves as NSHE’s chief executive officer and with his Vice Chancellors and staff develops and administers NSHE strategies to implement Board policies and directives. The University of Nevada, Reno President, Marc Johnson, reports to the Chancellor.

The division of authority and responsibility between the system and the University is clearly delineated in the BRH and the Procedures & Guidelines Manual, which describes system policies and procedures in detail and lists tuition and fees. BRH 2.1.3.4 requires system institutions to adopt bylaws that are in compliance with the NSHE Code. University of Nevada, Reno Bylaws were last revised and approved by the President and Chancellor in 2016.

Within this structure the Board of Regents and the NSHE Chancellor equitably administer system policies, regulations, and procedures.

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 monitors its compliance with NWCCU Standards for Accreditation. This is achieved through sending representatives to NWCCU workshops and regular reporting to NWCCU. Dr. Joseph Cline, the Vice Provost for Undergraduate Education, is the Accreditation Liaison Officer at the university. He oversees all NWCCU reporting activities, including annual reports, accreditation report preparation, and evaluation site team member visits. The annual reporting process involves coordinating with offices throughout campus to obtain the necessary information, including Planning, Budget and Analysis, the Office of Institutional Analysis, Admissions and Records, Extended Studies, Human Resources, and the Office of Sponsored Projects.

**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 Nevada Constitution establishes the governing role of the Board of Regents. The number of regents, election, and residency requirements are established by Nevada Statute at Nevada Revised Statutes (NRS) 396.040. The Regents represent geographically defined districts in the state that are equally apportioned by population. There are currently 13 Regents who are elected for six-year terms, which are staggered to ensure continuity.
The duties of the Board’s various standing committee are delineated in BRH 1.

The Board leadership includes a Chairman (currently Rick Trachok) and Vice Chairman (currently Michael Wixom) who are elected by the Board’s membership. The term for the Chairman and Vice Chairman is one year (July 1 – June 30), and the chairman may not serve more than two consecutive terms. The duties, roles, responsibilities, and ethical conduct requirements for the Board of Regents are contained in BRH 2.1.1-4, 4.1.2-3 and 4.1.8.

Members of the campus community are familiar with the role of the Board of Regents as it relates to campus matters. Board membership, meeting agendas, meeting minutes, and other relevant information are available publicly on the NSHE website. Meeting agendas are posted on campus in accordance with NRS 241, the state’s open meeting law. All Board meetings are broadcast online, and information for accessing these meetings is available on the NSHE and host university’s website as the meetings are taking place. The BRH and UAM specify the various matters the Board of Regents must approve. These include proposals for new degree programs, changes in tuition, and the granting of tenure.

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.

BRH 1.3 describes the powers of the Board. In particular, 1.4-5 state that no member of the Board can bind the Board and that at least seven affirmative votes are required for the 13-member Board to take any official action. In addition, the BRH contains the following sections relevant to this standard:

- 4.1.2 Ethical Code of Conduct for Regents
- 4.1.3 Statutory and Policy Prohibitions for Members of the Board of Regents.

BRH 4.1.2.2.a states that “a member of the NSHE Board of Regents should respect relationships with other members of the Board by…realizing that authority rests with the Board only in official meetings, that the individual member has no legal status to bind the Board outside of such meetings except as may be expressly authorized by the Board.”

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.

BRH 4.1.2.1.a-b states that “a member of the NSHE Board of Regents should honor the high responsibility that this elected office demands by…thinking always in terms of the improvement of educational opportunities of Nevada’s citizens first” and “understanding that the primary role of a Board member is policymaking, not administration, and distinguishing intelligently between these two functions.”

In fulfilling this duty, the Board meets four times a year, generally in March, June, September, and December. As stated in 2.A.4, agendas for these meetings are posted on the NSHE website, and the meetings are broadcast online.

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.

BRH 2.1.1.5-1.6 states that the Board appoints the officers of NSHE, defined as the chancellor and presidents of institutions. BRH 1.7.4 describes the reporting structure, annual evaluation, and periodic evaluation system for institution presidents. Presidents are appointed by and serve at the pleasure of the Board, they report to the Chancellor for the administration of their respective institutions, and they are
accountable through the Chancellor to the Board. The Chancellor conducts annual evaluations of the NSHE presidents and provides confidential summaries to the Board. The Board of Regents conducts annual and periodic evaluations of the Chancellor.

A system for a thorough, periodic evaluation of each president is also prescribed in BRH 1.7.4.

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

The Board of Regents, through its ongoing Efficiency and Effectiveness Initiative, regularly reviews its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness.

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 is led by a President, who is its chief administrative officer. The President’s duties are established in BRH 1.7.4. These duties include, but are not limited to, providing leadership in the planning, organizing, assessment, and managing of the institution.

The following university divisions and offices report to the President: Office of the Provost, Administration and Finance, Development and Alumni Relations, Student Services, General Counsel, Governmental Relations, Marketing & Communications, and Intercollegiate Athletics. An organizational chart is provided on the Office of the President website. The current roster of the President’s Council, which meets bi-weekly to discuss institutional-level issues, is also provided at this site.

The following report to the Executive Vice President and Provost: the deans of the colleges, the Vice Provosts, the Dean of University Libraries, directors of academic centers, and the Academic Leadership Council (ALC), which provides leadership on academic related matters facing the university and serves as the cabinet to the Executive Vice President and Provost.

The office of the Vice President for Research and Innovation reports to both the President and the Executive Vice President and Provost.

Other major governance bodies at the university include the Faculty Senate, Graduate Council, Staff Employees’ Council, Associated Students of the University of Nevada (ASUN), and the Graduate Student Association.

ER 2.A.9 lists the administrators of the university, with details on highest degree and divisions on campus where they have served.

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’s President is the chief executive officer. The President has full-time responsibility to the institution and serves as an officer of the University of Nevada, Reno or NSHE. According to BRH 1.7.4, the president of each member institution shall be secretary of the governing board of that institution but does not serve as the chair. The duties of the President of the university are prescribed by the Board of Regents, as outlined in the BRH.
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’s administrative structure is detailed in Standards 2.A.1 and 2.A.9.

There are many examples of collaboration across colleges and administrative units, including the Core Curriculum Board and its subcommittees, which provides general education to undergraduates in all colleges, the Academic Leadership Council, in which the deans and vice provosts meet monthly to discuss academic matters, the Recruitment, Retention, and Advising Council, in which advising and recruiting leaders in all colleges and the Student Services Division’s Office of New Student Initiatives meet biweekly to discuss diversity, geographical, and merit issues in recruiting, student advising, progression, and academic achievement, the University Courses and Curricula Committee, which meets monthly to discuss new or modified curricula and associated policy and catalog matters, and the Enrollment Management Group, discussed below.

Collaboration is especially visible in the university’s work to recruit and retain students. An Enrollment Management Group consisting of the Provost, Vice President of Student Services, Associate Vice President for Planning, Budget and Analysis, Director of Admissions, Associate Vice President of Enrollment Services, Director of Institutional Analysis, and the Vice Provosts for Undergraduate Education and Graduate Education, meets regularly to make data-influenced decisions on the university’s recruitment and retention strategies. This group identifies and analyzes recruitment and retention trends, problem areas, and opportunities; as appropriate, it then devises action plans. Regular updates and analysis of these efforts also occur in this group.

The Recruitment and Retention Council is a collaborative initiative to coordinate student recruitment efforts between Student Services and the academic units. This council is currently co-chaired by the Vice Provost for Undergraduate Education and the Assistant Vice Provost for Undergraduate Advising and Student Achievement and includes representatives from the Office of Prospective Students, Advising Coordinators from each college/division, the Director of the Honors Program, and the Director of the Advising Center. This group strives to improve the quality of the entering freshman class as part of the goal of making substantial improvement in undergraduate retention, six-year graduation rates, and the total number of National Merit finalists.

**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 University General Catalog contains the university’s academic policies pertaining to students, including admission requirements and procedures, students’ rights and responsibilities, academic regulations, degree completion requirements, and course descriptions. The catalog contains information on financial policies regarding tuition, fees, and other charges, as well as policies regarding student conduct, academic honesty, equal opportunity, affirmative action, anti-discrimination, and grievances. It also has information on student government, student organizations and services, and athletics. The catalog site includes links to additional resources related to academic advising and other matters.
There is a wealth of online information for students, including a University Policies and Guidelines website maintained by the Office of Student Conduct, a Residential Life and Housing handbook, and student handbooks for colleges, departments, and programs. The Academic Central page provides a single location for information related to student academic policies and services.

The University of Nevada, Reno provides an extensive orientation for new undergraduate students. Student Services offers new student orientation sessions, special sessions for transfer students, and a makeup session the weekend before the start of classes. A graduate student orientation is offered each semester. These orientations include presentations on the various offices and services available to students, and all students receive a free planner containing contact information, academic success tips, campus services, the academic calendar, the Student Code of Conduct, and other policies and guidelines.

Since 2014, NevadaFIT, a five-day intensive preparatory camp for incoming first-year students, has complemented the university’s efforts to provide orientation and academic training for new students. This program is discussed at length in the responses to Standard 4.A.6 and 4.B.2.

MyNevada, an online resource for University of Nevada, Reno applicants, students, faculty, staff, and alumni, is a portal for access to the university’s student information system (PeopleSoft Campus Solutions), which contains valuable information regarding enrollment, course availability, prerequisites, examination schedules, and academic progress. The MyNevada homepage includes resource links to Academic Central, the University General Catalog, OFAS, the Cashier’s Office, University Libraries, personal support programs provided by the Office of Student Life, and other university services.

The university’s syllabus policy requires that a course syllabus be provided to each student in each course and mandates that syllabi include certain information, including course learning outcomes, grading criteria, policies on attendance and late or make-up work, and instructor contact information. The policy also requires that syllabi include formal statements on Academic Dishonesty, Disability Services, and Audio and Video Recording of classes.

The Faculty Senate Academic Standards Committee (ASC) provides input on academic policies, and its charges and reports are available on the Senate website. The ASC appoints a liaison to the Core Curriculum Board, to the University Course and Curricula Committee, and to the Academic Advising Advisory Board to facilitate communication, as needed, between these boards and the Faculty Senate.

The Associate Deans Group meets at least twice each semester and consists of Associate Deans or equivalent representatives from all of the colleges and is chaired by the Vice Provost for Undergraduate Education. This group reviews ongoing initiatives including changes to academic policies, advising expectations, student success projects, and assessment activities. The information provided at these meetings is to be disseminated to academic departments.

The UAM contains established policies of the university. It defines and communicates university policies and procedures, identifies responsibilities, and provides guidelines for the performance of specific tasks. It is updated on a continual basis as described in UAM 12.

The Office of the Provost conducts annual orientations for new faculty, new adjunct instructors on letter of appointment, and new department chairs. It also offers specialized “brown bag” sessions on topics relevant to faculty. Emails sent by the Provost and the President inform faculty of requirements regarding midterm reports, final exam week, and Admissions and Records deadlines.

Policies and forms relevant to promotion and tenure, payroll, travel, among other topics of interest to faculty and staff, are centrally available online.
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 on access and appropriate use of library and information resources are posted on the University Libraries website and the central Information Technology website. Users are provided context-specific information about policies and fines within email notices sent for overdue or nearly due library materials. Enforcement of policies is provided with assistance from numerous departments in IT (through Microsoft Active Directory) to centrally authenticate and authorize users, verify enrollment, and update and authenticate library records regularly. A growing number of library information resources are accessed using Shibboleth authentication, an additional layer of security ensuring adherence to and enforcement of university policies and license agreements with vendors. Daily automatic updates are made to the library database to ensure current affiliation of authenticated users. Staff members in University Libraries and IT coordinate appropriate access through a request and documentation process for users unable to gain access automatically. In addition, the University Libraries have made significant progress in ensuring that all library web and video resources are compliant with national accessibility standards (i.e., the Electronic and Information Technology Accessibility Standards).

All campus policies are in adherence to the NSHE Computing Resources Policy.

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 Office of Admissions and Records maintains transfer and articulation agreements, which are accessible through a searchable database that is available through the Transfer to Nevada page. Transfer student courses that are not in this database are evaluated for transfer credit by faculty in the relevant discipline.

The State of Nevada has instituted a system-wide common course numbering system. As mandated by Board of Regents policy, the university develops and maintains core curriculum and major-to-major transfer agreements with all NSHE institutions. Links to these agreements and additional information on transfer to the university are available online on the Transfer to Nevada page.

The university maintains reverse transfer agreements with community colleges in the NSHE system and a co-admission program that offers a bridge from the Nevada community colleges to the university (co-admission is available via all community colleges in NSHE).

The University General Catalog also contains a section on transfer rights for students within the NSHE system.

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 policies and procedures regarding student responsibilities and expectations can be found in Chapter 10 of the University General Catalog and on the Academic Central website. These publications describe student responsibilities and expectations for civility, honesty, freedom of expression, and academic standards in the classroom, residential halls, and across campus. Policies and Guidelines for Academic Standards, published both in the University Catalog and on the Academic Central website, define unacceptable class conduct and sanctions and provide a detailed procedure for handling
accusations of academic dishonesty. University General Catalog 10.3 and the website of the Office of Student Conduct both publish the Student Code of Conduct. Accusations of dishonesty and/or misconduct are investigated by the Office of Student Conduct.

Section IV of the Student Code of Conduct provides procedures for complaint resolution, including mechanisms for conduct hearings and appeals.

UAM 3,000-3,999 provides detailed policies for students at the university, including a comprehensive Student Bill of Rights. These rights include freedom of access to higher education, freedom of expression, protection against improper academic evaluation, confidentiality of student records, freedom from sexual harassment, protections and provisions for disabled students, and provisions for counseling and tutoring services.

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.

Admission and Placement Policies

The University General Catalog provides information on admission and placement policies for new freshmen, returning, and transfer students. An applicant must have at least a 3.0 (weighted) GPA in the required high school courses specified in the catalog. The weighted GPA takes into account the extra difficulty of honors, Advanced Placement, or International Baccalaureate classes. If an applicant does not meet the GPA requirement, an SAT I Critical Reading and Math combined score of 1040 or ACT Composite score of 22, in addition to the required high school courses, will meet the admission requirements.

The Academic Central website provides information for freshmen on math and English placement. Placement in freshman math classes is determined in one of three ways: ACT/SAT scores, Advanced Placement Examination scores, or the Accuplacer test administered by the Math Center. Similarly, placement in freshman English classes is determined by ACT/SAT scores, Advanced Placement Examination scores or evaluation of a writing portfolio submitted by the student. Chapter 3.2 of the Catalog provides clear guidelines by subject area on how credit is awarded for Advanced Placement, International Baccalaureate, College Level Examination Program, DANTES, MOOCs, and other credit by examination systems.

Policies on undergraduate academic standards, including probation and dismissal, are clearly stated in the catalog.

Academic dismissals are administered through the Office of Admissions and Records. The Dismissal Review Committee reviews appeals and requests for readmission from dismissed students.
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 Student Services Division provides leadership in various areas of student life services and co-curricular activities:

- ASUN
- Center for Student Engagement
- Center for Student Cultural Diversity
- Office of Fraternity and Sorority Life
- Joe Crowley Student Union
- New Student Initiatives.

The Student Life page provides information on a wide variety of co-curricular activities available to students. The Center for Student Engagement publishes policies and guidelines on the formation and running of student clubs and for club-sponsored student events. The Student Events Advisory Board is modeled within a student development framework that understands and encourages clubs and organizations to be contributors to an overall active student life. It encourages the exploration of programmatic efforts without taking away the ownership of events from sponsoring organizations. Club-sponsored events are required to follow guidelines specified by the Student Events Advisory Board. UAM 3,010 defines policies and expectations regarding substance abuse at co-curricular events, fraternities and sororities, the ASUN and other university-recognized organizations, and the role of faculty and staff advisors in these organizations. UAM 3,030 provides academic integrity policies for students participating in intercollegiate athletics.

**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.

University of Nevada, Reno employment policies for faculty, professional staff, and students are in accordance with the BRH and BRH 4.3 and 4.5-6. The policies specific to the University of Nevada, Reno reside in UAM 2,000–2,999 and are carried out by the University of Nevada, Reno Human Resources, which publishes its policies and procedures online. (See Standard 2.B.1 for additional tools and training offered through Human Resources).

The university reviews its human resources policies and procedures regularly to ensure they are consistent, fair, and equitably applied to employees and students. Academic faculty role statements (also known as statements of professional responsibilities) are completed and reviewed annually (see Standards 2.A.19 and 2.B.2).

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

The university informs its employees about conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination
through a variety of methods (see Standards 2.B.2 and 2.B.6 for details regarding evaluation criteria and procedures). The University of Nevada, Reno Human Resources provides tools and training for all university employees pertaining to recruitment, searches, hiring, training and development, classification and compensation, benefits, evaluations, job descriptions, worker's compensation, and position openings. A new employee section, Resources for New Employees, contains orientation and start-up information, as well as advice regarding evaluation procedures and training for faculty and staff. Classified staff can also access resources on the Business Center North website, BCN Human Resources. Moreover, all new hires attend mandatory new employee orientation sessions provided by University of Nevada, Reno Human Resources at which a series of topics are addressed, including benefits, university policies, and training to prevent discrimination and sexual harassment.

For academic faculty in particular, UAM 2,660 delineates the Faculty Workload Policy and the Office of the Provost provides additional information regarding a variety of topics, including role statements, annual evaluations, and review for promotion and tenure (Office of the Provost Faculty Resources). The Office of the Provost schedules orientation and workshop sessions each year for new faculty, department chairs, and graduate assistants; the Provost, college deans, and department chairs notify faculty via email and an online academic calendar of deadlines for submitting promotion and tenure applications, annual evaluations, and other applications, such as those for sabbatical or for emeritus status. Information and workshops on these matters are also made available regularly throughout the year by individual colleges and departments.

Formal offer letters for faculty positions provide detailed information on conditions of employment, including salaries, role statements, duration of the appointment, and eligibility for tenure. They refer individuals to the NSHE Code, which governs faculty responsibilities and rights. New faculty sign a Terms of Employment form that specifies the conditions of their employment. Conditions of employment and other policies and procedures are also addressed in the bylaws of individual colleges, schools, and departments, which are maintained by those units and are accessible to employees. The Faculty Senate houses a bylaws repository that is updated regularly: University of Nevada, Reno Faculty Senate Bylaws Repository. Changes in conditions of employment are specified in formal letters (such as when a faculty member is promoted, takes sabbatical leave, or assumes responsibilities as a department chair) and in a new Terms of Employment form. Academic employees hired on a year-to-year or adjunct basis also receive and sign a Terms of Employment that specifies the conditions of their employment.

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

The university follows all federal and state laws governing the collection, recording, filing, maintenance, disclosure, transfer, and safeguarding of confidential information related to personnel and students. Policies regarding the security and confidentiality of records are addressed system-wide in BRH 4.21.3. Additionally, the NSHE Procedures & Guidelines Manual, Chapters 13 and 14 outline policies for identity theft prevention and data and information security.

Besides adhering to federal and state laws, the institution follows policies regarding records that are outlined in UAM 61-65, which details practices for the retention and destruction of records and the safeguarding of confidential information. University of Nevada, Reno Human Resources is also responsible for the security and safekeeping of personnel records. Any hard copies of forms that are submitted to Human Resources are immediately scanned and converted to digital records, and the hard copy is shredded and disposed of using proper procedures. University of Nevada, Reno personnel files are stored electronically on a secure network. Employees whose assignment requires them to use
personnel records must submit a security application to IT in order to obtain authorized access. IT ensures that the housing and transmission of electronic data are secure, and that only appropriate employees have access to authorized data. Policies and procedures for computing, network use, and digital records are available on the IT Policies page.

In accordance with NSHE policy, confidential files and documents related to Business Center North classified staff are stored and locked in file cabinets. They must be signed out by a Human Resources employee when removed from the file cabinet. Files are not permitted to leave the BCN Human Resources office. The file cabinets are locked every evening, and access to the files can only be granted via an electronic security system.

**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 represents itself to students and the public through many different announcements, statements, and publications. Officials and employees who produce these formal representations have the responsibility to ensure that they are consistent, clear, and accurate. Such offices and individuals include the Office of the Associate Vice President for Enrollment Services and Registrar, which has oversight for information contained in the University General Catalog, posted on MyNevada, and published in course schedules, the Office of the President and the Vice Presidents, which have the authority to send announcement emails to faculty and staff, Institutional Analysis, a unit of Planning, Budget and Analysis that conducts both descriptive and analytical studies that represent the work of the university to public constituencies, and the Marketing & Communications department.

The catalog clearly identifies the requirements and expectations of its academic programs and provides recommended schedules for timely completion of degree programs, including four-year graduation plans for all baccalaureate degrees. The University Courses and Curricula Committee reviews necessary catalog copy changes as part of the curriculum approval process. Staff members regularly contact departments to obtain updates of general university information on offices, locations, and policies, and Admissions and Records provides a period for review and correction as part of its annual update of the catalog. The catalog accurately reports the university’s accreditation status with NWCCU.

The Marketing & Communications department, which reports to the President, serves as the liaison between the university and various journalistic outlets. Communications staff coordinate interview requests, handle publicity, including news releases, and organize institutional media conferences. Marketing & Communications is also responsible for creation and oversight of the university’s brand, which includes graphic identity management and standards for online and print materials. This office works to ensure the quality, accuracy, and consistency of online and print materials by providing oversight and training for official university websites and overseeing a release policy for print materials. Divisions, colleges, and departments may design and order their own materials, making use of resources available on the Marketing & Communications website. This office works with units to plan and create brochures, fliers, and other documents to reach specific audiences, such as annual reports produced for the University of Nevada Cooperative Extension and the Nevada Small Business
Development Center. Marketing & Communications writes, edits, and produces specialty publications for the university, including programs for events such as commencement.

The Marketing & Communications department and the Development and Alumni Relations division produce online and printed mechanisms for communicating to outside constituents, including Nevada Today and Nevada Silver and Blue.

University of Nevada, Reno Police Services offers an emergency messaging system to faculty, staff, and students. The program sends a text and/or email message to all enrolled cell phones and email accounts in the event of an emergency at the university.

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.

Faculty, staff, and students are subject to numerous State of Nevada, NSHE, and University of Nevada, Reno laws, regulations, policies, and procedures that reflect commitment to integrity and ethical behavior. See ER 2.A.22 for policies and procedures relevant to professional and ethical behavior and the handling of complaints and grievances.

As explained in UAM 3.511, students may submit academic complaints (e.g., those relating to “unfair grading, limited course availability, unfair course policies, poor instruction, poor academic advising, unwillingness to accommodate approved class absences”) through a centralized, online portal known as the Concierge and Complaint Service. Non-academic complaints filed by either university students or faculty and staff are similarly collected online by the Equal Opportunity and Title IX Office.

The NSHE Code (Title 2 of the BRH) establishes the primary organizational structure of the system and the basic personnel policies for its faculty (Title 2.5). Questions about interpreting the Code are directed to the Vice Chancellor for Legal Affairs through the University President, and appeals of such interpretations may be made through the President and the Chancellor to the Board of Regents (see BRH 1.3.1-2).

In addition to policies contained in the formal documents above, policies and information on procedures are also contained on various university websites.

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.
Faculty and staff employees are subject to numerous State of Nevada, NSHE, and University of Nevada, Reno laws, policies, and procedures that to ensure avoidance of conflicts of interest, including:

**TABLE 2.A.1: LAWS/POLICIES REGARDING CONFLICTS**

<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
<th>Topics</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Administrative Manual</td>
<td>Conflict of Interest</td>
<td>Conflicts Prohibited; Timely disclosure; Annual COI reporting procedures</td>
<td>Section 2,050</td>
</tr>
<tr>
<td>University Administrative Manual</td>
<td>Nepotism</td>
<td>Described; procedures; violations</td>
<td>Section 2,503</td>
</tr>
<tr>
<td>University Administrative Manual</td>
<td>Conflict of interest training for research compliance</td>
<td>Required training</td>
<td>Section 6,513</td>
</tr>
</tbody>
</table>

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.

UAM 6,507 gives the Intellectual Property Policy governing copyright, control, compensation, and revenue derived from the creation and production of intellectual property. Section 5 of the Intellectual Property Policy specifically addresses ownership of copyrightable works. Section 4 of the Intellectual Property Policy governs ownership and protection of inventions, including patent rights for such inventions. Inventions created with the use of substantial university resources, such as under a sponsored project, are owned by the university.

Section 7 of the Intellectual Property Policy specifically addresses the disposition of any income resulting from inventions or copyrightable works.

UAM 6,501 gives the policy for course syllabi, all of which must include a statement regarding student recording of class lectures.

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 represents itself accurately. The above information is available online via the Accreditation page, in Section 2.1 of the University General Catalog, and as a part of the university’s History, Stats, and Highlights page under the title University by the Numbers.

In addition to institutional accreditation by NWCCU, there are numerous university programs that are accredited by their national professional accrediting organizations. These specialized accrediting organizations, which are recognized by the Council for Higher Education Accreditation, may be found at https://sharepoint.unr.edu/sites/accreditation.

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 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 enters into contractual agreements for a diverse array of products and services. All contracts are designed to benefit the university, and each contract specifies clearly defined roles and responsibilities. Comprehensive policies and procedures that detail university contracting are found in UAM 500-505 (Contracts, Grants, Leases, and Other Agreements) and 1501-1531 (Purchasing), in the NHSE Procedures & Guidelines Manual 5.2 and 5.3 (Purchasing and Related Procedures and Preparation and Approval of Contracts, respectively), and in BRH 4.10.9 (Approval, Acknowledgment, and Administration of Gifts, Contracts, and Sponsored Programs). Many provisions in these documents act to maintain the integrity of the institution.

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.

BRH 2.2.1 declares as policy that “institutions of higher education are conducted for the common good and not to further the interest of either the individual member of the faculty or the institution. The continued existence of the common good depends upon the free search for truth and knowledge and their free exposition.” In accordance with this, both NSHE and the University of Nevada, Reno publish and adhere to policies that protect academic freedom in teaching and research. These policies are clearly stated, published, and accessible, and they are delineated in BHR 2.2.1-3, University of Nevada, Reno Bylaws 3.1.2, and UAM 6,502, 6,510, 6,515.

For further information on the university’s academic freedom policies, see ER 2.A.27.

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.

The University of Nevada, Reno maintains and actively promotes an environment that supports independent thought and freedom of expression in the pursuit and dissemination of knowledge in conjunction with its mission, core themes, and values. Besides the policies that protect academic freedom described in Standard 2.A.27, faculty and students are actively encouraged to engage in research-related activities. The freedom of faculty to conduct research, publish, discuss research-related topics in the classroom, and engage as citizens in the community is protected under BRH 2.2.1-3.

Faculty members are expected to engage in research and creative activity, as specified in their role statements, as research is an integral component of annual evaluation and promotion and tenure (Standards 2.B.2 and 2.B.6). The Office of the Vice President for Research and the Office of the Provost coordinate university-wide grants and awards to recognize and support excellence in research and teaching, and individual colleges and departments also provide a number of grants and awards to support faculty and student research. The Office of Sponsored Projects provides valuable services to researchers, and both the Office of Undergraduate and Interdisciplinary Research and the McNair Scholars Program promote and facilitate undergraduate research.

The university offers many forums for sharing and exchanging research and ideas in an unfettered manner, including discussion of controversial subjects. Individuals not associated with the university...
are regularly invited to speak on campus, and each year various symposia and conferences are held at which free and open intellectual exchanges take place. As addressed in BRH 2.2.1-3, such free exchange of ideas is accompanied with the responsibility of maintaining professionalism and respecting alternative views and opinions.

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.

All members of the institution—faculty, staff, and students—are expected to abide by the standards of conduct stipulated in BRH 2.6.2, which prohibits all acts related to academic dishonesty: cheating, plagiarism, falsifying research data or results, or assisting others to do the same.\(^\text{11}\)

See ER 2.A.29 for further discussion on the university’s policies regarding intellectual property.

**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.

State statute grants the Board of Regents sole authority for receiving and disbursing funds on behalf of all NSHE institutions. The Board has codified policies for financial planning and budgeting in BRH 4.9. Institutional procedures ensuring compliance with Board policies are under the purview of the NSHE Chancellor, as empowered by the Board. System policies and procedures are documented in the NSHE Procedures & Guidelines Manual, Chapter 5.

The Board of Regents reviews and approves campus operating budgets on an annual basis. Capital priorities are developed and submitted by the campuses every two years for review and prioritization by the Board prior to submission to the State of Nevada executive branch. The Board receives myriad financial reports, including annual state and self-supporting budgets, annual accountability reports comparing Board-approved budgets to actuals and to legislative-approved budgets, quarterly reports highlighting the cause for any cash deficits within specific accounts or programs along with a correction plan, and mid-year reporting of self-supporting budget additions or revisions over a certain dollar limit. Quarterly reports of state budget transfers across functional categories are also submitted to the Board.

The Board monitors and controls compliance with its cash management and debt policies at its quarterly meetings. The Board of Regents Audit Committee reviews audit findings presented by the NSHE audit staff, along with campus responses to those items at each quarterly Board meeting. The Board of Regents receives an annual report from the University of Nevada, Reno Foundation, the fundraising arm of the university, at each December Board meeting. Transfers are made to meet debt service requirements and mandatory matching requirements for federal loan programs. Other transfers are infrequent and generally provide matching funds for sponsored research programs.

\(^\text{11}\) Further standards on academic dishonesty among the student body are published by the Office of Student Conduct.
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.

According to University of Nevada, Reno Human Resources data for fall 2014, the institution relies on a workforce of approximately 8,500 employees to maintain its daily operations and functions. The 2015 National Center for Education Statistics IPEDS Data Feedback Report, which compares the University to 14 western institutions, shows the university to be significantly below the median in instructional and instructional support positions:

**TABLE 2.B.1: UNIVERSITY OF NEVADA, RENO PERSONNEL NUMBERS/COMPARISON (IPEDS, 2015)**

<table>
<thead>
<tr>
<th>Staff category</th>
<th>University of Nevada, Reno (unduplicated total student headcount = 21,029)</th>
<th>Comparison group median (unduplicated total student headcount = 26,021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary teachers and staff</td>
<td>1,093</td>
<td>1,770</td>
</tr>
<tr>
<td>Instructional support occupations</td>
<td>25</td>
<td>211</td>
</tr>
<tr>
<td>Management</td>
<td>114</td>
<td>252</td>
</tr>
<tr>
<td>Business and financial operations</td>
<td>305</td>
<td>393</td>
</tr>
<tr>
<td>Computer, engineering, and science</td>
<td>275</td>
<td>373</td>
</tr>
<tr>
<td>Community service, legal, arts, and media</td>
<td>191</td>
<td>299</td>
</tr>
<tr>
<td>Healthcare</td>
<td>48</td>
<td>119</td>
</tr>
<tr>
<td>Other</td>
<td>869</td>
<td>1,163</td>
</tr>
<tr>
<td>Total FTE staff</td>
<td>2,920</td>
<td>4,580</td>
</tr>
</tbody>
</table>

The university’s efforts to recruit and retain instructional positions are discussed in the response to Standard 5.

Criteria, qualifications, and procedures for hiring new personnel are clearly and publicly stated in several locations and are outlined on the University of Nevada, Reno Human Resources website.
Human Resources coordinates the university’s system for administering job searches (e-SEARCH) and provides training and tutorials for conducting a job search from beginning to end. New position announcements for faculty, staff, and students with job descriptions are readily available on the Human Resources website. Human Resources provides many resources for faculty searches and recruitment, including a comprehensive manual that outlines job search procedures and criteria. Policies governing the appointment of faculty and administrative personnel are stipulated in UAM 2,520–2,530. Business Center North provides recruitment and employment procedures for classified employees (BCN Human Resources), and policies governing the recruitment and appointment of classified employees are outlined in the Nevada Administrative Code (NAC) 284 and the UAM 2,250–2,255.

Administrative positions, which at the University of Nevada, Reno are identified as administrative faculty positions, require a job description that specifies the position responsibilities. These Position Descriptions must have been updated within the last three years before a search may be opened to fill administrative faculty positions. The Job Evaluation and Analysis Unit within Human Resources reviews the descriptions for consistency and range placement on the salary schedule (see UAM 2,519). Human Resources provides departments with a checklist of documents that must be provided to complete a new hire. Human Resources has the responsibility to review employment documents for accuracy and verify the credentials of new personnel (see UAM 2,590). All employees must meet the minimum educational and experience requirements for the position for which they were hired.

Job descriptions are commensurate with the duties, responsibilities, and authority of the position. Personnel files contain an employee’s title, job description, compensation, and other information. Faculty responsibilities are also outlined in the University of Nevada, Reno Bylaws, the bylaws of individual units, and role statements. Annual employee evaluations provide opportunities for review and evaluation of job duties, responsibilities, and role statements.

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

The University of Nevada, Reno adheres to BRH 2.5.12 and NAC 284 for annual evaluations of faculty, professional, and classified staff. Administrators and staff are evaluated by appropriate supervisors. In accordance with NSHE policies and University of Nevada, Reno Bylaws, the President is evaluated at least once every three years (see the response to Standard 2.A.7). Administrators other than the President, including the Executive Vice President and Provost, Vice Presidents, Vice Provosts, deans, associate and assistant deans, and others in administrative positions, are evaluated annually following NSHE policies, University of Nevada, Reno Bylaws, and the bylaws of individual units. Evaluations for classified staff occur annually on the hiring anniversary date for each employee.

BRH 2.5.12.1–2.5.12.3 stipulates that faculty be evaluated in writing at least once annually by department chairs, supervisors, or heads of administrative units, and University of Nevada, Reno Bylaws 3.3 outlines annual evaluation criteria and procedures for faculty (see the response to Standard 2.B.6). Evaluations for University of Nevada, Reno faculty are completed on a calendar year basis and are typically due to the Human Resources office by the end of the first quarter of each year.

The Office of the Provost, Human Resources, and individual units provide resources and guidance for the evaluation process. The Office of the Provost holds annual workshops on evaluation for department chairs, members of personnel committees, and newer faculty, and an academic faculty evaluation “tool kit” is available to help guide faculty through 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.

The university, colleges, and individual academic units provide both opportunities and support for the professional development of academic faculty. The university supports faculty research through facilities and administrative costs in various ways. The Vice President for Research and Innovation works with deans to provide start-up funding for new faculty hires and provides travel support to faculty presenting their research at national and international meetings. The university uses a portion of the Facilities and Administration budget to fund the Scholarly Activities Pool, which supports research and creative activity. The Office of Sponsored Projects provides a wide array of support for faculty seeking grants and conducting externally funded research. Colleges and individual units provide funds for faculty and staff to present research at meetings or engage in professional development activities, and several also provide competitive grants and awards to support research and creative activity. The Office of the Provost has grant programs to support instructional enhancement activities and international activities in both teaching and research.

The university has a sabbatical leave program for academic faculty whose positions are wholly state-funded and who have served in a full-time appointment for six years or more. The program permits research leave reassignment ranging from one-half year or less (at base salary) to more than one-half year (at two-thirds base salary). The number of sabbaticals available each year is limited, as explained in BRH 4.3.15.1.

The university also provides administrative and staff employees with opportunities and support for professional growth and development. Several offices of the university provide professional development training and services in person and online. For example, Human Resources provides training sessions to help administrators, staff, and faculty obtain essential workplace skills and increase job effectiveness. Some training and workshops are required for specific assignments, such as search coordinator training and search chair training. All supervisors who supervise classified staff are required to complete training in the following areas: Alcohol and Drug Testing, Handling Grievances, Interviewing and Hiring, Sexual Harassment Prevention, and Progressive Disciplinary Procedures. In accordance with NAC 284.496 all university employees are required to complete Sexual Harassment and Discrimination Prevention Training every two years. Other types of training are optional or conditional, such as Finding Grant Funding Opportunities, Grant Proposal Budget Preparation, and Defensive Driving.

Individual academic and administrative units also provide professional development training for faculty, staff, and administrators through on-campus workshops such as those offered by Teaching and Learning Technologies, the Office of Sponsored Projects, Environmental Health and Safety, and the University Writing Center. Information Technology provides access to online tutorials via their Technology Support page, and University Libraries provides a wide range of software training modules through Lynda.com.

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.

As of fall 2015 the university employed 937 full-time and 1,047 part-time instructional and research faculty. Tenured faculty members number 550, and another 333 are tenure-eligible.
Of the 627 full-time instructional faculty members teaching in 2015-16, 524 hold doctorates or other terminal degrees, 79 hold non-terminal master's degrees, and 18 hold bachelor's degrees. With 627 full- and 539 part-time faculty (a total of 1,166) teaching courses for the university, the current full-time equivalent student to faculty ratio is 22:1.

See the Basic Institutional Data Form in this report for numbers of faculty by rank and position.

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

BRH 4.3.3 includes a formal faculty workload policy. This policy requires each NSHE institution to “establish justifiable, equitable instructional workload standards through a process of shared governance with the faculty.” The university’s faculty workload policy, established through such a process, is found in UAM 2,660. Each academic unit is expected follow consistent and equitable practices that are commensurate with this university policy.

In accordance with University of Nevada, Reno Bylaws 3.3.1, faculty are expected to work with department chairs, deans, or other appropriate supervisors to develop an annual role statement or statement of professional responsibilities, which outlines a faculty member’s professional responsibilities. The role statement is the end result of a process involving discussion, planning, and consensus regarding how each faculty member is to contribute to the achievement of the mission, goals, and strategic plan of the department, program, and/or university. Under special circumstances and in accordance with UAM 2,512, the dean or director of the academic unit may grant special permission for an academic faculty member to teach and receive compensation for one additional three-credit course per semester.

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.

UAM 2,512 and University of Nevada, Reno Bylaws 3.3.2 require annual evaluations of both academic and administrative faculty and outline the criteria and procedures for evaluations. Additional criteria and procedures are outlined in the bylaws and policies of each academic unit. All performance evaluations include a rating of “excellent,” “commendable,” “satisfactory,” or “unsatisfactory.”

With respect to teaching, an evaluation must include multiple criteria, such as student course evaluations (as required by NSHE policy and articulated in University of Nevada, Reno Bylaws 3.3.2), syllabi, course level, class size, new course development, and the extent to which faculty used innovative modes of instruction. Other possible criteria include advising, teaching grants and awards, work involving graduate students, and other forms of supervised research. Teaching materials submitted for review may include a statement of teaching philosophy or personal reflections on teaching. Some colleges and departments also utilize peer review in classroom visits.

For research, an evaluation involves a review of scholarly publications or creative works, including the type and quality of publications. Some academic units emphasize research grants—the number and

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12 These numbers are reported in the Common Data Set, 2015-2016, Section I-1.

13 See also UAM 2,716.
type of research proposals that were submitted and awarded, award amounts, and level of competition for proposals. Other research-related activities that may be considered include presentations at professional meetings and research involving graduate students. When a faculty member is presented as a candidate for promotion and/or tenure, external evaluation of research and creative activity required as part of the review.

For service, the evaluation process may involve an examination of a faculty member’s activities on department, college, and university committees. Other criteria include service in professional associations, editorships, coordinating and participating in conferences, and professional community outreach.

Faculty members are required to enter data on their teaching, research, and service into Digital Measures, a higher education data management system. From this, faculty produce an annual report for use in annual evaluation. Department chairs, select administrators, and other appropriate supervisors have access to the primary data entered into Digital Measures, which is used for annual faculty evaluations and for a variety of reports, including data reports on Core Theme indicators tracked for accreditation purposes.

Faculty members are evaluated by a unit evaluation committee according to their role statement and the professional activities in which they engaged. Once the written evaluations are completed, faculty members are informed of the final recommendation and have an opportunity to review their evaluations before they are sent forward to the dean. If a faculty member disagrees with the evaluation, she or he may ask for reconsideration following the appropriate channels stipulated in BRH 2.5.12.3 and 5.16. A faculty member has the right to submit a written rejoinder (BRH 4.3.4.5) to the evaluation. If a faculty member receives an “unsatisfactory” rating in any area, the faculty member and appropriate supervisor meet to discuss a plan to address performance in the area.

All academic faculty members who are tenure eligible undergo a third-year review. BRH 2.5.12.2 requires that academic faculty be evaluated in writing regarding progress toward tenure or promotion every three years. Department chairs and other appropriate supervisors provide written annual reviews of progress toward tenure every year following the third-year review. Grievance procedures concerning tenure and promotion, annual evaluation, and other aspects of employment are outlined in University of Nevada, Reno Bylaws 3.2 and are also available on the Senate website.
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 campus process for approving degree programs and ensuring their consistency with the university’s mission and generally accepted disciplinary guidelines is described in UAM 6,000. Further NSHE guidelines for approving degree programs are published in the NSHE Procedures & Guidelines Manual 6.13. Each degree program is required to articulate program-level learning outcomes, as described in Standard 2.C.2. These learning outcomes are published on the University of Nevada, Reno assessment site, which is linked to the University General Catalog. Programs at the University of Nevada, Reno are typically reviewed every eight years and include a self-study produced by department faculty and a visit by at least two external peer reviewers. Professionally accredited programs are reviewed on the schedule maintained by their respective accrediting bodies. The goal of program review is to evaluate program effectiveness and the program’s relation to the institutional mission. For further discussion, see the response to Standard 4.A.2.

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.

As noted above, degree program and certificate learning outcomes are published on the University assessment site, linked to the University General Catalog. As described in UAM 6,501, all course syllabi are required to include student learning outcomes. Course-level student learning outcomes are published in the General Catalog, which may is also linked to the student information system, accessible via MyNevada.

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 equivalences in higher education.

Academic credit is awarded in the form of semester credit hours, as defined in UAM 6,082. How academic credit is awarded for laboratory and discussion components of a course is specified in UAM 6,081. A concise definition of the credit hour is also provided in Section 1.1 of the University General Catalog.

Degree requirements, including the minimum number and distribution of credit hours and grade point averages are published in the University General Catalog. MyNevada, the portal to the student
information, provides each student with an Academic Advising Report, which allows students and their advisors track progress toward graduation. Faculty and advisors can also track student progress via the newly implemented Student Success Collaborative, a platform to utilize data analytics for academic programs and a scheduling tool for academic advising and tutoring services.

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.

Clearly defined admission and graduation requirements are readily available via a range of sources, including the University General Catalog, the university’s admissions website, college, department, and program websites and handbooks, and the Academic Advising Report, accessible to students, faculty, and advisors via MyNevada.

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.

The faculty takes primary responsibility for designing, approving, and implementing the curriculum. Faculty members initiate new courses and programs, as well as any changes to or deletions of existing courses or programs, through their home department, using Curriculog, the university’s online curriculum management system. Faculty must include in all proposals learning outcomes and assessment plans, which are reviewed through multiple stages of a workflow. UAM 6,000 provides detailed procedures for implementing, changing, or deleting courses, curricula, and academic units.

Faculty members also play a vital role in selecting their new colleagues. Taking into account the policies established by the Office of Human Resources and the specific practices outlined in each department’s approved bylaws, faculty members typically assist with crafting job descriptions, comprise the majority of membership on search committees, and vote on which candidate(s) their department chair will recommend to the dean.

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.

Faculty members proposing a new course or updating an existing course must submit information needs through Curriculog, which is used by library staff to acquire and prepare supporting materials for that course (fully described in Standard 2.E.1). Subject librarians review the availability of materials and the level of support that can be provided for courses.

Librarians also work with individual departments and instructors to provide access to books, journals, and other supporting materials for classes, coordinate course reserves, provide online tutorials and research guides linked directly from online course pages, and offer individualized and discipline-specific instruction in information resources and software tools. Library staff frequently partner with faculty members on developing effective assignments using information resources, embedding journal articles and other materials within online learning modules, and assisting students with their research and software needs through individual consultations. Faculty can also attend workshops in online teaching and in the university’s new Learning Management System, Canvas, both offered by Teaching

14 The transition from Blackboard to Canvas will be finalized in summer 2016.
and Learning Technologies. In FY 2015, library staff provided in-class instruction to 356 courses, reaching over 7,800 students from every college in the university. A full description of the academic support services provided by University Libraries appears in Standard 2.E.3.

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. However, students can use their experiential or other nontraditional learning to help them earn credit via examination. The policies and procedures for credit by Special Department Examination are described in Section 3.2 of the General Catalog, as is a list of other standardized examinations, such as the College Board Advanced Placement Examinations, the College-Level Examination Program, the International Baccalaureate North America examinations, and the ACT Proficiency Examination Program, as well as discipline- and industry-specific tests. The only degree program in which special departmental examinations are routinely used is the Nursing R.N. to B.S.N. program, which follows nationally accepted procedures for assessing credit, in compliance with UAM 6,082, and only for students holding diplomas or associate degrees from a National League for Nursing Accrediting Commission accredited nursing school.

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 provides substantial guidance and resources toward ensuring that students receive appropriate credit for courses taken at other institutions while maintaining the integrity of the university’s own degree programs. Policies and procedures for transfer credits are available in the Admissions section on the university website. The Transfer Center, located in the Office of Prospective Students in the Fitzgerald Student Services Building, offers students additional information on and assistance regarding transferability of course work and system articulation agreements. The online Course Equivalency Table on the university’s Transfer Agreements Page provides transfer agreements with 180 colleges and universities in the western United States, as well as some international institutions. Students may access information online their Transfer Rights and Responsibilities. See 2.A.14 for further information.
**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.

As a land-grant, research institution, the University of Nevada, Reno offers its students an education that prepares them to meet the multiple challenges of the future. This has two components, a broad, general foundation that provides all students with fundamental intellectual skills and knowledge and is mandated by the NSHE general education requirements, and an advanced, specialized knowledge of a particular discipline, which is offered by the major.

General Education at the University of Nevada, Reno is implemented through the Core Curriculum program, with policies and objectives described in the University General Catalog 7.1. The Core Curriculum is overseen by the Core Curriculum Director (an academic faculty on a one-half time administrative appointment) and a Core Board composed of faculty representatives of the various colleges. The undergraduate student body president or a designated representative also sits on the Core Board. The Core Curriculum prior to fall 2016 included requirements in mathematics (three credits minimum), English (three credits minimum), humanities and the Nevada and U.S. Constitutions (nine credits), natural science (six credits), social science (three credits), fine arts (three credits), diversity (three credits), and senior-level capstone experiences (six credits). The Core Curriculum typically encompassed 36–45 credits, depending on the specific courses taken. These were spread throughout the course of study, at both the lower and upper division, and incorporated elements that focus on basic knowledge and methods as well as integration of different ways of knowing and thinking.

In spring 2012 the General Education Task Force completed a review, including a formal report and surveying of faculty and students, of the Core. Following a faculty vote in 2013 for a new Core, the University of Nevada, Reno is implementing its new General Education program, the Silver Core Curriculum, in fall 2016 – indeed, at the time of the submission of this report. This new Core consists of four ‘veins’ encompassing Fundamental Practice and Primary Areas of Focused Inquiry (General Education) and Advanced Areas of Focused Inquiry and Integrative Experience, which are integrated into the academic major. In addition, the fundamental competencies of composition and communication, quantitative reasoning, and critical analysis and use of information are to be developed throughout the academic major. All undergraduate degrees articulate in their descriptions and requirements on the University General Catalog the required or recommended courses for satisfying all four veins of the Core Curriculum.
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 new, competencies-based Silver Core Curriculum consists of 14 Core Objectives:

- **Core Objective 1**: Effective Composition & Communication: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes
- **Core Objective 2**: Quantitative Reasoning: Students will be able to apply quantitative reasoning and mathematical analysis methodologies to understand and solve problems
- **Core Objective 3**: Critical Analysis & Use of Information: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information
- **Core Objective 4**: Physical & Natural Phenomena: Students will be able to explain the processes by which the natural and physical world is investigated, articulate basic principles used to explain natural phenomena, and apply scientific processes to real problems using observational or experimental methods
- **Core Objective 5**: History & Culture: Students will be able to describe the processes by which past and present societies have been created and perpetuated through their history, ideas, and cultural products. Students will engage both historical and contemporary cultural texts through critical reading, analysis, and interpretation in the context of culture, society, and individual identity
- **Core Objective 6**: Cultures, Societies, & Individuals: Students will learn how to systematically analyze human social conditions (e.g., individuals, groups, communities, and cultures). In particular, students will learn to observe, theorize, model, experiment, and/or interpret as a means of inquiring into human social relations
- **Core Objective 7**: Artistic Composition, Interpretation, & Expression: Students will apply techniques of critical analysis to study and interpret works of art, dance, music, and theater in the context of culture, society, and individual identity. Students may cast their interpretation in the form of creative expression
- **Core Objective 8**: Constitution: Students will demonstrate familiarity with the origins, history, and essential elements of the Constitutions of the United States and Nevada, as well as the evolution of American institutions and ideals
- **Core Objective 9**: Science, Technology, & Society: Students will be able to connect science and technology to real-world problems by explaining how science relates to problems of societal concern; be able to distinguish between sound and unsound interpretations of scientific information; employ cogent reasoning methods in their own examinations of problems and issues; and understand the applications of science and technology in societal context
- **Core Objective 10**: Diversity & Equity: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals
• **Core Objective 11:** Global Contexts: Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

• **Core Objective 12:** Ethics: Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

• **Core Objective 13:** Integration & Synthesis: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

• **Core Objective 14:** Application: Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance.

Standards for these objectives, including the knowledge, skills, and values that students will demonstrate therein and suggestions for assessing student learning in the Core, were composed and approved by the Core Curriculum Board and published online. The Board also published guidelines for the initial verification process of potential Core courses. In order for a course to satisfy a given Core Objective, a faculty member must submit an online proposal form that includes course-level learning outcomes and a statement of how the course in question satisfies the Core Objective and how student learning will be assessed. Proposals are reviewed by various bodies, including the academic departments and colleges, individual Core Objective Committees, and the Core Board.

Once approved, a Core course is subject to reverification in order to maintain its Core status. In a regular, five-year cycle of simultaneous Core and degree program assessment, discussed in the response to Standard 4.A.3, faculty must submit through their home departments direct assessment reports of student learning in the Core and the major. These reports are overseen by the Core Assessment Committee, individual Core Objective Committees, and the Office of the Provost. The Core Board will then conduct an internal review of all Core assessment data collected during the five-year cycle.

The Silver Core Objectives are aligned with the educational component of the university’s mission statement and its Core Themes 1 and 3 (the latter through the implementation of Core Objective 14 and the influx of new courses in service learning).

**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 does not offer applied degree programs. Its certificate programs are based on courses which are required to have assessable learning outcomes as described in the response to 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.

The campus process for approving degree programs is described in UAM 6,000. Further NSHE guidelines for approving degree programs are published in the NSHE Procedures & Guidelines Manual 6.13. The degree requirements for the master’s degree and doctoral degree provide guidance in assuring that programs of study reflect greater depth and increased intellectual and creative demands on the students. Both the level of the course work and the required thesis or professional paper/project challenge students appropriately.

Course work in 600-level graduate courses, which are often offered simultaneously with 400-level undergraduate courses, must provide far more depth and intellectual challenge than the undergraduate components. The University Courses and Curricula Committee has provided Supplemental Instructions for 400-600 Courses specifying the increased expectations for the 600-level components of such combined courses.

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.

The Graduate Council establishes policies, and the Graduate School ensures that appropriate minimal graduate admissions criteria are in place. These are published in the graduate school section of the University General Catalog, on the Graduate School website, and are routinely published in departmental materials. In addition, departments/graduate programs may require additional and/or stricter admissions materials/requirements (writing samples, etc.) that are pertinent to their particular discipline. These requirements are published in the University General Catalog under the graduate sections, on departmental materials, and on web pages of the department/program.

The policies regarding transfer credit approved by the Graduate Council are published under the “Transfer Units” heading in the Graduate School section of the University General Catalog.

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 does not offer credit for prior experiential learning, and all internships, field experiences, and clinical practice experiences are offered under appropriate graduate course work in the discipline. These courses are structured and supervised with student learning assessed by faculty in the discipline.
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.

The Graduate School section of the University General Catalog outlines the greater expectations and curricular requirements for advanced degrees. The degree requirements for the master’s and doctoral degrees provide guidance in assuring that programs of study reflect greater depth and increased intellectual/creative demands on the students.

The university identifies a subset of its faculty as Graduate Faculty who must meet elevated standards for research competence and activity, teaching ability, and degree credentials. Graduate Faculty status is required of faculty eligible to chair graduate advisory/examining committees and to serve as second and third in-discipline members of advisory/examining committees. Additional expectations of advisory/examining committee members are specified on the Graduate School website.

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.

365 Learning, which reports to the Office of the Provost, provides both credit and non-credit continuing education programs that mirror the institution's mission and goals. In the credit area, all the classes are offered in conjunction with the academic departments in order to provide students with additional opportunities to take classes they need for degree completion. Summer Session, Online and Independent Learning, Wintermester, Evening Studies, Weekend and Late Start classes, and Freshman Start are the academic credit programs. This office's mission and goals include helping students graduate in a timely manner and helping retention.

In addition to programs offered through 365 Learning, the university offers credit and non-credit continuing education and off-campus programs through:

- Extended Studies
  
  The University of Nevada, Reno Extended Studies offers a range of professional development courses and programs both on and off campus.

- University Studies Abroad Consortium
  
  USAC's mission is to provide students with the opportunity to develop the knowledge, skills, and attitudes to succeed in the global society of the twenty-first century. USAC strives to provide an authentic, quality context in which students may grow into engaged citizens of the world, not only in the classroom but also through fieldtrips, integrated living and academic experiences, sports, internships, and volunteer and service learning opportunities.
• Intensive English Language Center

The Intensive English Language Center provides quality English-language instruction and cultural orientation to international students and other non-native speakers of English in order to prepare them to become successful members of the academic and social community of the University of Nevada, Reno and the United States.

• University of Nevada Cooperative Extension

UNCE’s mission is to discover, develop, disseminate, preserve and use knowledge to strengthen the social, economic, and environmental well-being of people.

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 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.

The institution maintains direct responsibility for the academic quality of its credit-bearing continuing education courses. These courses are approved by the same processes and held to the same policies as more traditional courses. Instructors for all credit-bearing courses are selected and approved by the academic departments, and an approval form for every course at the development/initiation stage is routed for signatures by the instructor, the chairperson, and the dean. The faculty/instructor controls the content and the academic departments control the selection of classes to be offered. Assessment with regard to student learning is equivalent to the processes and procedures established by departments for their other courses.

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.

Continuing education courses (CEUs) are guided by generally accepted norms, are based on institution mission and policy, are consistent across the institution, and reflect current practices. CEUs offered through Extended Studies are all strictly tied to a credit-bearing class at the University of Nevada, Reno that is already approved and listed in the University General Catalog, along with its learning outcomes. When students request to take a class for CEUs, the completion information is sent to the licensure body (e.g., Nevada Department of Education) by the Extended Studies office.

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

The catalog maintained by Extended Studies is the system of record and clearly identifies the nature of the learning in courses that are offered. The 365 Learning home page also features a list of courses and course descriptions arranged by session.
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 Pennington Student Achievement Center, which opened in February 2016 and provides classrooms and shared resource spaces for students, staff, and faculty, brought together academic and student services from across the campus, including:

- the Disability Resource Center
- Counseling Services
- the Career Studio
- the Office of Veteran Services
- the Math Center
- the Writing Center
- the Tutoring Center
- TRiO and McNair Scholars
- the Advising Center.

The Disability Resource Center provides a coordinated program of support services including assistive technologies, braille translation, testing space and a peer mentor program.

Counseling Services offers individual and group counseling, as well as consultation services, to support students’ personal and academic success and development.

The Career Studio is the central career office for all students. The studio is designed to assist the needs of students at any stage of searching for a job and their professional development.

The Office of Veteran Services administers the GI Bill® and Vocational Rehabilitation benefit to all eligible students. The Nevada Military Support Alliance Veterans’ Military Center creates and maintains student success programs to promote veteran persistence and graduation, such as:

- VetLINC – employment readiness program combining military career and higher education degree attainment to assist students in branding and marketing themselves to employers
- VetSMART – military and veteran cultural training to bridge the gap between incoming students, staff and faculty
The **Vet2Vet** – a peer assistance program welcoming all incoming students and offering integration keys to success through the first year.

The **Tutoring Center** offers supplemental instruction, walk-in lab tutoring, weekly group appointments, and one-on-one appointments. The **University Writing Center** offers assistance to students in any stage of the writing process through peer-to-peer consultation and small group instruction. The **Math Center** offers a walk-in tutoring lab for subjects including math, statistics, economics, physics, chemistry, nursing, and engineering.

“The First in the Pack Program” connects first generation freshmen to support services and provides academic coaching. The **TRiO Programs**, consisting of TRiO Scholars, McNair Scholars, and Upward Bound, are federally funded college opportunity programs that motivate and support students who are low income in their pursuit of a college degree, including those who are the first in their families to attend college. Finally, the **University Library System** encompasses the flagship Mathewson-IGT Knowledge Center, the DeLaMare Science and Engineering Library, the Basque Studies Library, and the Savitt Medical Library. The Mathewson-IGT Knowledge Center provides many services in support of student academic work. See Standard 2.E.

The **Advising Center for Undecided Students** engages students who have not chosen a major to help them to define and pursue their academic and career goals. The **Core Curriculum** program office evaluates transfer coursework that may fulfill Core requirements.

The university offers many other programs and services to support students in their academic work. The **Academic Central** website is a portal to a variety of information related to students and is a convenient location for students to find and request services. The site directs students to tutoring, advising, and counseling services, international student services, study abroad opportunities, and a variety of other special programs and services offered by the university. The Advising Center offers a **Concierge Service** to assist students who cannot identify on the Academic Central website the help or resources that they require.

The **Center for Student Cultural Diversity**, located at the Joe Crowley Student Union, serves as a comprehensive intercultural office providing retention support services, and co-curricular programming for underrepresented student populations.

The **Honors Program** was launched in 1989 and has grown to 500 members in 2012.

The Honors office also directs the **Office of Undergraduate Fellowships**, which assists undergraduate and graduate students seeking nationally competitive fellowships and scholarships.

The **Office of International Students and Scholars** provides assistance to international students regarding the university’s admissions process, federal laws pertaining to international students and visa status, and university policies, procedures, and resources.

University Studies Abroad Consortium, (**USAC**), housed at the University of Nevada, Reno, currently has 41 program locations in 26 countries.

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.

University of Nevada, Reno **Police Services**, in partnership with the campus community and within the framework of the university’s mission, is dedicated to creating and promoting a safe, secure, and peaceful environment by effectively applying policies and laws, delivering emergency services,
performing requests for assistance, and providing on-going public safety education. The university has 19 full-time sworn officers, 10 reserve officers, and 11 student cadets. The university police officers have complete law enforcement authority to arrest individuals involved in illegal acts on campus. If minor offenses involving university rules and regulations are committed by a university student, in violation of the Student Code of Conduct, university police officers may also refer the individual to Student Conduct. University Police works very closely with Student Services and the Office of Student Conduct.

In the event that a situation arises on- or off-campus that, in the judgment of the Chief or Commanders of University Police Services, constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. Depending on the particular circumstances of the crime or emergency, especially in all situations that could pose an immediate threat to the community and individuals, University Police Services may notify the campus community through a variety of means, including:

- mass email message, voice mail, text message, local news media, and university page emergency alerts
- printed notices, when appropriate, posted at campus locations affected by the emergency
- crime alerts for issues that remain an ongoing concern to the campus community, posted on the Campus Public Safety Office website.

University of Nevada, Reno Police Services is also responsible for the Campus Perimeter Security system that controls access to and video surveillance of campus buildings. Statistics and reports required under the Clery Act are reported by University Police Services in accordance with the U.S. Department of Higher Education. Additional information including contact telephone numbers and hours of operation are also provided in the University of Nevada, Reno Police Services Annual report.

Campus Escort, funded by the student government, provides free rides to and from campus for academic and curricular pursuits. The service area covers a three-mile radius. The staff consists of trained student officers with background checks and specialized training. In the 2014-2015 academic year 49,000 rides were given.

The Office of Student Conduct collaborates with campus partnerships to create a network of support in addressing sexual assault and other instances of interpersonal violence. Those campus partners include the Equal Opportunity & Title IX Office, Student Health Center, Center for the Application of Substance Abuse Technologies (CASAT), and University Victim Advocate Services.

The University of Nevada, Reno Laboratory Safety Program, administered by the University’s Environmental Health and Safety (EH&S) department, monitors and manages laboratory risks across campus, in both undergraduate teaching laboratories and research laboratories. Laboratory hazards managed by the laboratory safety program include hazardous chemicals, biological agents, radioactive material, lasers, and physical hazards. EH&S publishes detailed safety manuals and resources for:

- Biosafety
- Bloodborne Pathogen Exposure Control Plan
- Biohazardous Waste Operations Plan
- Chemical Hygiene Plan
- Radiation Safety.

15 University of Nevada, Reno Police Services also oversee the “blue light” phones placed across campus.

16 See, too, the reporting on crime statistics, in compliance with the Cleary Act, published online by Police Services.
Training is provided to researchers, technical support staff, and undergraduate and graduate students engaged in laboratory research. EH&S performs periodic health and safety assessments of chemical laboratories and chemical storerooms.

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.

Admission requirements for undergraduate, graduate, and other categories of students are published on the university’s Admissions website. The university adheres to these requirements in its admissions procedures and practices.

The university provides a summer orientation program for new freshmen and transfer students to ensure that they understand the requirements related to their programs of study. The new student orientation program is where Nevada students develop and define their short and long term goals for academic and social success.

MyNevada, an online resource for University of Nevada, Reno applicants, students, faculty, staff, and alumni, is a portal for access to valuable information regarding enrollment, course availability, prerequisites, examination schedules, and academic progress. The MyNevada homepage includes resource links to Academic Central, the University General Catalog, Office of Financial Aid and Scholarships, the Cashier’s Office, University Libraries, personal support programs provided by the Office of Student Life, and other university services. Academic Central is a collection of student resources on the main university website that students, advisors, and other stakeholders can access on their own. A substantial portion is dedicated to Advising. On this website, students can look up who their advisor is, find needed forms and policies, brainstorm possible majors, and get information that can help them choose which major is best for them. There are also specific advisors assigned to non-declared majors.

Whenever possible, incoming freshmen who have been accepted to the university but who have not already successfully placed into college-level Core math and English classes are contacted by the Freshman Start program to advise them of their options for retesting or remediation (for example, taking the Accuplacer mathematics placement exam, submitting a writing portfolio, or taking a Summer Session class).

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.

Nevada System of Higher Education approval is required before any degree program can be eliminated, as per BRH 4.14.11. The Academic Program Elimination Form that must be filed requests the following information, including (but not limited to): (1) the reason for proposed elimination, (2) a specified plan to phase out the program, including description of how the needs of currently enrolled students will be met, and (3) the impact of closure on faculty and staff and related academic programs.
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:

a) Institutional mission and core themes;
b) Entrance requirements and procedures;
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;
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
f) Rules, regulations for conduct, rights, and responsibilities;
g) Tuition, fees, and other program costs;
h) Refund policies and procedures for students who withdraw from enrollment;
i) Opportunities and requirements for financial aid; and
j) Academic calendar.

The University General Catalog is published annually and made available in electronic form. The Catalog lists all academic policies and procedures. It includes information on fees, curriculum requirements, and four-year courses of study for all of the university’s undergraduate majors, descriptions of both graduate and undergraduate course offerings, and a listing of faculty members. The provided information includes:

a) institutional mission and core themes
b) entrance requirements and procedures
c) the campus grading policy is presented in the University General Catalog. Additional course-specific policies are described in course syllabi
d) information on academic programs (with details organized by college) 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
e) names, titles, degrees held, and conferring institutions for university administrators and full-time academic and administrative faculty are presented in the University General Catalog and on the websites of the individual programs
f) rules, regulations for conduct, rights, and responsibilities
g) tuition, fees, and other program costs
h) refund policies and procedures for students who withdraw from enrollment
i) opportunities and requirements for financial aid
j) academic calendar.
2.D.6 Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirement 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.

Colleges provide specific information on licensure and careers in their specific fields. For example, the College of Education’s website has sections on Career Services and academic programs that link to a list of possible careers and gives detailed information on teacher licensure. The website of the Orvis School of Nursing publishes information about nursing careers and licensure expectations. Some colleges and schools have career advisors for students in their specific fields.

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.

**Record Security**

The university provides for the security of student records and maintains private, accurate, complete, and permanent student records, including transcripts, in accordance with provisions outlined in UAM 64: Safeguarding Confidential Information in Records.

As a requirement to access student data, all faculty and staff are required to go through mandatory Family Educational Rights and Privacy Act (FERPA) training before receiving access to that data per UAM 3,004. The UAM also has a section on the Student Bill of Rights (UAM 3,000). Student records are retained and destroyed on a schedule defined by UAM 61 and UAM 63.

**Confidentiality of Student Records**

The University of Nevada, Reno complies with FERPA, the Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These confidentiality laws prohibit the university from releasing student-specific non-directory information to outside agencies or individuals, including parents and spouses, without signed consent. If a student wishes to allow third party access to non-directory information, they may fill out a Third Party Release through the PeopleSoft student information system or provide a written, signed consent to be maintained by the University Registrar.

The university follows NSHE guidelines as to what is considered directory information as identified in the NSHE Computing Resources Policy. Any requests for personally identifiable, non-directory information made by faculty or staff at the institution are reviewed by the University Registrar.

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 Office of Financial Aid and Scholarships assists students and their families, so that any qualified student who desires to pursue an education at the University of Nevada, Reno may do so without the hindrance of financial barriers. The Pack Advantage Program guarantees Pell-eligible Nevada
residents the full cost of registration fees, special fees and books. We support enrollment and retention by identifying resources and educating parents and students so that they may make sound financial decisions. Financial aid awards are based on demonstrated financial need and require the completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA process begins January 1 of each year and students are encouraged to complete the FAFSA as soon as possible. The Federal and state grants, loans, and work-study are examples of need-based programs. Merit-based scholarships are available to students who meet the academic qualifications required. Freshmen General Scholarships are awarded through the determination of an academic index, an algorithm that combines grade point average and test scores. In an effort to recognize academic achievement, service, and talent, scholarships are awarded each year to many deserving sophomores, juniors and seniors. Families, clubs, corporations, foundations, alumni, and other organizations fund these scholarships and awards.

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.

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. As noted on its website, the Office of Financial Aid and Scholarship requires counseling for students when they enter and exit the institution if they assume loans. Additional information on loan repayment and debt management and default reduction is included here as well. The Office of Financial Aid and Scholarship also makes students aware of their obligation when they depart the university, whether through graduation, withdrawing, or transferring. Information on the repayment grace period, repayment plans, loan forgiveness and cancellation, and consolidation are also provided. Direct links to external websites are also given for the following 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
- Private Student Loans - (alternative 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 university has designed an effective program of academic advisement, including knowledgeable personnel and effective publication of advising requirements and responsibilities. The system heavily supports student development, progress, and success.

Students have several options for accessing advising information, allowing for different experiences tailored to the students’ needs. A starting point is Academic Central’s Advising website which answers questions such as: Who is my advisor (and how do I contact him/her)? When should I see an advisor? How do I prepare for advising? What are the benefits of graduating in four years?

A more personalized option is for students to go to their online MyNevada account. By selecting links labeled “Degree Progress and Graduation” or “My Academics,” a student can access relevant information under such headings as “view my advisement report,” “view my test scores,” “view my advisors,” “view my unofficial transcript,” and “apply for graduation.”
Students may schedule an appointment with their advisors for a face-to-face meeting at any point (in many cases appointments can be made by phone or with an online scheduling system), usually at least two weeks in advance.

The university’s Advising Mission Statement is accessible on the Academic Central website. The statement details responsibilities of faculty and staff advisors and students in the advising process.

Each college has a director of advising who creates and maintains systematic processes and informs, coordinates, trains, and oversees advisors in that college. Advising begins for students at summer orientation before their first fall semester and is consistent throughout their degree progress. All students have registration advising ‘holds’ for their first two or three semesters, which require them to see an advisor before they are able to register for classes through MyNevada.

The College of Science, for example, has three semesters of mandatory advising for all majors, and the college’s engineering majors (in Geological Engineering, Mining Engineering, and Metallurgical Engineering) have mandatory advising every semester until they graduate.

Some colleges embed advising topics in a required first semester course, such as SCI 110 (a one-credit freshman seminar) or a departmental introductory seminar course (GPH 105, GE 106 or MINE 101). Some second-semester advising is also done through introductory courses; students who change their major after the last day to add a class are advised individually by department advisors. Most advising directors have developed a template of suggested topics for advisors to use as a guide during second- and third- semester advising.

Although students are encouraged to declare majors when they apply, if they are undeclared or declare General Studies as a major, they are advised through the Advising Center to ensure high quality academic support and to guide them in choosing a major.

Campus-wide coordination and advising leadership is provided by the Director of the Advising Center and Coordinator for Campus Advising, who chairs the Academic Advising Advisory Board (which typically meets twice each month and is composed of the college advising directors and key staff from student services) and oversees advising assessment, policy dissemination, professional development, and new advising initiatives.

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

The Student Services Division provides leadership in areas of student life and co-curricular activities, including:

- Associated Students of the University of Nevada (ASUN)
- Center for Student Engagement
- Center for Student Cultural Diversity
- Fraternity and Sorority Life
- Joe Crowley Student Union
- New Student Initiatives
- Residential Life, Housing and Food Service
- Nevada Military Support Alliance Veterans’ and Military Center.
For each area in the Division of Student Services, the Office of Student Persistence Research assists them in creating learning outcomes for their department in order to quantify their impact on persistence and timely graduation success.

The university’s co-curricular activities include academic clubs, performing arts, studio art presentations, intermural academic competitions, sports clubs, and student government. Each of these activities is monitored by a faculty sponsor who attends an advisor training session and is responsible for:

- adhering to the purpose and the programs of the organization they advise
- adhering to university policies and procedures governing student activities and organizations
- ensuring that the officers and club members are aware of appropriate policies and procedures
- attending meetings and activities whenever possible, thereby providing guidance and continuity to the organization
- providing advice that will direct the group’s efforts toward meeting its goals.

There are over 300 student clubs at the University of Nevada, Reno. Each club is required to have a faculty advisor, a constitution consistent with the academic mission of the university, a president and treasurer, and a non-discrimination policy, as specified by policies of the ASUN Clubs and Organizations Procedures Manual. General oversight of student-sponsored clubs is provided by the Director of the Center for Student Engagement, who reports to the Dean of Students.

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.

Residential Life, Housing and Food Service offers students a variety of living options, including six residence halls, one apartment-style residence hall, and 120 apartments for graduate students, faculty and staff. The program promotes academic and personal growth by creating positive living and learning environments, including a wellness theme and the Living and Learning Communities. Nine Living and Learning communities are offered, enabling students to take advantage of a rich social and educational environment that encourages growth and development:

- Honors Residential Scholars Community
- WISE (Women in Science & Engineering)
- Business
- Education
- First Year
- Engineering
- Journalism
- Pre-Nursing
- Science.
Living Learning communities provide educational and social opportunities to students who have chosen to live on campus. Students live with others who share an interest in academic and professional issues. Students are assigned to the same floor in the residence hall, take one or more core courses with other students in the LLC, and actively participate in their floor communities. Tutoring services are also available in the residence halls.

Resident Directors are highly engaged in supporting academic success. The Academic Intervention Program identifies those students living in the residence halls each semester who have fallen below a 2.0 GPA. Resident Directors then work individually with these students to identify action plans for the next semester. These may include attendance at academic and life skills workshops, tutoring, meeting with academic advisors, financial aid advisors, and psychological counselors. Attendance in class is verified for those students demonstrating at-risk behaviors.

Construction of a new residence hall projected to open for fall 2018 begins during the spring of 2016. The new facility will add approximately 430 bed spaces to the university’s overall housing inventory. The residence hall, named Great Basin Hall, will have a Science, Technology, Engineering and Mathematics (STEM) focus to promote academic success within these disciplines and is anticipated to include an “innovation work space” and a computer lab with engineering specific software, along with individual and group work/study areas. A limited number of upper-class students will also reside in the residence hall to help serve as mentors to the freshmen residents.

Dining services are available for all individuals on campus and provide for a variety of special dietary needs, especially in the residential dining program. Lactose-free items, including soy milk and lactose-free cheese, are offered as well as a gluten-free baking program that includes breads as well as pizza. A variety of vegan and vegetarian options are offered at every meal. Students can filter the online menu for the Downunder Café for gluten-free, lactose-free, vegan, and vegetarian items. They can also use the online “dine on campus” site to determine calories and nutritional information for an item or meal. Dining Services works with individual students who identify themselves as having food allergies or sensitivities to educate them about choices.

The Nevada Wolf Shop is one of the last college stores in the nation still independently owned by its Associated Students of the University of Nevada (ASUN) and operated by students on campus. The purpose of the store is to provide professional development opportunities for its student employees, who are able to explore their professional interests and fields of study in a business setting. There are over 200 students employed yearly in various positions including accounting, merchandise buying, graphic design, and supervisory roles. Student professional development is made possible through products and services offered at the Nevada Wolf Shop such as textbook price matching, computer loans and sales, an online store, passport processing, graduation regalia, Nevada gear, seasonal promotions, and sales of student artwork. The store is owned by ASUN, so all profits are spent funding scholarships, university programs like NevadaFIT, and groups within the community that serve the University of Nevada, Reno student population.

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 mission of the University of Nevada Intercollegiate Athletics Department is closely aligned with the institutional mission and conducted with appropriate institutional oversight, as determined in the
recertification process by the NCAA in February of 2011 through the self-study instrument.

The Intercollegiate Athletics Department follows all university admission standards and expectations for all students at the University. Admissions decisions are made by the same evaluators and the same special admissions committee as the general student body. Student-athletes are advised and supported academically by the Athletics Academic Center, which opened in the summer of 2008 and houses study and tutoring areas and a 46-computer lab. All of the computers and printers were replaced in the summer of 2012. There are three athletics academic advisors who were hired expressly to work with the student-athletes and their on-campus academic advisors to assure the students are making appropriate progress toward degrees in their selected majors. The athletics academic advisors report to the Special Assistant to the President for Athletics Academics and Compliance, who reports directly to the President. The federal graduation rate for student-athletes is consistently and significantly higher than that of the general student body. For the most recent cohort, the student-athlete federal graduation rate was 71%, which was higher than the general student body and represents the highest student-athlete graduation rate ever at the University of Nevada, Reno.

This program works in alignment with other campus support programs, such as the Disability Resource Center, Student Health Center, and Counseling Services. Student Athlete Financial Aid awards are overseen by the Director of Financial Aid. Appropriate policies and procedures are in place to address student appeals.

The mission and goals of the Intercollegiate Athletics Department are outlined in the University General Catalog. The mission, core values, purpose statement (vision), and goals and objectives of the Athletics Department are part of its strategic plan, which is posted on the Intercollegiate Athletics Department website. The department’s Policy Manual, which is reviewed annually by the Director of Athletics, is available to all Intercollegiate Athletics faculty and staff. The Student-Athlete Handbook is reviewed annually by the Special Assistant to the President for Athletics Academics and Compliance and is distributed to all student-athletes, coaches, and staff. The Athletics Director meets monthly with all staff, including coaches, assistant coaches, trainers, compliance personnel, athletic academic advisors, athletic administrators and staff, and the faculty athletic representative. The Athletics Director meets with all head coaches once each semester and meets weekly with the athletics management team.

The athletic administration, athletics academics and compliance personnel, and all coaches frequently review the NCAA and Mountain West Conference rules and policies. The Director of Compliance is on the agenda for each monthly all-staff meeting to review NCAA legislation and rules. She communicates regularly with athletics administrators, coaches, the Faculty Athletic Representative (FAR) and the athletics advising personnel to keep them apprised of proposed new rule changes.

Coaches must pass the NCAA coaches certification exam annually to recruit for the university. The test, administered by the FAR, is preceded by several rules education sessions provided by the Compliance Director and the Coordinator of Compliance at each all-staff meeting.

Student-athletes are held to the same admission, academic standards, and degree requirements as are all other students at the University of Nevada, Reno. No admission slots are held expressly for student-athletes. The Intercollegiate Athletics Department and all of its personnel are accountable for following all university policies and standards relative to academic progress and student well-being. The Office of Admissions and Records makes all admissions decisions, and the Office of Financial Aid and Scholarships oversees all awarding and distribution of financial aid, as is the case with the general student body.
The Manager of Athletic Eligibility is housed within the Office of Admissions and Records verifies initial eligibility and monitors progress toward a degree for all student-athletes consistent with NCAA legislation. Graduation rates are reported in the Graduation Success Rate Report.

Academic Progress Reports are completed for each sport, as required by the NCAA. Wolf Pack academic advisors solicit progress reports at various times throughout the academic term from each faculty member of each course in which a student-athlete is enrolled. That unit is also responsible for informing a faculty member when a student-athlete in his or her course will miss a class because of the travel requirements of the team.

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.

All the online classes offered through 365 Learning at the University of Nevada, Reno require proctored/supervised examinations, whereby a student has to provide a government-issued photo identification before the exam will be given. There are two proctoring models currently being used: (1) face-to-face proctoring at the 365 Learning Office for students living in a 100 mile radius of the university, or print exams being mailed by a testing coordinator to an approved proctor for students outside the Reno-Sparks area and (2) Proctor U remote proctoring service, with which a student takes the exam electronically by logging in to the Proctor U site from wherever they live with a webcam. The exams are taken in WebCampus (BlackBoard) course management system, and the Proctor U representative takes a picture of the student’s identification, has the student ‘pan’ the room with the webcam, and then takes over the student’s desktop so they can see everything the student sees. Proctor U also watches the student through the WebCam while they are testing.

Per UAM 6,013 (standards and approval procedures for online courses), new online courses will be subjected to a special review verifying in advance of course approval the provisions made for instructor training, identity verification, proctoring, and online delivery technology. Existing courses will be reviewed periodically for compliance.
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.

University Libraries provide spaces, resources, technologies, and expertise that support the discovery and creation of knowledge and the acquisition of information, media, and digital literacies. The Libraries’ physical spaces consist of the Mathewson-IGT Knowledge Center (MIKC), the DeLaMare Science and Engineering Library, Special Collections and University Archives, and the Basque Studies Library. The MIKC is a five-floor, 297,000 square-foot facility that contains 409 public computers, a variety of collaborative work spaces, event facilities, specialized computer and media labs, a multimedia center, media equipment checkout, and assistance with research and media creation. The DeLaMare Science and Engineering Library is a 22,500 square-foot facility that contains the Ansari Map Library, 108 public computers, numerous collaboration spaces, a specialized computer lab, GIS support, and a maker space that offers 3D printing and scanning, laser and vinyl cutters, and lendable technologies. Special Collections and University Archives, located on the third floor of the MIKC, offers access to thousands of rare and specialized documents and photographs in both physical and digital formats. The Basque Studies Library, also located on the third floor of the MIKC, maintains a physical collection of unique materials.

The Libraries’ strategic priorities are closely aligned with the university’s mission, goals, and core themes. The Libraries have devoted resources and staff to furthering the following objectives:

- **Student Learning and Success.** Identify and continuously improve high-impact services and introduce new technologies that foster and enrich learning and contribute to student success.

- **Research and Scholarly Communication.** Continue improving access to a wide range of scholarly resources, support initiatives for scholarly online resources, and digitize and make accessible unique local resources.

- **Access and Knowledge Creation.** Move beyond access in information resources to incorporate technologies and services that will deliver context-sensitive information, reduce information overload, and spur innovation and more rapid knowledge creation.

- **Institutional Recognition and Reputation.** Pursue regional and national recognition of the University’s integration and application of technology and information resources in the academic enterprise.

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17 In addition, the University of Nevada School of Medicine houses the separately funded Savitt Medical Library.
• Outreach and Development. Build strong relationships that extend beyond the campus including the local community, philanthropic and development partners, and regional/national library associations.

The Libraries support the teaching, learning, and research needs of the campus by providing access to an enormous amount of digital information. The Libraries have moved from a collections model that emphasized ownership of materials to an access model that emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Libraries provide access to approximately 91,000 journals and serials, 588,000 e-books, and 18,000 streaming video and audio materials. Almost all of these library materials are accessible through a single portal, OneSearch, which allows for efficient searching and retrieval. To support the research and learning needs of faculty and students both on and off campus, the Libraries offer authenticated remote access to nearly all of its online resources. In FY 2015, users logged approximately 2,600,000 searches in licensed databases and OneSearch, yet they checked out fewer than 200,000 physical books. Clearly, the future is in online access.

As of FY 2015, the Libraries’ collections consisted of:

- 1,234,562 physical books
- 588,940 e-books
- 91,111 current serial titles (online and print)
- 521,000 government documents
- over 200,000 maps
- over 200,000 historical photos
- 31,219 digitized items in an image repository
- 16,634 films
- approximately 11,000 cubic feet of manuscripts and archives
- 3.8 million microforms.

The Libraries’ spaces and technologies consist of:

- 517 public computers with productivity software and a variety of specialized tools for media production and data analysis
- over 21 technology-enabled student collaboration rooms and many more collaboration spaces
- enhanced classrooms and production spaces, such as a practice presentation room, a recording studio, a video editing room, and two computer classrooms
- labs with specialized software, such as the Dynamic Media Lab, the DataWorks Lab, and the DataWorks South Lab
- several event spaces, including an auditorium and gallery
- lendable equipment, including devices for media production and engineering.

Librarians serve as subject specialists and faculty liaisons to every department on campus, ensuring that there is a timely response to changes in curriculum and research focus within academic programs. All faculty submitting new courses through Curriculog are required to state book, journal, and media needs, making it possible for subject librarians to assess the materials that need to be purchased or licensed for support.
The recession of 2008 and the subsequent years resulted in an increasingly tight budget for acquiring materials and information resources. The library collections budget decreased from approximately $4.5 million in 2008 to approximately $4.1 million in 2012. It grew to approximately $4.4 million in FY 2015 but still remains below its pre-recession levels. However, collections expenditures averaged over $6.4 million for all doctoral degree-granting institutions in the U.S. in 2014 (see Table 2.E.1 below for peer comparisons). The university administration is committed to increasing the library materials budget by 4%–8% annually.

**TABLE 2.E.1: LIBRARY BUDGET COMPARISONS (FY 2014)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Library Material Expenditures</th>
<th>Library Materials Expenditures/FTE Student</th>
<th>Library Materials Expenditures/Doctoral Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nevada - Reno</td>
<td>$4,230,697</td>
<td>$265</td>
<td>$111,334</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>$7,823,526</td>
<td>$297</td>
<td>$170,077</td>
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<td>Montana State University</td>
<td>$853,451</td>
<td>$66</td>
<td>$25,862</td>
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<td>New Mexico State University</td>
<td>$2,861,570</td>
<td>$198</td>
<td>$105,984</td>
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<tr>
<td>Oregon State University</td>
<td>Not reported</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>University of Arizona</td>
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<td>University of Idaho</td>
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</tbody>
</table>

Balancing the growing needs of the campus community with library resources requires close attention, and the Libraries pride themselves on using monies effectively. For example, several journal titles were canceled in recent years due to budget cutbacks, but the Libraries have monitored interlibrary loan requests to ensure that items that were canceled due to lower usage are not being overly requested from other libraries. In 2011, the Libraries implemented a patron-driven acquisition program, a system of seamlessly acquiring electronic books at the time of need. This program has resulted in 33,393 short-term loans (one-time use) and 1,524 e-book purchases (unlimited uses) since the beginning of the program. Costs are incurred only when users access electronic content, which has enabled the Libraries to offer more than 55,000 new, scholarly e-books on a yearly rolling basis, while paying a small fraction of the $3 million retail price for the available titles.

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19 National Center for Education Statistics, IPEDS and Association of College and Research Libraries Metrics Portal
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.

Planning for library collections is an ongoing process conducted by subject librarians in consultation with faculty regarding their research and teaching needs. The Assistant Dean of Collections makes decisions about ongoing subscription purchases in consultation with the Library Collections Council, a committee consisting primarily of subject librarians. The Council ensures that collections decisions are balanced, representing the various needs of faculty and students in the sciences, social sciences, and humanities. As is true in all academic libraries, budget constraints do not permit the purchase of all desired or requested resources, but academic faculty are consulted when compromises must be made and are invited to try out new products and resources being considered for purchase.

Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, journal subscriptions are canceled and others are added in order to adjust to the addition, elimination, or growth of programs, and to the research and teaching needs of new faculty. In addition, interlibrary loan data is regularly examined to determine the items that are most frequently requested by users and to make purchasing decisions accordingly.

Librarians are active in all areas of campus life that impact library resources and services. Subject librarians are engaged with the activities of their departments, allowing them to monitor curriculum developments to ensure that physical and digital library collections appropriately serve the educational needs of all degree programs. The Dean of Libraries is a member of the Academic Leadership Council, and librarians are active members of the University Courses and Curriculum Committee, the University Data Management Committee, the University Research Council, and the University Technology Council.

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 third objective in the university’s new Core Curriculum focuses on critical analysis and use of information. For subject librarians, supporting the teaching faculty in implementing this objective is a top priority. Subject librarians regularly visit classrooms, faculty offices, and department meetings and are recognized as potential helpers and research consultants in supporting information literacy skills. Librarians consult with faculty in the creation of research assignments, and they routinely create supporting handouts, subject and course web pages, video tutorials, and other materials. Librarians also consult individually with students and faculty to bring members of the university community up-to-date on recently purchased resources, to offer assistance with formulating effective research strategies, and to provide customized instruction and research help to individuals, classes, and departments.

The Libraries also provide support for digital and media literacy skills in both the MIKC and the DeLaMare Science and Engineering Library. Media production specialists, librarians, and student assistants regularly provide assistance with using video and audio equipment, creating digital projects, and using software for photo editing, mapping, visualizations, and 3D modeling. Students can use an online booking system to schedule consultations with librarians, GIS and media specialists, and “Tech Wrangler” students, who have expertise in 3D software and printing.

Librarians and library staff provide research assistance at point of need in a variety of modes. In addition to staffing the research help desk for 45 hours per week, reference staff provide chat, phone, and email assistance to university users and the community at large. Students trained as peer research
consultants provide further assistance in the evenings. To promote and facilitate the best use of appropriate information resources, librarians have worked with the administrators of the campus course management system to embed links to library research guides within every online course site. Through this effort, students are guided to the best subject-specific journals, databases, tutorials, and assistance directly from the front page of their online courses.

As part of outreach efforts, librarians regularly conduct workshops on library research for K–12 students in the Washoe County School District and beyond. Librarians in the DeLaMare Science and Engineering Library regularly host outreach events focused on technology and design skills for both the campus and the greater community. Every summer, media specialists in the MIKC conduct a two-week multimedia bootcamp for high school students who learn to create video products. Finally, Special Collections regularly produces exhibits focused on local art and history that feature many of their unique and rare materials.

Despite their best efforts, a lean staff in the Libraries makes it a challenge to adequately support all the programs and resources available. University of Nevada, Reno employs considerably fewer professional library staff compared to the average for public four-year institutions or above. In FY 2012 the university employed 1.72 professional staff/1,000 FTE students, compared to the national mean of 3.97 professional staff/1,000 FTE students and the national median of 2.27 professional staff/1,000 FTE students. Librarians and library staff have responded by prioritizing projects and activities that maximize effectiveness and impact and by placing an increasing amount of effort into online delivery of services and resources. However, it is increasingly difficult to meet the information literacy needs of the growing campus.

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.

University Libraries are committed to engaging in annual assessment of activities related to student learning, public services, collections, physical spaces, and online resources. The Libraries’ strategic plan delineates indicators to measure the effectiveness of services and resources, and each department within the Libraries creates an annual plan for using data to assess departmental goals.

The Libraries have two committees that continually collect user data, monitor user feedback, and implement changes in response to user needs. These rotating committees are composed of faculty and staff from all areas of the Libraries. The On-Site User Experience Committee, which monitors data from space observations, user surveys, and feedback forms, makes regular improvements to library spaces, technologies, and in-person support services. The Virtual User Experience Committee, which monitors data from usage statistics, web analytics, and online help reporting forms, makes regular improvements to the library website, online tools and resources, and online support services.

The Libraries periodically issue a large-scale assessment to measure faculty and student satisfaction with library resources and services. In a campus-wide survey conducted in FY 2014, faculty and students reported high levels of satisfaction with most library services and resources, including circulation services, subject librarians, course reserves, reference services, interlibrary loan, library spaces, library databases, and equipment checkout services. Information from the survey has been used to inform choices related to library hours, mobile access to the library website, library study spaces, and subject librarian planning. For example, on the basis of student demand and patterns of use, the Libraries extended hours of operation to accommodate the study needs of students.
The Libraries periodically engage in evaluations of key areas related to the strategic plan. Some recent assessment projects are described below:

• **Faculty and Student Research.** In FY 2014, subject librarians conducted interviews with faculty members from a variety of disciplines to learn about the ways that they conduct research. This study helped to inform subject librarians about resources and services needed within their liaison departments. In FY 2015, an assessment was conducted with undergraduate students of the OneSearch tool on the library homepage, finding high levels of satisfaction and concluding that students could successfully use it to find materials they needed for assignments.

• **Library Spaces and Technologies.** In FY 2015, librarians studied the collaborative work practices of students through individual and group interviews and library survey cards. As a result of this assessment, library staff rearranged floor space in the MIKC to create more group study space and added more whiteboards and better furniture to support collaborative projects.

• **Online Access to Resources.** In FY 2014, library staff conducted usability tests of the library website with undergraduate students. This data was used in combination with web analytics to inform a redesign of the library website with an improved search box on the homepage, better access to subject and course guides, reduced repetition and use of jargon, better access to information about library assistance, and better categorization of links for more intuitive searching. In FY 2015, library staff conducted usability tests with graduate students and community researchers to inform the design and functionality of a new Manuscripts and Archives Collections Guide Database, which provides improved discovery of information located in Special Collections and University Archives.
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.

Between Fiscal Years 2009 and 2013 the University of Nevada, Reno sustained state general fund appropriation reductions of $75 million, amounting to a loss of 33% of its state funding. The budget cuts experienced in Nevada were among the largest in the nation and resulted in the elimination of more than 600 state-funded positions, including 52 tenured or tenure-track faculty. The loss of general fund support was only partially offset by increased student tuition and fees. Increases in student enrollment during this period produced record enrollments each fall semester, requiring the university to do much more with substantially reduced funding.

The university has changed a great deal as a result of the 2009-2013 budget cuts. It is now a narrower, more focused institution than was the case in FY 2009. Two primary goals drive the allocation of resources. The university intends to improve the student experience by reducing the student-to-faculty ratio, which presently stands at just under 22: 1, to the median for land-grant universities, currently 18: 1. At the same time, the university is committed to achieving Carnegie R1 (Highest Research Activity) status as one of the top research universities in the nation. To achieve these goals, the university plans to add 400 new faculty positions by FY 2021. The planned expansion of faculty positions will consist mainly of tenure-track lines that can contribute to achieving both high-profile institutional goals.

Strong enrollment growth, combined with tuition and fees rate increases, have generated substantially more revenue in each of the primary revenue sources – state general fund, registration fees, and non-resident tuition.

**TABLE 2.F.1: UNIVERSITY OF NEVADA, RENO: FUNDING BY SOURCE (IN MILLIONS), FY 2013-2016**

<table>
<thead>
<tr>
<th>Source</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Funding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>96.1</td>
<td>90.3</td>
<td>90.3</td>
<td>105.2</td>
<td>9.1</td>
<td>9.5%</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>52.5</td>
<td>54.6</td>
<td>59.1</td>
<td>65.9</td>
<td>20.3</td>
<td>25.5%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>18.0</td>
<td>21.6</td>
<td>26.7</td>
<td>28.8</td>
<td>10.8</td>
<td>60.0%</td>
</tr>
<tr>
<td>Total</td>
<td>$166.6</td>
<td>$166.5</td>
<td>$176.1</td>
<td>$199.9</td>
<td>$33.3</td>
<td>20.0%</td>
</tr>
</tbody>
</table>
The state general fund appropriation decreased initially, in part because of the adoption of a new funding formula; however, those losses have since been reversed resulting in a general fund increase of $9.1 million over the four-year period. Growth in both student registration fees and non-resident tuition has been dramatic, increasing 25% and 60% respectively since Fiscal 2013. Both sources are expected to continue to grow going forward. The Board of Regents has approved 4% annual registration fee increases, beginning in FY 2016 and extending through Fiscal 2019. The Board has also recently approved an additional non-resident fee category, Nevada Advantage, similar to Western Undergraduate Exchange (WUE), except that students pay twice the in-state rate instead of 1.5 times (as is the case with WUE). The creation of the new non-resident fee category is projected to increase non-resident revenue by approximately $1 million.

The additional revenue has allowed the university to make major investments consistent with its stated goals of reducing the student-to-faculty ratio and achieving R1 (Highest Research Activity) status. In the past three years (FY 2014-2016) the university has hired or authorized searches for 131 new faculty positions, 71 graduate teaching assistants, 16 academic department support staff, and 10 academic student advisors. This remarkable expansion of teaching and research faculty and staff is unprecedented in the history of the university. In addition, funds have been allocated to increase graduate-assistant stipends, augment salaries paid to letter-of-appointment instructors, boost the library materials budget, and provide increased funding for graduate-student travel. The university also established a $1 million enrollment assurance reserve in its state budget, in the event that actual revenues did not meet projections. To date, the reserve has not been needed, and the funds have been allocated primarily to fund deferred maintenance projects or faculty start-up commitments.

The university operates on a biennial budget cycle, but it is required by Board policy to submit annual operating budgets for its appropriated and self-supporting budget accounts. The institution prepares detailed forecasts for its variable sources of revenues that are reviewed and approved by the President. The President convenes a bi-monthly meeting of the Budget Committee, which includes the Provost, Vice Presidents, Chief of Staff, Special Assistant to the President, Vice President for Research and Innovation, and the Associate Vice President for Planning, Budget, and Analysis. With input from various campus constituencies, this group works collaboratively to review available revenues and develop an operating budget that both reflects the priorities established in the university’s strategic plan and stays within the limit of projected available funds. In addition, every budgeted self-supporting account (over 500 accounts) is individually reviewed by staff in the Office of Planning, Budget, and Analysis to ensure the accounts are fiscally sound. This annual budget review process is supplemented during the course of the fiscal year by monthly cash balance reports that readily identify any accounts that may be out of compliance with the projected budget plan.

The university receives monthly distributions from the State of Nevada Treasurer’s Office equal to 1/12 of its general fund appropriation. In addition, tuition and fee collections are generally received in August/September for the fall semester and January/February for the spring semester. The timing of the receipts is such that the state budget account always has positive cash flow. The university monitors all of its self-supporting accounts for cash balance on a monthly basis. The Board of Regents requires quarterly exception reports for any account with a negative cash balance in excess of $5,000. At the end of the last fiscal year, the university had two accounts with reportable negative cash balance. As of June 30, 2015, the university had reserves amounting to $90 million on annual operating expenses of approximately $566 million.

All long-term debt requires approval of the Board of Regents prior to issuance. Appropriate sources of repayment are identified at the time the proposal is submitted to the Board. Long-term bond debt is
issued as described in the response to Standard 2.F.5 and is funded by a portion of student fees set aside and designated for capital improvement. Other long-term liabilities, such as bank notes or long-term leases, are issued based on available revenues from those activities (e.g., revenues from Intercollegiate Athletics or research Facilities & Administration).

Additional long-term liabilities, such as retirement contributions and retiree health insurance for faculty and administrators, are funded from current operating revenues. The university’s obligation is met when the payment is made. The retirement program is a defined contribution plan in which participants are immediately vested. Classified staff retirement and retiree health insurance are the responsibility of the State of Nevada Public Employee Retirement System (Nevada PERS) and the State of Nevada Public Employee Benefits Program (NVPEBP).

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 annual operating budget for the University of Nevada, Reno is segmented into three major components: state appropriations, self-supporting budgets, and grants and contracts. This is a common budget construct nationally, consistent with the principles of fund accounting. Budgeting for all institutional accounts relies upon, and incorporates, realistic projections of revenues, enrollments, and/or other account-specific drivers.

State-Funded Budgets

The University of Nevada, Reno receives a revenue authorization for each year of the biennium from the Nevada State Legislature. This authorization includes an allocation from the state general fund, along with projected amounts for student registration fees, non-resident tuition, federal formula funds, county funds (for Nevada Cooperative Extension Service), and other miscellaneous non-tuition revenues. The revenue authorizations generally track with our projected collections. In recent years, however, non-resident revenues have increased at rates well in excess of our projections. To be conservative, the university budgets assuming prior year actual non-resident revenue, rather than building in a projection that may or may not materialize.

The university regularly reviews resident and non-resident enrollment trends in an effort to anticipate possible revenue fluctuations. Middle school and high school populations in Washoe (Reno) and Clark (Las Vegas) counties are closely monitored and trends in applicant/admit/yield rates for counties across the state are tracked. The university has experienced substantial growth in non-resident enrollment, primarily driven by students from California who have chosen to come to Nevada as a result of budget reductions impacting the University of California and California State University systems. The influx of non-resident students resulted in significantly higher fee revenues for each of the past five years. However, the university administration is cognizant of the potential for this source of enrollment/non-resident revenue to decrease as economic conditions improve in California. The President has appointed an Enrollment Management Taskforce, which includes the Provost, Vice President for Student Affairs, Dean of the Graduate School and representatives from the Offices of Prospective Students, Financial Aid, and Planning Budget and Analysis and is tasked with developing recruitment strategies for moderate and sustainable enrollment growth.
**Self-Supporting Budgets**

The university is required by Board policy to prepare and submit budgets for self-supporting accounts with projected expenditures of $25,000 or more. This amounts to approximately 500 individual accounts, including such operations as Residential Life and Housing, Parking Services, Intercollegiate Athletics, Student Government Associations, and the ASUN. Self-supporting budgets receive no state funding for and rely entirely upon self-generated or gift revenues.

Self-supporting budgets are developed at the departmental level and are reviewed by college- and unit-level fiscal officers before being submitted to Planning, Budget, and Analysis. Departmental personnel receive training annually in the preparation of self-supporting budgets, which includes trend analysis of both revenues and expenditures. As part of the budgeting process, departments are asked to identify and explain changes in revenue or expense items that are projected to increase by more than 10% between fiscal years. Compensation adjustments such as COLA, merit, classified longevity, and fringe benefit rate increases are programmed into the salary calculations used in the self-supporting budget spreadsheets. Every self-supporting budget is individually reviewed by personnel in Planning, Budget, and Analysis to ensure that the projections and assumptions used to construct the self-supporting budget are sound prior to forwarding to the Board of Regents.

Self-supporting budgets also include Foundation accounts. Foundation accounts are funded by private philanthropy for specific purposes identified by the donor. Expenditures from Foundation accounts are limited to the spending authority (receipted gifts) on deposit with the University of Nevada, Reno Foundation.

**Grants and Contracts**

The majority of externally sponsored funding at the university is provided by the federal government. The University of Nevada, Reno is required to comply with Federal Cost Accounting Standards, which require that the university maintain consistency in budgeting. Budgets are developed following university and federal policies. The proposed budgets are an accurate reflection of the necessary expenses associated with a sponsored project.

Sponsored project budgets and budget narratives are developed at the departmental level and are reviewed by the college/unit grants analyst or financial officer before being submitted to the Office of Sponsored Projects. Every sponsored project budget is individually reviewed by personnel in this office to ensure that the budgets are accurate and in compliance with the Federal Cost Accounting Standards and both university and federal policies before a proposal is submitted to a sponsor.

The Office of Sponsored Projects provides ongoing training on proposal budget preparation to faculty and staff throughout the year.

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 financial planning and budget development policies and guidelines are contained in various sections of the University Administrative Manual (UAM), including, but not limited to, sections 1,701-1,704.

The planning and budget process at the university seeks to be transparent. Budget parameters are shared with members of the President’s Council and the Academic Leadership Council. The Faculty Senate Chair is a member of the President’s Council and the Vice Chair is a member of the Academic
Leadership Council. Information provided at these meetings is rarely embargoed and may be shared with the various campus constituencies. In addition, the President and the Provost meet frequently with the Faculty Senate to discuss issues pertaining to institutional planning and budget development. More recently, the President, Provost and President of the Faculty Senate have initiated regular “Campus Conversations,” in which they engage with faculty and members of the campus community on a wide range of topics impacting the future (and budget) of the institution.

The university strategic plan guides the development of budget plans and allocations. The university’s budget priorities are focused upon improving the student experience by reducing the student-to-faculty ratio to 18:1 and concurrently achieving R1 (Highest Research Activity) status. With the approval of the President and the agreement of the Budget Committee, the Provost has funded “cluster hires” in key disciplinary areas (Dryland Agriculture, Cybersecurity, Big Data, and High Performance Computing to name a few) to simultaneously reduce the student-to-faculty ratio and enhance research productivity. The cluster hires include multi-year hiring commitments to build critical mass in selected disciplinary areas. These decisions and the budget allocations that have and will continue to follow are a clear product of the university’s strategic planning efforts. Budget planning occurs over a multi-year horizon. The colleges receive budget allocations, which contain approved additions or reductions to their base budget. The deans of the university’s colleges and schools have the latitude to develop their budgets within the limits of the allocations provided to them, and they have significant budget autonomy to manage their budgets during the course of the fiscal year.

2.F.4 The institution ensures timely and accurate financial information through the 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 is in the midst of a transition to Workday for both its financial and human resources software systems. The project is significant for various reasons, not the least of which is that Nevada is attempting to implement both financial and Human Resources simultaneously using a common platform across all of its institutions. At the moment, the project has a target implementation date of October 1, 2017.

Presently, the University of Nevada, Reno utilizes the American Management System’s Advantage accounting system, which is a complete financial management system specifically designed for colleges and universities. In addition to the standard accounting functions of accounts payable, accounts receivable, and general ledgers, the system also allows for encumbrance control and fund accounting. The system has security that controls access to the system and allows for separation of duties necessary to maintain appropriate internal controls.

The university’s accounting system follows generally accepted accounting principles. The accounting system and resulting financial statements are audited annually by external auditors. NSHE and university internal auditors also regularly review departments and programs for adherence to NSHE and university policies and procedures.

The university has a user-friendly data warehouse, the Campus Advanced Information System (CAIS) that includes the Financial, Human Resources, and Student Information Systems. Authorized faculty, administrators, and staff may access detailed financial account information, current through the previous day, at any time. CAIS allows queries by account number, individual transaction, account manager, or range of accounts.

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 is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The university budget planning process includes systematic capital planning. The university has an annual planning process and creates a comprehensive campus master plan every 10 years. Each master plan cycle represents two years of systematic, forward planning by the university community (faculty, staff, students, administration, and campus neighbors). The President and members of the Budget Committee supported by the Associate Vice President for Facilities Services review all capital project proposals and establish priorities among proposals according to strategic and master plans. Proposals move through planning phases to ensure that priorities and funding plans remain in line over time. All capital planning includes budgeting for furnishings, fixtures, and equipment for new and renovated space. Through short-term and long-term planning, the university capital budget is well aligned to support the institution's mission and core themes.

For a detailed discussion of capital renovation and construction projects, please refer to section 2.G.1.

The university carefully monitors debt and the impact on academic programs and resources. In addition, the Board of Regents monitors debt through quarterly meetings of two standing committees: the Business, Finance and Facilities Committee, and the Audit Committee. An important debt that has faced the university resulted from the Fire Sciences Academy (FSA). In June 2012 the academy was sold to the Nevada National Guard. The combination of proceeds from the sale, allocation of excess fee revenue, and monetizing select institutional assets will allow for retirement of the remainder of the operating debt associated with the FSA. The outstanding FSA operating debt currently stands at $8.7 million. Student fees that had assisted in servicing the construction debt have been redirected to support the construction of the new Student Achievement Center.

NRS 396.381 requires that all external university borrowing be approved by the Board of Regents. The statutes also require minimum debt service coverage, based on pledged revenues and annual debt service payments. Pledged revenues must be identified and approved by the Regents prior to debt issuance. JNA Consulting Group LLC, the debt management consultants retained by NSHE for all debt issues, works with the Vice President for Finance and Administration and staff to develop debt structures that ensure that the proposed revenue streams are adequate for repayment over the life of the debt. Reviews of existing debt levels are performed by the debt management consultants before any new debt issuance is considered. In addition, any precipitous drop in the university's student enrollments would trigger a review of debt service loads, many of which are serviced through student fees.

Reviews are also conducted regularly by the debt management consultants to see if refunding of existing bonds and notes would be advantageous. In September 2011 the university refunded a portion of its bond and note debt, which generated a net savings.

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 maintains a well-established system of fund accounting that has been thoroughly reviewed by internal and external auditors. Revenues and expenses associated with educational and general activities are separately recorded and distinguished from transactions impacting auxiliary enterprises. There is no commingling of revenues or expenses. Financially, administrative functions such as Budget, Controllers, Human Resources, and Payroll are not paid for directly by the auxiliary
enterprises. However, these enterprises indirectly contribute to these functions, because half of the institutional investment income allocation received by the campus on the cash balances in the auxiliary accounts is available for general institutional support (expenditures of these funds are directed or approved by the Provost or the President). The table below demonstrates substantial balances in the major auxiliary funds. The balances are sufficient to cover current operations and to accommodate planned expansions (e.g., ASUN Bookstore, Food Services, and University Housing).

**TABLE 2.F.2: BALANCES IN MAJOR AUXILIARY FUNDS**

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASUN Book Store</td>
<td>$441,891</td>
<td>$362,298</td>
<td>$601,575</td>
</tr>
<tr>
<td>ASUN Student Government</td>
<td>927,211</td>
<td>1,005,350</td>
<td>1,129,663</td>
</tr>
<tr>
<td>Joe Crowley Student Union</td>
<td>1,471,048</td>
<td>1,362,609</td>
<td>2,093,373</td>
</tr>
<tr>
<td>Food Service</td>
<td>11,184,473</td>
<td>2,850,203</td>
<td>3,698,423</td>
</tr>
<tr>
<td>University Housing</td>
<td>10,053,895</td>
<td>7,986,577</td>
<td>7,302,374</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>1,050,952</td>
<td>930,564</td>
<td>670,666</td>
</tr>
<tr>
<td>Lawlor Events Center</td>
<td>2,175,662</td>
<td>1,706,431</td>
<td>2,208,207</td>
</tr>
<tr>
<td>Graduate Student Association</td>
<td>136,251</td>
<td>108,200</td>
<td>120,349</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$27,441,383</strong></td>
<td><strong>$16,312,232</strong></td>
<td><strong>$17,824,630</strong></td>
</tr>
</tbody>
</table>

The overall balances in the auxiliary accounts have decreased by $10 million since FY 2013, largely as a result of significant cash payments from Food Services and University Housing for the recent construction of Peavine Hall. The university has occasionally borrowed from its auxiliary enterprises for very specific purposes.

The state appropriated accounts typically end the year with zero-fund balances, due to the requirement to revert unexpended funds to the state. Recent changes to statute now permit some carryover of student tuition and fees within the University of Nevada, Reno and UNSOM appropriations. The institution has exercised a degree of restraint in the use of its carry-over authority to date. The university carried over approximately $350,000 in FY 2015 and $730,000 in FY 2016.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, 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 is audited by an independent CPA firm as part of the NSHE annual audit. The Board of Regents Audit committee approved the 2015 audit report, including management letter comments, financial statements, and the required A-133 single audit of federal programs at its December 3, 2015 meeting. The full Board of Regents also received and approved the report of the Audit Committee at the same meeting.
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’s central fundraising mission is handled through the office of the Vice President for Development and Alumni Relations. This office is charged with the responsibility for financial oversight and integrity of the university-related 501(c)(3) organizations, in accordance with Board policy. The university has three official entities that have been established for the sole purpose of soliciting private gifts to support its activities: the University of Nevada, Reno Foundation, the Athletic Association of Nevada, and the AAUN Endowment. The Board of Regents mandate that all of these entities follow all rules and guidelines established for the university system and that all of the entities are responsible for handling their financial accounting in a centralized manner. The University of Nevada, Reno Foundation is responsible for centrally maintaining all financial and record keeping functions of these entities.

The function of Development and Alumni Relations is to ensure that: (1) there is an objectively measurable separation of these foundations from the university, (2) that university assets are safeguarded against loss from unauthorized use or disposition, (3) that transactions with the foundations are executed in accordance with Board of Regents’ institutional policies and Nevada Revised Statutes, (4) that all transactions are properly recorded and reflected in the audited financial statements, (5) that the foundations are not used for the purpose of circumventing university, Board, or state policies, rules and/or regulations, (6) that the university does not lend funds to the foundation, (7) that grants do not incur deficit cash positions, and (8) that capital assets received as gifts are disposed of as soon as practical, unless an affirmative decision to retain the asset is made.

Fundraising on campus is coordinated in a central/decentralized manner through the fundraising division of Development and Alumni Relations. All development staff directly report to this division but are housed across campus in various units. The Associate Vice President for Development, the Executive Director for Development, and the deans in each academic unit coordinate their strategic fundraising plans annually and set project fundraising goals based on the potential donor prospects’ affinity, financial ability, and interest in the unit. These goals are then coordinated with the university’s President and the Vice President for Development and Alumni Relations to ensure that they strategically fit the campus master plan. The Executive Director meets weekly with college/unit development directors to assign duties and move the university’s fundraising objectives forward.

The Division of Development and Alumni Relations is in the early stages of undertaking a comprehensive capital campaign. The consulting firm of Grenzeback Glier and Associates (GGA) of Chicago, Illinois has been hired. They are collecting data and information on fundraising results historically, and reviewing the organization, staffing, and resources necessary for the type of capital campaign desired. GGA will be working with the Division of Development and Alumni Relations to develop and conduct a feasibility study to determine the university’s fundraising potential for a comprehensive campaign.
Physical 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 has a large and complex campus. The oldest buildings in use were built in the 19th century, while the newest have been built in the 21st century. Substantial enrollment growth has been accompanied by extensive building and renovation in order to provide teaching and research space that is sufficient in quantity and quality. The university is committed to creating an accessible, safe, and secure physical environment for its programs. Like many institutions that have experienced budget constraints, it finds the resource needs of an aging physical infrastructure challenging to address.

Accessibility

All new construction is compliant with current building codes and Americans with Disabilities Act standards. Older buildings have been renovated as feasible to make them accessible. Financial realities preclude the university from being fully compliant with ADA standards in the foreseeable future.

Safety and Security

The safety and security of the campus are primarily the responsibility of University of Nevada, Reno Police Services, a fully functional law enforcement agency dedicated to patrolling the university.

Campus safety is aided by an emergency alert program that can quickly broadcast information by means of email and text messaging. The program sends a text or email message alert to all enrolled cell phones in the event of an emergency at the university. A system of 28 widely dispersed Blue Light Emergency Phone Towers is also in place. These towers enable a person to contact 911 or the Duty Office for University of Nevada, Reno Police Services. An evening safety aid is Campus Escort. When classes are in session this student-run service provides rides to bring students to and from campus up to a distance of two miles. Prominently marked vans are used to provide rides Monday to Friday between 5 and 10 p.m.

Many aspects of safety are overseen by Environmental Health and Safety. EH&S operates a comprehensive Occupational Safety Program that covers diverse areas, such as electrical safety, fall protection, ladder safety, office safety, scaffolding, personal protective equipment, and similar concerns. The NSHE Safety, Health, and Environmental Protection Advisory Committee has developed an
Ergonomics Program that applies to the University of Nevada, Reno and all NSHE campuses. In addition to the Occupational Safety Program, EH&S oversees many other programs to maintain healthful learning and working environments. The University of Nevada, Reno also has formal policies and committees that address Biosafety, Bloodborne Pathogen Exposure, Chemical Safety, and Radiation Safety. See Standard 2.G.2 for more details on these aspects of safety.

Building access is the responsibility of Facilities Services and is controlled through the distribution of traditional keys to authorized personnel, and more recently with AMAG Technology, a security management system that integrates access control, photo identification, credentialing, and visitor management. In buildings equipped with this system, it is possible to define who can access specific points on the campus down to individual rooms or labs. Additional security is provided by TruVision, the campus video surveillance system. Video surveillance of public spaces for security purposes is conducted in a professional and legal manner. Surveillance of key spots, such as entries, exits, and parking areas, helps to prevent and deter criminal activity and facilitate criminal investigations and police actions to safeguard the university community. Cameras are not used to view into private rooms or through windows into private spaces. Combining video images with the AMAG system is a powerful tool in maintaining secure facilities.

Additionally, the Facilities Department’s Fire & Life Safety staff regularly check the fire detection and alarm systems, fire extinguishers, and emergency lighting on campus as part of their preventative maintenance inspections. Inspections by Reno Fire Department and the State Fire Marshal’s office ensure compliance with fire safety codes. Police Services summarizes personal security and fire safety in their Annual Security and Fire Safety Report.

For additional information on campus safety, see Standard 2.D.2.

Sufficient Quantity

Major efforts have been made to provide space to accommodate increased enrollment and to address constraints that existed in the past. From 2006 through 2012, six major buildings were built at a cumulative cost of ~$394 million and have added ~912,000 square feet of space to the University of Nevada, Reno’s campus that provide increased space for teaching, studying, research, and student residential housing: the Joe Crowley Student Union, the Mathewson-IGT Knowledge Center, the Davidson Math and Science Building, the Center for Molecular Medicine, the Nevada Living Learning Community residence hall, and the Pennington Medical Education Building.

From 2013 through half of 2016, there have been four major buildings constructed at a total cost of $102.75 million. In 2013, the University of Nevada, Reno constructed the 39,606-square-foot Earthquake Engineering Lab Building ($16.5 million), which augmented the existing Harry Reid Engineering Lab Building and made room for a Large-Scale Structures Lab. Also in 2013, the University of Nevada, Reno built eight Hoop Houses for the Agriculture Experiment Station, as well as a Wash House and Refrigerated Storage unit, adding a total of 21,846 square feet for the College of Agriculture, Biotechnology, and Natural Resources’ High Desert Farming Initiative. In August 2015, the University saw the opening of Peavine Hall, a new 116,702-square-foot residence hall ($40.7 million) providing 400 dorm rooms primarily for freshmen. Soon after, construction was completed on a new two-story women’s restroom building at Mackay Stadium, providing 64 toilets (2,200 square feet at $1.05 million). In September 2015 the University of Nevada, Reno also opened the Reno InNEVation Center, an existing facility in downtown Reno acquired by the university and fully renovated to house three industry-focused, university initiatives: the Nevada Center for Applied Research, Nevada Industry Excellence, and Nevada Advanced Autonomous Systems Innovation Center. In early 2016, the new
William N. Pennington Student Achievement Center opened (77,345 square feet at a cost of $44.5 million) on the site of the former Getchell Library. This new building provides a centralized location for services promoting student success, including the Writing Center, Math Center, Tutoring Center, Career Studio, Advising Center, Nevada Military Support Alliance Veterans' and Military Center, Disability Resource Center, Counseling Services, and TRiO Scholars Programs.

Additionally and reflective of a commitment to support the health and wellness of the campus community, the university broke ground on the 108,000 square feet E. L. Wiegand Fitness Center ($47.5 million), which will be a vibrant hub of campus fitness and recreation, offering a gymnasium with three courts for intramural basketball and other court sports, areas for weightlifting, cardio training and a multitude of fitness classes and activities. There will be an indoor, 1/8- mile running track and stadium stairs for training, plus lockers, changing rooms, and administrative office spaces. The E. L. Wiegand Fitness Center will be available to students, faculty and staff in early 2017.

Construction also started on the new 130,000-square-foot Great Basin Residence Hall ($59 million) in late 2015. Great Basin Hall will house 415+ students on the former site of White Pine Hall, which housed 150 students. The building shape will vary from two to five stories and will have a STEM (Science, Technology, Engineering, and Mathematics) focus to promote academic success within these disciplines. Great Basin Hall will open in summer of 2018.

In on-going efforts to promote health and wellness, the University of Nevada, Reno also started construction of six new tennis courts with spectator areas to replace older tennis courts. The new courts are situated in Hixson Park near the softball field. Construction began in late 2015 with estimated completion date in spring of 2016. The existing tennis courts were non-functional and were recently renovated into a new 195-vehicle permit-parking lot built during the summer of 2015 as part of the university’s parking improvement plan.

In addition to these new construction projects, there have been notable renovations of older facilities. For example, the Thompson Building (built circa 1920) renovation project, at a cost of $5.5 million, includes minor office space layout changes, restroom, and Americans with Disabilities Act (ADA) compliance improvements, as well as fire alarm, mechanical, electrical, and seismic upgrades, new flooring, ceilings, paint, asbestos abatement, and repainting of exterior masonry. The project commenced in early 2016 and is expected to be completed in December 2016. Adjacent to the Thompson Building is Lincoln Hall. Built in 1896, it is one of the oldest buildings on campus and in Reno. Through an upcoming renovation project ($7.4 million), structural upgrades to the building will address safety and seismic standards. Closed as a residence hall in May 2015, the 28,298-square-foot Lincoln Hall will be converted to an office building of approximately 70 offices and workstations. In cooperation with the State Historical Preservation Office and a design agency that specializes in historic structures, this renovation will involve upgrades in seismic, fire and safety, mechanical, plumbing, phone and data, as well as ADA accessibility.

Built in 1940-41, Palmer Engineering housed most of the university’s engineering classrooms and laboratories until Scrugham Engineering opened in 1963. The Palmer Engineering project ($14.7 million) will renovate the 33,272 square foot building in total and includes removing the existing wind tunnel to create additional space, and remodeling and upgrading several labs to comply with accreditation, code, and safety standards. The project will be completed in summer of 2017.

Quantity of Teaching Space

According to the standard NSHE metrics, as of fall 2015 there is more than sufficient classroom and classroom laboratory space. Nonetheless, input from Associate Deans and others on campus has indicated a need for: (1) additional classrooms with capacities in the 200-400 student range, (2) a large computer laboratory that would seat more students simultaneously, (3) more music practice rooms, (4) more clinical teaching space for the Las Vegas campus of the School of Medicine, and (5) more teaching laboratories.

Based on the Board of Regents Space Study and information from Facilities Planning and Construction, space for teaching has increased since 2013. Based on summary data for fall 2015 (the most recent year for which a full year’s report is available), the vast majority (96%) of the university’s classrooms on main campus meet the NSHE standard for normal usage. However, in addition to the main campus this inventory has included classrooms at the Redfield Campus in south Reno and several classrooms in the School of Medicine. Those classrooms are not as heavily utilized, and the Redfield Campus classrooms generally receive little usage due to their location nearly 13 miles (a 20-minute drive) away from the University of Nevada, Reno main campus.

<table>
<thead>
<tr>
<th>Year</th>
<th>Classrooms</th>
<th>Seats</th>
<th>% Smart Classrooms</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>141</td>
<td>8,200</td>
<td>78</td>
<td>18,004</td>
</tr>
<tr>
<td>2013</td>
<td>141</td>
<td>8,445</td>
<td>79</td>
<td>18,776</td>
</tr>
<tr>
<td>2015</td>
<td>143</td>
<td>8,417</td>
<td>93</td>
<td>20,898</td>
</tr>
<tr>
<td>% increase</td>
<td>2%</td>
<td>(0.3)%</td>
<td>14%</td>
<td>16</td>
</tr>
</tbody>
</table>

In addition to standard classrooms, in 2015 the main campus had about 107 classroom laboratories, as compared to 102 laboratory classrooms in 2013. Utilization rates for classroom laboratories for fall 2015 (when data were most recently reported to the Board or Regents) were reported at a higher rate than previous years. Many classroom laboratories have specialized requirements which prevent their use for other purposes, and some classroom laboratories are used as much as is realistically possible. In addition to changing enrollments, rapid growth in the number of Biology majors and demand for nursing-related courses, for example, have placed significant stress on the ability to deliver laboratory classes, such as Human Anatomy and Physiology and Introductory Chemistry.

Quantity of Research Space

Given fluidity of usage and the change in the way space usage has reported (see previous section), it is difficult to provide statistics for research space usage that can be compared between 2013 and 2015. In fall 2013, the University of Nevada, Reno reported 368,160 square feet of research laboratory space. According to the standard NSHE metrics as of fall 2013, that corresponds to a shortage of about 60,291 square feet of laboratory space. In the past few years the quantity of research space has been improved by the addition of the 151,306-square-foot Center for Molecular Medicine, which has helped address pressing space shortages in the School of Medicine, and a 44,397-square-foot Earthquake Engineering Lab building that was completed in 2013.

See ibid., page 4.
Availability of research laboratory space has sometimes restricted new faculty hiring and the expansion of research programs. Current research space is sufficient in many areas, although there are concerns about being able to accommodate anticipated growth. Based on feedback received through an informal inquiry sent via email to Associate Deans and other unit directors, the quantity of research laboratory space poses such challenges for the College of Science (with the exception of the Geosciences), the College of Engineering (with the exception of Earthquake Engineering), the Department of Natural Resources and Environmental Science in the College of Agriculture, Biotechnology and Natural Resources, and the Departments of Psychology and Anthropology in the College of Liberal Arts.

Quantity of Other Types of Space

Other than teaching and research space, the university uses space for many other activities that support its central missions. The sufficiency of such space varies across the university. The College of Education, the Reynolds School of Journalism, and Cooperative Extension all have sufficient space for these purposes. In contrast, the College of Business, the College of Engineering, the College of Liberal Arts, and the College of Science each have one or more departments in which office space for faculty, graduate students, or staff is in short supply. For instance, in the Department of English, office space is limited enough that a few tenure-track faculty share offices, and teaching assistants and letter of appointment instructors are often assigned three to a desk in large group offices. Besides the need for more office space, there are also pressing needs for a recital hall and more residential hall space (including more married student housing). Overall, the quantity of other space (i.e., space other than classrooms and research laboratories) is sufficient to promote healthful learning and working, but limitations on the supply of selected specialized types of spaces impacts the function of the university.

Sufficient Quality

The university is a mix of new, state-of-the-art buildings and aging structures built in the late 19th century. While the quality of the older buildings on campus is generally sufficient, there are issues of concern, including temperature control, an inadequate number of fume hoods, and intermittent power bumps, in some buildings. Concerns regarding the capabilities and the quality of infrastructure are most acute for departments in the Colleges of Science and Engineering and for the older buildings in the School of Medicine, but these issues are apparent in a few other academic units, such as Fine Arts, where ventilation and temperature control are especially important.

In an effort to ensure stable power, heating and cooling systems, the university is in the process of updating the entire campus infrastructure on multiple fronts. Currently, the campus is undergoing an electrical system upgrade from 4kV to 25kV. Through the use of $3 million in slot tax funding, some of the most critical upgrades have been completed to the older portions of the campus, while an additional $7.7 million is needed to finish an entire upgrade. The Central Heat Plant hot water piping system that provides heating to buildings on campus is being expanded as funds become available – in 2015 the University of Nevada, Reno was able to complete new piping to the E. L. Wiegand Fitness Center site ($1.5 million), replace a failing boiler ($1.2 million), and tie-in to the Applied Research Facility and Lombardi Recreation ($721 thousand). Finally, the university recently purchased a Central Chilled Water Plant in 2016, and a large project ($5.2 million) is underway to pipe and connect multiple south campus buildings to a chilled water loop.

The newer buildings, such as the Center for Molecular Medicine, the William N. Pennington Medical Education Building, the Earthquake Engineering Lab, Peavine Hall, the William N. Pennington
Student Achievement Center, and E. L. Wiegand Fitness Center (to be opened in 2017) are of outstanding quality and have contributed greatly to the atmosphere on campus.

In contrast, the aging infrastructure of the campus poses a challenge. Older buildings are often used for purposes for which they were not originally intended, and they were built at a time when standards, expectations, and needs were very different. As is typical for many university campuses in the country, funds are insufficient to complete all the deferred maintenance that accumulates over time; however, the university has made a sizeable investment during the past decade to “buy down” some of this deferred maintenance with the larger projects in Table 2.G.2.

**TABLE 2.G.2: RECENTLY COMPLETED RENOVATION PROJECTS**

Data source: Planning and Construction Services, Facilities Services Department

<table>
<thead>
<tr>
<th>Building</th>
<th>Purpose</th>
<th>Completion Date</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Heat Plant Boiler Replacement</td>
<td>Utilities Infrastructure</td>
<td>2012</td>
<td>$1.5M</td>
</tr>
<tr>
<td>Chemistry Building Cooling Tower Replacement</td>
<td>Education, Research</td>
<td>2012</td>
<td>$962K</td>
</tr>
<tr>
<td>Church Fine Arts, Redfield Theater Rigging</td>
<td>Education, Artistry</td>
<td>2012</td>
<td>$937K</td>
</tr>
<tr>
<td>Renovate Reynolds School of Journalism</td>
<td>Education</td>
<td>2012</td>
<td>$8.3M</td>
</tr>
<tr>
<td>Campus Buildings, 25kV System Improvements</td>
<td>Utilities Infrastructure</td>
<td>2013</td>
<td>$650K</td>
</tr>
<tr>
<td>Jot Travis Building Lower Level Remodel (Art Department)</td>
<td>Offices, Education</td>
<td>2013</td>
<td>$916K</td>
</tr>
<tr>
<td>Central Heat Plant, Piping &amp; Pumping Modifications</td>
<td>Utilities Infrastructure</td>
<td>2014</td>
<td>$1M</td>
</tr>
<tr>
<td>Church Fine Arts Renovation, Redfield Theater &amp; Gallery</td>
<td>Education, Artistry</td>
<td>2014</td>
<td>$3M</td>
</tr>
<tr>
<td>Jot Travis Building, Auditorium Remodel</td>
<td>Education</td>
<td>2014</td>
<td>$3.7M</td>
</tr>
<tr>
<td>Student Services “The Works” Dining Renovation</td>
<td>Student Services</td>
<td>2014</td>
<td>$1.1M</td>
</tr>
<tr>
<td>Nell J. Redfield Student Health Services Building Renovation</td>
<td>Student Health</td>
<td>2015</td>
<td>$558K</td>
</tr>
<tr>
<td>The Reno InNEVation Center</td>
<td>Education, Research, Community Engagement</td>
<td>2015</td>
<td>$1.5M</td>
</tr>
<tr>
<td>Mackay Stadium Renovations, Phase 1 (Women’s Restrooms Building)</td>
<td>Athletics, Community Engagement</td>
<td>2015</td>
<td>$1.05M</td>
</tr>
<tr>
<td>Lombardi Recreation Center Central Plant &amp; Piping Upgrade</td>
<td>Athletics, Student Health</td>
<td>2015</td>
<td>$712K</td>
</tr>
<tr>
<td>West Stadium Utility Trench Project</td>
<td>Utilities Infrastructure</td>
<td>2015</td>
<td>$1.5M</td>
</tr>
<tr>
<td>Roof Replacement, Various Campus Buildings</td>
<td>Education</td>
<td>2013-15</td>
<td>$617K</td>
</tr>
<tr>
<td>Central Heat Plant, Boiler Replacement</td>
<td>Utilities Infrastructure</td>
<td>2015</td>
<td>$1.2M</td>
</tr>
<tr>
<td>Campus Buildings Elevator Upgrades</td>
<td>Utilities Infrastructure</td>
<td>2015</td>
<td>$625K</td>
</tr>
</tbody>
</table>
The Facilities Services Department prioritizes needs to make the best use of maintenance funds. In general, maintaining safe and healthful environments is the highest priority. For example, Facilities Services places high priorities on roofing integrity and maintaining heating and cooling systems.

To address the on-going challenge of maintaining the quality of physical facilities, the Facilities Services Department regularly develops a two-year Strategic Plan that identifies a prioritized list of projects to drive down the sizeable deferred maintenance on campus. Listed below is a partial list of some of the more sizeable projects for 2016 and 2017. In addition, other units on campus, such as individual departments and colleges, invest in enhancing the quality of the physical infrastructure.

### Table 2.G.3: Larger Projects Scheduled for Completion in 2016

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ansari Business Building Renovations</td>
<td>Renovation</td>
<td>$2.25M</td>
</tr>
<tr>
<td>Church Fine Arts, Roof Replacement</td>
<td>Roof replacement</td>
<td>$252K</td>
</tr>
<tr>
<td>Classroom Renovations, Various Campus Buildings</td>
<td>Renovations</td>
<td>$211K</td>
</tr>
<tr>
<td>Campus 25kV</td>
<td>Utilities infrastructure upgrade</td>
<td>$3M</td>
</tr>
<tr>
<td>Lincoln Hall Renovation</td>
<td>Renovation</td>
<td>$7.4M</td>
</tr>
<tr>
<td>Mackay Stadium (Stadium Club &amp; Seating)</td>
<td>Renovation &amp; new construction</td>
<td>$10.45M</td>
</tr>
<tr>
<td>North Campus Parking Lot Design</td>
<td>New parking lot</td>
<td>$805K</td>
</tr>
<tr>
<td>Savitt Library Remodel</td>
<td>Renovation</td>
<td>$651.5K</td>
</tr>
<tr>
<td>South Campus Chilled Water Loop</td>
<td>Utilities infrastructure upgrade</td>
<td>$5.2M</td>
</tr>
<tr>
<td>Wolf Pack Park East: Tennis Courts</td>
<td>New construction of six outdoor courts</td>
<td>$2.03M</td>
</tr>
<tr>
<td>Thompson Hall Renovation</td>
<td>Renovation</td>
<td>$5.5M</td>
</tr>
</tbody>
</table>

### Table 2.G.4: Larger Projects Scheduled for Completion in 2017

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. L. Wiegand Fitness Center</td>
<td>New construction, student fitness center</td>
<td>$47.5M</td>
</tr>
<tr>
<td>Great Basin Hall</td>
<td>New construction, student housing</td>
<td>$59M</td>
</tr>
<tr>
<td>Palmer Engineering</td>
<td>Renovation</td>
<td>$14.7M</td>
</tr>
</tbody>
</table>

The university ensures regular maintenance and replacement of seating in classrooms. As shown in Table 2.G.1, approximately 80% of classrooms have “smart” technology. There are currently 133 “smart” classrooms on all University of Nevada, Reno campuses, which are all equipped with projection systems and podiums with a document camera, computer, and integrated control system. Our older “smart” classrooms have our legacy standard control systems and are largely analog, while our newer rooms leverage Crestron control systems that are digital, supporting HD resolutions. The university seeks to
refresh its classroom technology roughly every three years, budgets permitting. As of fall of 2015, 19 classroom upgrades were scheduled to transform rooms that have featured no technology into “smart” classrooms. Classroom standards and upgrades are addressed by Teaching & Learning Technologies and the Classroom Subcommittee of the University Technology Committee (UTC).

Summary

Overall, 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 most significant priorities are to improve the quality of the physical infrastructure in older building and increase the quantity of space for creative activity and research. New buildings on campus have especially bolstered the university’s ability to support its 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.

EH&S provides oversight of university operations involving hazardous chemicals, biological agents, and radioactive materials. All policies and programs involving these materials are formulated and conducted in compliance with applicable local, state, and federal regulations. The policies and other relevant documents are listed in the response to Standard 2.G.1 (“Safety and Security”), including a link to the Laser Safety Manual. Several standing committees (Institutional Biosafety Committee, Laboratory Safety Committee, the Nevada Safety Committee, and Radiation Safety Committee) meet regularly (about twice per semester) to address issues that may arise. Policies are regularly reviewed with the goal of a complete policy review either every two years (with more frequent updates if needed) or in accordance with state or federal regulations.

Extensive training is provided to ensure adherence to policies and procedures. EH&S provides regularly scheduled training courses on the safe use of hazardous materials. Basic laboratory safety training covers chemical and biological materials and is required of all faculty, students, and staff working in laboratories. Radiation safety training is required for personnel using radioactive materials. Hazard communication training is required for personnel using chemicals in work places other than laboratories. Hazardous waste management training is required for laboratory personnel. Hazardous wastes are handled and disposed of by EH&S in accordance with state and federal EPA regulations. In case of EH&S emergencies, there is a 24-hour hotline that is prominently displayed on the EH&S homepage.
### TABLE 2.G.5: HAZARDOUS AND TOXIC MATERIALS PLANS AND POLICIES

<table>
<thead>
<tr>
<th>Title</th>
<th>Date of Most Recent Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biohazardous Waste Operations Plan</td>
<td>December 2015</td>
</tr>
<tr>
<td>Biosafety Manual</td>
<td>January 2014</td>
</tr>
<tr>
<td>Bloodborne Pathogen Exposure Control Plan</td>
<td>February 2015</td>
</tr>
<tr>
<td>Chemical Hygiene Plan</td>
<td>February 2015</td>
</tr>
<tr>
<td>Chemical Inventory Management Program</td>
<td>not applicable (follows policy for chemical hygiene plan)</td>
</tr>
<tr>
<td>Written Hazard Communication Program</td>
<td>April 22, 2016</td>
</tr>
<tr>
<td>Laser Safety Manual</td>
<td>August 2010</td>
</tr>
<tr>
<td>Radiation Safety Manual</td>
<td>March 2015</td>
</tr>
</tbody>
</table>

**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 developed an extensive [Campus Master Plan](#) (with the assistance of the architectural firm of Van Woert Bigotti) that was approved by the Board or Regents in 2015. The plan is based on anticipated enrollment growth to 30,000 students and with today’s enrollment at nearly 21,000, significant progress has been made in implementing parts of the past and current master plan. As stated previously, recent major buildings include the Joe Crowley Student Union, the Mathewson-IGT Knowledge Center, the Davidson Math and Science Center, the Center for Molecular Medicine, the Nevada Living Learning Community residence hall, and Pennington Health Sciences, the Earthquake Engineering Lab, Peavine Hall and the William N. Pennington Student Achievement Center. Consistent with its mission and core themes, these buildings are enabling the university’s efforts to educate and house its growing student population, to expand research and creative activities, and to reach out to the local community. Several major projects are either underway or in the planning or fundraising stages.

University planners strive to keep development plans consistent with the [Institutional Strategic Plan](#) and the Master Plan, yet capital improvement priorities continually evolve as the university’s needs and opportunities change. Priorities for capital improvement projects are initially developed by the senior university administration, which ensures that capital improvement projects are consistent with the university’s mission. The university’s request is then sent to NSHE, where it is reviewed and prioritized by the NSHE Chancellor and staff. The Board of Regents then finalizes capital requests for the entire system. While there is no stated policy, the de facto expectation of the Regents and NSHE is that institutions must raise substantial matching funds for building projects, and this fund raising can greatly affect the prioritization of capital projects. NSHE submits capital projects on a biennial basis to the State Public Works Board. From the State Public Works Board, recommended projects are forwarded to the Governor and then to the State Legislature for funding. Financial planning is thus integral to implementation of the master plan, as the large scale and cost of the planned projects require both state funding and external fundraising. Table 2.G.6 lists recently completed Capital Improvement Projects (CIP).

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22 The University Capacity Study 2014 has also informed institutional planning.
In addition to CIP projects funded via the legislature, there are other major building projects that are funded by donations, grants, student fees or other sources, and the approval and review process for them is different. Table 2.G.7 lists recently completed projects.

### TABLE 2.G.6: RECENTLY COMPLETED CIP PROJECTS SINCE 2010
Data source: Planning and Construction Services, Facilities Services Department

<table>
<thead>
<tr>
<th>Building</th>
<th>Purpose</th>
<th>Completion Date</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Molecular Medicine</td>
<td>Education, Research</td>
<td>2010</td>
<td>151,306</td>
</tr>
<tr>
<td>Davidson Math and Science Center</td>
<td>Education, Research, and Community Engagement</td>
<td>2010</td>
<td>116,547</td>
</tr>
<tr>
<td>Pennington Health Sciences</td>
<td>Education, Research</td>
<td>2011</td>
<td>68,748</td>
</tr>
</tbody>
</table>

### TABLE 2.G.7: RECENTLY COMPLETED NON-CIP MAJOR PROJECTS
Data source: Planning and Construction Services, Facilities Services Department

<table>
<thead>
<tr>
<th>Building</th>
<th>Purpose</th>
<th>Completion Date</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mackay Stadium Concessions and ADA Access Elevator</td>
<td>Community Engagement</td>
<td>2010</td>
<td>2,841</td>
</tr>
<tr>
<td>Living Learning Community</td>
<td>Education</td>
<td>2012</td>
<td>146,626</td>
</tr>
<tr>
<td>Earthquake Engineering Lab</td>
<td>Engineering Research</td>
<td>2013</td>
<td>44,397</td>
</tr>
<tr>
<td>Nevada Agricultural Experiment Station (8 Hoop Houses + other facilities)</td>
<td>Education, Research</td>
<td>2013</td>
<td>21,846</td>
</tr>
<tr>
<td>Church Fine Arts Remodel</td>
<td>Education, Creative Activity Community Engagement</td>
<td>2014</td>
<td>8,775</td>
</tr>
<tr>
<td>Ponderosa Village (private development)</td>
<td>Graduate and Married Student Housing</td>
<td>2014</td>
<td>131,480</td>
</tr>
<tr>
<td>Mackay Stadium Renovations, Phase 1 (Women's Restrooms Building)</td>
<td>Athletics, Community Engagement</td>
<td>2015</td>
<td>2,200</td>
</tr>
<tr>
<td>Peavine Residential Hall</td>
<td>Education</td>
<td>2015</td>
<td>116,702</td>
</tr>
<tr>
<td>William N. Pennington Student Achievement Center</td>
<td>Student Engagement</td>
<td>2016</td>
<td>77,345</td>
</tr>
</tbody>
</table>
### TABLE 2.G.8: IN PROGRESS AND ANTICIPATED MAJOR PROJECTS
Data source: Planning and Construction Services, Facilities Services Department

<table>
<thead>
<tr>
<th>Project</th>
<th>Purpose</th>
<th>Anticipated Completion Date</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln Hall Renovation</td>
<td>Offices and Education</td>
<td>August 2016</td>
<td>28,298</td>
</tr>
<tr>
<td>High Temperature Hot Water Line Expansion</td>
<td>Utilities Infrastructure</td>
<td>Ongoing</td>
<td>n/a</td>
</tr>
<tr>
<td>Ansari Business Building Renovation</td>
<td>Education</td>
<td>2016</td>
<td>8,791</td>
</tr>
<tr>
<td>S. Campus Chilled Water Interconnect</td>
<td>Utilities Infrastructure</td>
<td>2016</td>
<td>n/a</td>
</tr>
<tr>
<td>Mackay Stadium Renovations, Phase 2 (Club &amp; Upgraded Seating)</td>
<td>Athletics, Community Engagement</td>
<td>Summer 2016</td>
<td>117,000</td>
</tr>
<tr>
<td>Wolf Pack East: Six Tennis Courts</td>
<td>Athletics, Community Engagement</td>
<td>Spring 2016</td>
<td>n/a</td>
</tr>
<tr>
<td>Thompson Building Renovation</td>
<td>Offices and Education</td>
<td>December 2016</td>
<td>19,934</td>
</tr>
<tr>
<td>E. L. Wiegand Fitness Center</td>
<td>Student Health</td>
<td>Early 2017</td>
<td>108,000</td>
</tr>
<tr>
<td>Great Basin Residence Hall</td>
<td>Education</td>
<td>Summer 2018</td>
<td>130,000</td>
</tr>
<tr>
<td>Palmer Renovation</td>
<td>Labs, Education</td>
<td>Summer 2017</td>
<td>33,272</td>
</tr>
<tr>
<td>25kV Electrical Line Replacement; Current Project $3M</td>
<td>Utilities Infrastructure</td>
<td>Ongoing; 2016</td>
<td>n/a</td>
</tr>
<tr>
<td>Act Two: New Fine Arts Building</td>
<td>Education, Creative Activity</td>
<td>Summer 2018</td>
<td>35,000</td>
</tr>
<tr>
<td>New Engineering Building</td>
<td>Research, Education</td>
<td>2019-2020</td>
<td>87,000</td>
</tr>
<tr>
<td>New College of Business</td>
<td>Research, Education</td>
<td>2019-2020</td>
<td>95,000</td>
</tr>
<tr>
<td>Renovate Chemistry Building</td>
<td>Research, Education</td>
<td>2020</td>
<td>75,599</td>
</tr>
<tr>
<td>Renovate Leifson Physics</td>
<td>Research, Education</td>
<td>2020</td>
<td>64,888</td>
</tr>
<tr>
<td>Renovate Manzanita</td>
<td>Offices, Education</td>
<td>2020</td>
<td>32,487</td>
</tr>
</tbody>
</table>

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.

Based on input from Associate Deans and other academic unit leaders, the university is well equipped to support its core objectives in teaching and research, although sufficiency of equipment varies across the university. Some examples of where equipment resources are excellent are the Reynolds School of Journalism, the Department of Chemistry, and the College of Education. Other examples where equipment is excellent are instructional equipment resources for students in their first two years of Medical School and research equipment in the new Center for Molecular Medicine. Additionally, the university recently completed two active learning classrooms that are centrally scheduled, allowing use by multiple departments/disciplines.
In contrast, it is proving challenging to provide sufficient, state-of-the-art instructional equipment in engineering programs (excluding Earthquake Engineering). The College of Engineering is addressing this issue with funds being raised by course fees. Besides engineering, a few other areas would benefit from new research equipment (e.g., a confocal microscope in the Biology Department, a scanning electron microscope and an atomic force microscope in geosciences, and a functional MRI in the Department of Psychology). In general, these research equipment needs are met with funds from extramural awards and startup packages for new faculty, but departments, colleges, and the university sometimes contribute to the acquisition of new equipment. Funding for new instructional equipment has been enhanced in recent years via student technology fees, and there are yearly requests for proposals for instructional equipment. Purchases of new instructional technology on the tech fee (i.e. smart classroom upgrades) are prioritized for centrally schedule spaces first. The tech fee also provides funding for shared technology resources such as the Learning Management System (LMS) and the university’s video platform Kaltura.

Core shared technology infrastructure for instruction and access is centrally funded and on a regular upgrade schedule. This includes technology in classrooms, general use computer labs, multi-media content creation, storage and access, and wired and wireless network access. General computer labs are upgraded on a three- to five-year schedule. Wireless access is a priority for instructional space with a goal of 100% wireless access across the campus.

**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 Division of Information Technology has gone through many changes since 2007. In 2011 the Vice President for Information Technology left the university and the division began reporting directly to the Provost. In 2015 the position of Chief Information Officer was modified to Vice Provost for Information Technology and CIO (VP/CIO), and the position was added as a regular member of the President’s Council. The newly defined position was filled in November of 2015.

IT provides the core information technology infrastructure including network and telecommunications, security, central data center management, servers and storage, software support, general use computer labs, help desk, training and consultation support for the entire campus. While meeting immediate university-wide IT needs, the division maintains a schedule of infrastructure replacement and growth within available resources to ensure the university stays current with industry standards.

The university network is standardized on Brocade routing and switching equipment that is on a three- to five-year refresh lifecycle. Fiber optics in a defined standard cable bundle provide the backbone connections between buildings and vertically within buildings. Standard CAT5e, CAT6 or CAT6a copper wire is used horizontally on building floors from network control rooms to devices in offices and classrooms. The core network is fully redundant with 10 Gigabit (10G) to all zones. The campus network undergoes ongoing improvements to increase overall bandwidth. Based on need and network use metrics, individual buildings are upgraded to 10G. All buildings have a minimum of a 1G network connection. The university has a 20G connection to the NSHE system network with a 10G failover at diverse locations that provides access to national and international research and education networks and commodity Internet. The NSHE network maintains diverse 100G connections...
to Internet2. This connectivity is available to all members of the campus community. The border firewalls are 10G redundant layer 7. Perimeter security is provided by the Palo Alto firewall security appliance. The university is installing a 10G Science DMZ network with SDN and IPv6 capabilities for research traffic in 2016 and offers secure wireless access in all buildings on campus, with over 1,300 access points.

The university maintains a comprehensive backend storage solution to host centralized IT services and provide support for administrative and academic computing needs by utilizing the latest in SAN/NAS storage technologies from EMC, NetApp, Quantum, and Dell. This provides a redundant, multi-tiered, and highly reliable storage platform to host a variety of critical applications and services to students, faculty, and staff. This solution is also highly flexible and allows the university to manage constantly increasing demands which currently exceed over 660 terabytes of storage. Central IT also provides a private cloud infrastructure to campus, which includes faculty/staff home directories and departmental shares, as well as storage for server virtualization, database, web, file, and critical server applications. External storage is provided via the cloud by Box. It is available to all students and employees as “NevadaBox.”

A fast, flexible, and reliable data backup solution is also provided to meet increasing storage demands. Current technologies, such as high capacity LTO tape libraries and variable block deduplication disk appliances, allow IT to meet these increasing demands and backup over 670 server objects with variable data retention needs. Security and data integrity requirements are also addressed by using AES-256 encryption as well as local and off-site backup replication to a Las Vegas, NV data center.

Information security at the university is handled by the Information Security group. This group consists of four people: the Chief Information Security Officer, HIPAA Security Officer, Compliance Analyst, and a SecurityEngineer/Software Developer. IT has a strong commitment to all aspects of information security and provides high level policy and procedure planning, while ensuring that all systems are architected and supported in a secure manner. Campus identity management is done using Active Directory, with over 30,000 users and 8,000 computers. The university is part of the Incommon Federation, which provides Shibboleth federated identity services with various vendors and other institutions. This provides added layers of security and authentication.

The university’s core web infrastructure utilizes hardware load balancers to help provide not only increased performance for the 100+ websites that are hosted but also fault tolerance across datacenters in the case of equipment and power failures. The main campus website uses the commercial Content Management System, Ingeniux, to help provide a consistent look and feel across the site, as well as an easier, simplified system for content updates by dedicated staff. The hardware load balancers also provide services for the campus email systems web, RPC, and SMTP protocols.

The Virtual Server Environment for the university currently consists of 31 physical hosts that run over 310+ virtual servers. These hosts supply the university with more than 1,180 GHz of processing power, 5.6 TB of computing memory, and 56 TB of storage, as well as high availability and disaster recovery services. IT has moved high profile services, such as Oracle Services and Active Directory Domain Services and Microsoft SQL Services, into this Virtual Server Environment, and the university is proactively adding more services and more capacity to the Virtual Server Environment to meet its needs.

The central High Performance Computing (HPC) grid is a cluster composed of 27 high-end servers with an aggregate seven terabytes of RAM and 432 CPUs. In 2015, there have been 51 users to date that have run 452,031 jobs for a total of 9,530 days or 26.1 years’ worth of CPU time, computed as the number of seconds that a program is on a given CPU. Some of the projects on the grid include, but are
not limited to, brain simulation, motion planning, network simulations, genetic algorithms research, computer vision, simulation of lasers, molecular modeling, and neural nets. In addition to those projects there are a variety of users from Mathematics/Statistics, Chemistry, Biochemistry, Mechanical Engineering (simulating fluid dynamics), and Civil Engineering.

The university is seeking to increase the computing power and the storage capacity of the central HPC grid and is thus completing a comprehensive cyberinfrastructure plan in 2016. Some faculty researchers maintain specialized clusters in their labs and offices to support their research programs with little interaction with the IT department. Resources for support of this distributed computing infrastructure primarily come from funded research. The central IT division provides hosting and colocation services in a central campus data center.

IT works closely with the Division of Health Sciences to ensure their specialized needs are met. The Division of Health Sciences Secure Computing Environment, generally referred to internally as “The Cloud,” provides a protected, audited, and highly useful ecosystem of servers, storage, and applications for the university stakeholders who interact with Protected Health Information (PHI). A robust Citrix environment of 120 virtual servers controls data and application access utilizing Citrix NetScaler appliances, ensuring FIPS 140-2 compliant encryption at all times for all users. The Citrix environment is enhanced by 70 additional virtual application servers in the same secure, segregated network to provide inventory control, printing, patient record management, 37 TB of high performance redundant digital storage, and general office applications. The total system serves over 1,000 users concentrated in Reno and Las Vegas. The Secure Computing Environment addresses the needs of all researchers, clinicians, administrators, and faculty connected to or affiliated with the university that access PHI in any way.

The School of Medicine and its Integrated Clinical Services (ICS) practice plan completed the installation of the GE Centricity electronic medical record/practice management system in 2015. This EMR replacement sits within Secure Computing Environment capitalizing and expanding the existing virtual, Citrix, Microsoft, and storage resources. The system services all ICS clinics in Nevada concentrated in and around Reno and Las Vegas.

With regard to the larger campus, IT is responsible for most ancillary business applications. Applications include the Student Information System, payroll time & attendance, university bookstore, HVAC systems, student ID card, document imaging, grants management, effort reporting, environmental health and safety, and budgeting systems. The NSHE Financial and HRMS systems will be migrated to the Workday ERP cloud service in the fall of 2016. IT is actively involved in that project, primarily in providing data integration support between Workday and University of Nevada, Reno business applications.

To further assist the campus community with their computing needs, IT maintains a comprehensive data warehouse that includes all available enterprise data and other relevant information from a wide variety of sources. The data is used in many business applications across campus to support decision making, operations, academics, and support services. Additionally IT supports a custom developed application for querying and reporting Financial and Human Resource data from the warehouse called CAIS (Campus Advanced Information System)

IT provides technology user support to the entire campus community. Services include Computing Help Desks and call centers, department system administration, certified desktop computing field support, centralized general access and departmental computer lab support, and mobile technology support. The Help Desk located in the MIKC logged 15,131 work orders in FY 2015.

IT User Services staff provide technology troubleshooting and repairs, centralized server
administration (software updates, antivirus protection, software and license distribution, system administration, security, and other support services as needed), centralized application administration (SharePoint, residence hall network device control, Pharos printing, etc.), network resource account support, academic computing support (research systems, WebCampus, such specific discipline systems as multimedia equipment, etc.), technology project consultation and coordination, and tracking and routing of technology support requests.

IT is responsible for all facets of unified communications and collaboration for the campus community. Under this umbrella are PBX-based TDM and VoIP telephone services and infrastructure, voice mail, fax machines and servers, email services and calendar sharing, unified messaging, instant messaging and presence, web and video conferencing, audio conferencing, desktop and application sharing, and enterprise voice.

Integrating communication methods and technologies using different types of devices, whether it be a PC, mobile device, or a physical telephone device, allow customers a streamlined communications experience. IT is currently researching, testing and implementing leading technologies to allow for the convergence of these different communication technologies for improved collaboration and additional features at reduced costs.

Section 2.G.1 addresses classroom instructional technology provisions.

2.G.6 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 has gone through many changes in technology across all areas of the campus in the last several years. The implementation of the Student Information System in 2011 (discussed in Standard 2.G.5) required a wide array of training and support using existing staff. Student Services and IT provided workshops, online tutorials, and individual consultations throughout the implementation process. The transition to the new system was complex and challenging. IT adapted and responded by assigning additional staff resources and a redesign of the Help Desk phone triaging system to address large numbers of user issues.

The labs throughout campus, particularly in University Libraries, provide access to a wide variety of hardware and software. Support for academic and instructional technologies is provided by the Teaching and Learning Technologies (TLT) department, organizationally part of the library. Support for applications and equipment in the Mathewson-IGT Knowledge Center (MIKC) is handled by the @One Help Desk, the TLT Equipment Checkout, and by professional staff working with groups, one-on-one, and via online tutorials for appropriate technology. The Instructional Design Team works with faculty to implement technology in on-campus and online classes, guiding them to best use. Instructional designers provide workshops on software and systems typically used by instructors all through the year. Special workshops on effective use of the WebCampus system are provided continually, along with individual consultations. Instructional design conducted 229 workshops in 2015. A course makeover project has been conducted for several years, providing specific help and enhancements for online courses. More than 20 courses have gone through the program, and five of those have been awarded national recognition for excellence by BlackBoard. The university is migrating in the summer of 2016 from Blackboard to Canvas as a cloud service for the campus learning management system.

After an upgrade to WebCampus, implementation of a new library electronic reserve system in the library and a redesign of the library’s website, a team consisting of the outreach librarian and an
instructional designer began visiting faculty departmental meetings to gather feedback, ask questions, and promote understanding of the wide array of services and resources available. The project is still underway, aiming at 12 departments per year.

The Disability Resource Center (DRC) provides access to a wide array of tools and resources through its assistive technology computer lab. They provide access and assistance in the following software and hardware:

- Adobe Acrobat Professional (industry standard document reader and creator)
- Dragon Dictate (voice-activated computer software for use on Macintosh computers)
- Dragon Naturally Speaking (voice-activated computer software for use on PC computers)
- Ghost Reader (Macintosh-based text to speech software)
- Inspiration (mind mapping software)
- JAWS (screen reading software)
- MathType and WebEQ (advanced equation editing software with MathML component for producing accessible mathematics for web publishing)
- TextAloud (a Windows-based text to speech software and includes AT&T Natural Voices)
- Alpha Pro (portable word processors for note-taking)
- CCTV (a video magnifying machine to enlarge print)
- Frog Pad (one-handed keyboard for single hand access to a full keyboard, with both left and right handed versions available)
- HeadMouse (hands-free optical mouse)
- Pictures in a Flash (provides tactile representation of graphic material)
- Reading Pen (portable scanner with word pronunciation and definition).  

Students, staff, and faculty receive point-of-need training in use of hardware, software, and equipment through Information Technology (IT), Teaching & Learning Technologies (TLT), and University Libraries. All three of these units have had reductions in staffing since 2008. While the university lacks sufficient staff and resources to provide formal training for all students in current campus technology, faculty and staff have support available through TLT. In October 2012, University Libraries initiated a site license to Lynda.com, a platform offering hundreds of video-based courses on a wide array of software and technology applications. Short tutorials on specific topics are easy to parse out for users needing help on more specific aspects. The initial response from campus is positive, and use of the materials is high. Annually registered University of Nevada, Reno users view over 20,000 video tutorials for over 2,300 hours of online training.

2.G.7 Technological infrastructure planning provides opportunities for input from technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The Vice Provost for IT/CIO (VP/CIO) reports to the Provost. This individual sits on the President’s Council and the Academic Leadership Council, giving a direct line of communication between the IT division and all other departments. The University Technology Council (UTC) with representatives from all major campus units and constituencies provides a forum for discussion and advice on IT

issues for the entire campus and direct feedback to the IT leadership. The UTC is co-chaired by an IT Division Director and a faculty member of the UTC selected by the UTC membership. The VP/CIO also sits on several committees that provide opportunity for collaboration and coordination on other campus activities and initiatives. Other members of the IT leadership team similarly sit on campus wide committees and councils.

The Computing Help Desk in the Mathewson-IGT Knowledge Center (MIKC) is the public face for IT. It receives requests at a staffed help desk station on the main floor of the MIKC, via phone and email. If help desk staff are unable to resolve a request on initial contact, the request is triaged and referred to the appropriate IT department or an external department as appropriate for resolution. Incoming requests are tracked on a help desk software system. Other venues for communication and input are the campus networking group and regular systems administrator meetings held by IT to give updates and gather feedback. There are email alert systems at multiple levels for campus communication of system outages, maintenance and other issues. IT has a campus-wide technology project request process to facilitate IT support for technology-related projects and construction. The IT Security Department has implemented campus–wide incident response procedures for coordinated and rapid action on any security related incidents.

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 VP/CIO works with the IT leadership team to identify and prioritize projects to undertake annually to ensure that the technology infrastructure and services are meeting the needs of the campus community and are as current with higher education IT best practices and industry standards as resources permit. These projects and their prioritization in draft form are shared with the campus through existing forums such as the president’s council, academic leadership council, university technology council, and made available for review by the entire campus before they are put in final form for action. The members of the IT leadership team, as well as all IT staff, are knowledgeable of industry standards and best practices in higher education IT in their area of expertise and responsibility through multiple means, including focused training, conferences, trade publications, whitepapers and access to the resources of multiple IT organizations to which the university belongs (Educause, Internet2, EAB).

The IT division has a recommended replacement cycle of four years, or within the purchased warranty period, for desktop computers across the campus and a three- to five-year replacement schedule for general use computer labs under IT management. The IT division participates in system wide coordination, led by the System Computing Services (SCS) for software licensing and coordination of other system wide IT activities. Various IT division departments participate in individual, department, and campus-wide technology purchase events and provide recommendations for hardware purchases.

A five-year cyberinfrastructure plan is being finalized in 2016 through consultation with various campus constituencies and stakeholders, as well as opportunity for input from the entire campus community. This plan will include technology standards, measurable goals, governance, and be in alignment with the university strategic plan.
STANDARD 3

PLANNING AND IMPLEMENTATION

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.
3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

**Institutional Planning, Pre-2014**

Institutional planning at the University of Nevada, Reno is overseen by the highest administrative levels, the Offices of the President and the Provost, collaborating with the President’s Council and the Academic Leadership Council, respectively, and with units and programs around campus.

When the current accreditation cycle began, the university’s comprehensive planning document was the *Strategic Plan, 2009-2015*, overseen by former President Milton Glick. This previous Strategic Plan identified several key factors in (1) undergraduate and graduate growth, (2) research, scholarship, and artistry, and (3) engagement that remain at the forefront of the institution’s concerns today. These factors included:

**Undergraduate and Graduate Education:**
- growth of student enrollment
- access among a greater number of Nevadans to a quality university education
- higher retention rates among undergraduates through campus engagement and a quality ‘campus experience’
- a greater diversity among the student body
- flexible course scheduling
- a higher percentage of faculty with terminal degrees and increased engagement between student and faculty (achieved through a lower student to faculty ratio and student engagement with faculty research)
- an increasingly higher quality of curriculum, owing to innovative pedagogies and assessment of student learning.

**Research, Scholarship, and Artistry:**
- identifying programs and disciplines that have achieved high levels of productivity and that may be prioritized for fostering further growth and reputation
- increasing faculty publications, performances, and exhibitions and striving for Carnegie

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STANDARD 3A • INSTITUTIONAL PLANNING
Research University/Very High designation

- fostering cross- and multi-disciplinary research across the university.

**Engagement:**

- enhancing the quantity and quality of university services to the Nevada public
- partnering with state and federal agencies, as well as industries, in Nevada
- identifying community, government, and industry engagement as an academic mission for faculty, alongside teaching and research.

These key factors have evolved into the goals, metrics, and targets of the current Institutional Strategic Plan, 2015-2021, which is built on measurable indicators of success. This revision helps the institution monitor its mission and core theme fulfillment, as explained below and in the response to Standard 5.

**Institutional Planning, 2014-2021**

In fall 2014, President Marc Johnson and Executive Vice President and Provost Kevin Carman published a joint document, the *Campus Master Plan, 2015-2024 and the University Regional Center Plan*: the one to identify improvements to and expansion of campus facilities during a period of increased student enrollment and the other to outline the expansion of the campus itself. These plans lay out the university’s intent to integrate the boundaries of the University of Nevada, Reno campus with those of downtown Reno, as the university joins with the city in fostering an “intellectual, social, and cultural framework.”

Closely aligned with the Campus Master Plan and the University Regional Center Plan is the university’s *Institutional Strategic Plan, 2015-2021*, which, as the primary academic planning document for the institution, will be discussed at length in this accreditation report. Also published in fall 2014, this document is overseen by the Executive Vice President and Provost and is the overarching purposeful, systematic, integrated, and comprehensive planning document for the University of Nevada, Reno’s mission statement, core themes (LEARNING, DISCOVERY, and ENGAGEMENT), and the individual goals, metrics, and targets within each. The Strategic Plan is made available to the campus community and the general public on the *Office of the Provost* site.

Besides the core themes and the goals for each, the current Strategic Plan identifies the following “key drivers” that echo and expand the factors cited in the previous Strategic Plan (2009-2015) and reflect the intellectual, social, and cultural changes within the university and the surrounding community:

- Learning Landscape: encourage access and innovation in teaching and learning
- Student Experience: create a small college feel within a large university context
- Innovation Platform: promote research, collaboration, and entrepreneurship
- Campus Character: foster a unique identity and sense of place
- Connectivity: develop integrated, multi-modal mobility
- Campus in the City: integrate the university and the city
- Growth and Change: offer near- and long-term development opportunities.

Finally, the Strategic Plan identifies various “functional areas” under the theme of stewardship. These areas identify the financial investments and priorities that will help the institution fulfill its mission and core themes. The functional areas represent the convergence of multiple core themes:
The key drivers and functional areas above summarize both the goals of the core themes and the institution’s concern with stewardship and sustainability. Although stewardship and sustainability is not designated as a core theme, it is a vital component of the institutional planning process and subject to the same regular assessment as the three core themes.

3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The Strategic Plan, 2015-2021 encompasses the three pillars of institutional identity and effectiveness: student learning, discovery research, and engagement with the community beyond campus. It therefore identifies LEARNING, DISCOVERY, AND ENGAGEMENT to be three core themes around which the university must set goals and assess its successes and failures. It also encourages faculty and administrators to anticipate challenges to mission and core theme fulfillment in the years ahead.

The campus community has a vested interest in institutional planning, owing not merely to a collective concern for institutional success but to its shared role in designing these plans as well. In January 2014 the Provost and administrative leaders met with a consultant group for organizing and composing the Strategic Plan, and later that spring workshops were held for faculty, staff, and student representatives to discuss institutional strengths and weaknesses and appropriate metrics for tracking the fulfillment of the individual goals listed under the University of Nevada, Reno’s core themes. By April of that year, a draft of the Strategic Plan was distributed, and faculty and staff were requested to provide feedback at an open forum event, and a second draft based on this feedback was distributed in the summer. Finally, a workshop for faculty, staff, and students was held in September 2014 to discuss the final draft of the plan, particularly the goals and metrics assigned to the core themes. The final version was then published in December 2014.

**Evaluation of Institutional Planning**

The Strategic Plan and the core themes are regularly evaluated by Core Theme Committees that meet during the academic year to evaluate the institution’s progress towards fulfilling the core themes and to discuss the revision of the metrics by which this fulfillment is assessed.

Beginning in fall 2015, four such committees were appointed to oversee the three core themes, LEARNING, DISCOVERY, and ENGAGEMENT, as well as Stewardship and Sustainability. Composed of academic and administrative faculty, students, and members of the local community and school district, these committees are charged with reviewing the language and definition of the core themes, reviewing the metrics (or “performance indicators”) established for the goals of the core themes, and assessing the extent to which these goals are being attained.

They also recommend whether or not new or revised metrics for these goals are necessary for an accurate measurement of core theme fulfillment and take into consideration external factors beyond the campus (e.g., changing student demographics in Nevada) and national best practices in measuring performance indicators. Through these committees, the institution ensures that strategic planning is
ongoing and responsive to the needs of faculty, students, and the local and state communities.

These committees meet at least twice a year, and their feedback provided thus far is discussed in the responses to Standards 4 and 5.

3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The institutional planning process is guided by two sets of data.

The **Strategic Plan** defines core themes and goals in the arenas of student learning, faculty research, and engagement with the surrounding community. As such, it features the core theme metrics and targets that are updated and assessed by the Office of the Provost and the core theme committees twice per year. The Office of the Provost also measures mission fulfillment through a complementary set of data known internally as the “accreditation metrics,” because they were implemented at the beginning of the institution’s current accreditation cycle in 2010-11.

There is considerable overlap between the two sets, but the accreditation metrics (dating to 2010) provide a level of depth and breadth in measuring areas relevant to student learning, research, and engagement. The core theme committees assess both sets of data.

Moreover, the impact of academic departments on core theme fulfillment is measured annually through the so-called “Vital Statistics” sheets, which are provided each August to all academic departments by the Office of the Provost and Office of Institutional Analysis. These sheets offer a concise, single-page summary of historical data in areas of primary importance to student enrollment, faculty and staff positions, and research. They are discussed in the response to Standard 4. Throughout the year, deans, associate deans, and chairs are able to monitor enrollment data via their Oracle dashboard accounts.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The Strategic Plan pledges the institution’s commitment to providing the infrastructure necessary for fulfilling its three core themes. Under the “functional areas” of such stewardship described in the Strategic Plan are outlined the resource allocation and application of institutional capacity necessary for student and educational resources, facilities, personnel, administration, and fund-raising. The Strategic Plan and core theme metrics tracking sheet is also considered during the decision-making process for resource allocation.

The University of Nevada, Reno **Capacity Study 2014** discusses resource allocation and application of institutional capacity in detail. By examining enrollment projections, classroom demand and capacity, instructional staffing needs, administrative units, campus infrastructure, and cost estimates and revenue projection, the Capacity Study is the primary planning document for the expected increase in student enrollment at the university over the next several years. It can be downloaded online, along with the Master Plan and Strategic Plan, on the Office of the Provost site.

Resource allocation and institutional capacity are also monitored by the Enrollment Management Group, the Budget Committee, the Stewardship and Sustainability Committee, and the New Positions Advisory Committee, which annually advises the Provost on the strategic allocation of new instructional positions.
3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The university has undertaken a revision of its emergency management plan, including the addition of an organizational resilience/business continuity plan. A steering committee was formed in April 2015 and meets monthly to review particular segments of the plan, obtain background information, discuss overlapping areas, and provide progress updates. The steering committee includes the Executive Vice President and Provost, the Vice President for Finance and Administration, the Vice President for Student Services, the Vice President for Research and Innovation, the Vice President for Health Sciences and Dean of the University of Nevada School of Medicine, General Counsel, the Chief of Staff for President Marc Johnson, the Executive Director of Marketing and Communication, the Director of University Police Services, the Director of Environmental Health and Safety, the Director of Student Health Services, the Associate Vice President for Facility Services, and the Chief Information Officer.

A position for a full-time organizational resilience manager was recently filled (effective May 1, 2016). This position will report to the Executive Vice President and Provost, whom the President has placed in charge of emergency management and organizational resilience.

The university’s Crisis Action Team (CAT) consists of university leadership and can be activated by the President or any Vice President. The core CAT members are the President, the Executive Vice President and Provost, the Vice President for Administration and Finance, the Vice President for Student Services, the General Counsel, the President’s Chief of Staff, the Executive Director for Marketing & Communications, and the Police Chief. Each member of the team has designated a line of succession. The procedures for calling the team together have been formalized and tested. An emergency call-in number was established for use outside of business hours or when CAT members are out of town. Satellite telephones are carried by the President, Executive Vice President and Provost, Vice President for Finance and Administration, and the Chief of Police.

Additional members of the team, who will be called to join depending on the nature of the emergency, are the Vice President for Research and Innovation, the Vice President for Health Sciences, the Vice President for Development and Alumni Relations, the Director of Student Health Services, the Chief Information Officer, the Director of Communications, the Director of Environmental Health and Safety, the Executive Director for External Affairs, the Associate Vice President for Planning, Budget, and Analysis, the Associate Vice President for Facilities, and the Athletics Director. Each of these members will call in additional support, depending on the circumstances.

The President’s Council, which includes various leaders of the university, developed the university’s priorities in the event of an emergency. The priorities have been approved by the President. Emergency operations at the university shall proceed according to the following priorities:

- protecting life (highest priority)
- meeting the immediate needs, including rescue, evacuation, medical care, food, and shelter, of students, staff, faculty, visitors, and those with special needs during an emergency
- protecting and restoring facilities critical to health and safety
- restoration of critical infrastructure and key resources essential to the health, safety, and welfare of all students, staff, faculty, visitors, and animals (e.g., sanitation, water, electricity, building systems)
- protecting and restoring critical research and animal care
- resumption of academic mission and normal business operations
• regional cooperation
• mitigating hazards to protect life, property, and the environment
• university, student, and employee preparedness.

In the event of an emergency, the following modes of campus-wide communication can be utilized: texts, email, reverse 911, emergency sirens, blue lights, emergency messages on the university’s website, and monitors in the Joe Crowley Student Union and Mathewson IGT Knowledge Center. Emergency communication with students is automatic unless the student proactively opts out of the process. Emergency communication, including outreach to media, is further supported by the Marketing & Communications department.

In the last year, the extended CAT has participated in an active shooter exercise, a sexual assault training exercise, and the Great Shake Out earthquake drill. The President, his Chief of Staff, the General Counsel, and the Director of Information Technology Security attended the FEMA National Tabletop Exercise for Institutions of Higher Education, which was based on a cybersecurity incident. As a result of the National Exercise, at least three campus fora are being planned on cybersecurity. A cybersecurity response plan is already being developed by a committee chaired by the director of information technology security. In addition, a cybersecurity emergency exercise is being planned for March 2016. The CAT goal is to participate in at least 1 emergency exercise each semester.

The University of Nevada, Reno Information Technology department maintains redundant campus data centers with failover capability for the majority of critical systems. Data are backed up to on-campus storage arrays and then replicated to offsite arrays in real time. All data are encrypted at rest and in transit and are managed by strict security controls. A business continuity plan is in place and covers key system dependencies, recovery objectives, and contact information. Critical off-premise services, such as storage and learning management systems, are governed by service level agreements that ensure adequate availability, confidentiality, integrity, and ownership of our data.

The University of Nevada, Reno places a strong emphasis on providing a secure computing environment. The campus network is protected by enterprise firewalls both at the border as well as at the network core in order to protect against external threats and segment internal resources where needed. A centralized Active Directory, along with robust security logging, provides access control and security metrics across all centrally managed critical resources. Endpoint protection and management agents are deployed to the majority of campus workstations. Secure wireless is provided to all employees and students, while guest wireless users are segregated from all internal resources. Policy and procedural documentation is in place to govern the appropriate computing areas.

For security concerns beyond campus, the International Travel Committee monitors university faculty and students visiting countries for which the U.S. Department of State has issued travel warnings. In the event of an emergency abroad, this committee convenes to direct travel leaders in the affected area and to ensure that university community members are accounted for and out of danger.
STANDARD 3B • CORE THEME PLANNING

3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Oversight of the Strategic Plan, identified by the Provost as a “living document,” and Core Theme planning operate in a workflow that began with the Provost’s meeting with administrative leaders and an external consultant group, as described above. The core theme committees have since evaluated fulfillment of the themes and university performance, and they provide feedback and recommendations to the Provost.

The Offices of the Provost and Institutional Analysis oversee the regular collection of data for all institutional metrics, including those published in the Strategic Plan and those in the larger set of “accreditation metrics,” dating to the beginning of the current accreditation cycle. Through regular data collection and assessment of the goals, metrics, and targets for each core theme, the institution and its programs are able both to review historical and current data and to establish future targets for success.

As discussed in the responses to Standard 3.A, the institution’s core themes were assigned goals, metrics, and targets intended to measure the adequacy of programs and services and the performance of academic and administrative units from around campus, as well as the impact of the university on the city and state-wide communities. These metrics are maintained simultaneously with the aforementioned “accreditation metrics” that date back to 2010-11.

Both sets of these goals, metrics, and targets are assessed regularly for determining the extent of mission and core theme fulfillment, and, if needed, appropriate actions are decided upon for programs, services, projects, and initiatives that support the core themes.

Each core theme committee is tasked with:

• considering the role of their core theme within the context of the university’s mission statement, Strategic Plan, and the programs and services that support the fulfillment of the core theme in turn
• completing and submitting an assessment form that asks them to rate how adequately they feel goals are being met, based on current data and, if they feel goals are not being met, to recommend what action might be taken to improve the performance of the programs and services that support these goals

• recommending whether or not new goals or metrics are needed (or whether or not current ones should be removed for the next accreditation cycle) and what actions might be taken to bolster the institution’s performance during the current accreditation cycle and progress towards meeting the goals of the current Strategic Plan.

These committees are also asked to consider the Provost’s comparison universities in looking for possible benchmarks in performance metrics for The University’s core themes and to consider how our progress in core theme fulfillment reflects on other institutional aspirations, including the attainment of Carnegie R1 (Highest Research Activity) and of Carnegie Community Engagement classification.

CORE THEME 1 • LEARNING

Drawn from the Graduate School, Institutional Analysis, Advising, the College of Liberal Arts, the Education Alliance of Washoe County, the Associated Students of the University of Nevada (ASUN) and Graduate Student Association (GSA), and the University of Nevada School of Medicine, the Core Theme 1 Committee oversees progress towards meeting the goals of student learning and success, including:

■ Goal 1: Provide high-quality undergraduate degree programs taught by a diverse, well-qualified faculty who continually improve the curriculum through assessment and innovation

■ Goal 2: Recruit a high-achieving, diverse student body and provide access and a clear path to graduation

■ Goal 3: Provide high-quality graduate programs taught by research-active faculty

■ Goal 4: Offer a broad array of choices for instructional format, location, and schedule, including study-abroad opportunities

■ Goal 5: Prepare students for personal and professional success, to be informed global citizens, and to pursue healthy lifestyles.

Assessment of these goals is discussed in the response to Standard 4. Core Theme 1 also includes various objectives representing one-time accomplishments, rather than any measurement of ongoing performance. One such objective is the publication of student learning outcomes for all University of Nevada, Reno courses in the university’s catalog, in response to the Year Three Evaluation Committee’s formal recommendation in 2013.24 The process of composition and review of these learning outcomes is described in the response to Standard 4.

Another example is the mandate that all undergraduate degree programs be aligned with the Silver Core Curriculum, the University of Nevada, Reno’s new competencies-based general education program, by fall 2016. To monitor the extent to which undergraduate degree programs have integrated the Silver Core within their major curricula during the planning years of 2013-14 and 2014-15,

24 Recommendation Two: “The Year Three Evaluation Committee recommends that [the University of Nevada, Reno] 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 the University of Nevada, Reno accelerate the process already underway of providing student learning outcomes for courses via the MyNevada online advising system.”
the Core Director provided a series of reports to the campus community on the status of course proposals for meeting the 14 Core Objectives, as well as the status of catalog descriptions submitted by degree programs to (1) identify required and suggested major and/or Core courses and (2) provide a recommended four-year plan of study.

The Core Curriculum assessment process is described in the response to Standard 4.

In addition to the Core Theme 1 Committee, the university’s Student Learning Committee, first convened in fall 2015, monitors best practices in pedagogy, helps to implement outcomes-based assessment among degree-granting and non-degree-granting units, and considers how to promote and make use of student learning data among the university’s academic units. While the Core Theme 1 Committee oversees the inputs that support the student learning experience at the institutional level and tracks institutional metrics, the Student Learning Committee will help to integrate student learning and assessment initiatives at the level of individual units and departments around campus. This committee is especially concerned with measuring learning gains within the University of Nevada, Reno’s student population and with reporting on assessment activity in a manner that is clear and accessible for multiple audiences within and beyond campus. Moreover, with the implementation of the Student Success Collaborative, faculty and advisors have recourse to additional data on student progress.

**CORE THEME 2 • DISCOVERY**

Drawn from the Office of the Provost, the Office of Research and Innovation, the colleges of Science, Agriculture, Biotechnology, and Natural Resources (CABNR), Engineering, and Education, the Graduate School, and the Office of Sponsored Projects, the Core Theme 2 Committee oversees progress towards meeting the goals of research, scholarship, and artistry, including:

- **Goal 1**: Enhance the quality, value, and range of the University’s research and artistry. Attain classification as a Carnegie R1 (Highest Research Activity) institution
- **Goal 2**: Invest in disciplinary and interdisciplinary research areas that build upon existing strength and that are responsive to emerging needs and opportunities, with emphasis on the following
- **Goal 3**: Strengthen infrastructure required to support world-class discovery, scholarship, and creativity
- **Goal 4**: Revise rules, policies, and procedures to more effectively promote research, artistry, and entrepreneurial activities.

The University Research Council, which reports to the Associate Vice President for Research, complements the work of the Core Theme 2 Committee. This faculty group meets monthly during the academic year to discuss policies, initiatives, and advisable actions relevant to research, scholarship, and artistry.
CORE THEME 3 • ENGAGEMENT

Drawn from the Office of the Provost, the Colleges of Business and Education, the Reynolds School of Journalism, the ASUN, the Center for Student Engagement, Extended Studies, and the Education Alliance of Washoe County, the Core Theme 3 Committee oversees progress towards meeting the goals of engagement and outreach, including:

- **Goal 1:** Develop and adopt a unified concept and vision for the university’s public engagement and land-grant mission
- **Goal 2:** Work in concert with government and industry to diversify and develop Nevada’s economy and communities
- **Goal 3:** Improve mental and physical health and quality of life for Nevada’s diverse and growing population
- **Goal 4:** Provide access to informal and formal learning and services for citizens of all cultural backgrounds, ages, abilities, and locations
- **Goal 5:** Work with school districts to improve college readiness of high-school graduates
- **Goal 6:** Provide lectures, exhibits, performances, and athletic events that enrich the cultural fabric of the community and expose young minds to the world of possibilities in academics, the arts and culture, and athletics.

The Outreach and Engagement Council complements the work of the Core Theme 2 Committee and, as discussed in the response to Standard 5, coordinates the university’s application for Carnegie Community Engagement classification.

**Stewardship and Sustainability**

In fall 2015 the Office of the Provost appointed a separate committee for Stewardship and Sustainability. This committee is charged primarily with determining the metrics, goals, and targets that most effectively measure the university’s ability to sustain its mission and core themes. Both drawing from the section on sustainability in the Strategic Plan and adding their unique perspectives on the issue, this committee is composed of members from the Office of the Provost, the Office of Planning, Budget, and Analysis, Student Services, the University Library System, Information Technology, Facilities, Planning, and Construction, and Development and Alumni Relations.

The process of core theme assessment, as well as the recent recommendations proposed by these four committees, is discussed throughout the responses to Standards 4 and 5.
STANDARD 4

EFFECTIVENESS AND IMPROVEMENT

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23

22 STUDENT ACHIEVEMENT: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

All learning outcomes for the university’s programs and courses are published, respectively, on the university assessment site and in the University General Catalog. The current accreditation cycle sees the university at a transitional stage in its centralized approach to the assessment of core themes and student learning. The Office of Assessment was closed during the budget crisis of 2010-2011, and primary duties for the assessment of student learning were delegated to the Vice Provost of Undergraduate Education and the Associate Deans of the colleges and schools. Currently the university employs an Assistant Vice Provost of Assessment and Accreditation, who oversees all activities pertaining to these arena.

23 INSTITUTIONAL EFFECTIVENESS: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may
impact the institution and its ability to ensure its viability and sustainability.

The university’s core themes are each assigned metrics and goals, by which the university measures its mission fulfillment and strategic planning. Committees for these three core themes, as well as a fourth committee dedicated to stewardship and sustainability, assess these metrics and updated core theme data each semester and make recommendations accordingly. All of these committees must take into account changing internal and external environments, and the stewardship and sustainability committee, in particular, must monitor these environments and consider how they may impact the university’s mission fulfillment and goals.

STANDARD 4A • ASSESSMENT

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

As discussed in the response to Standard 3.B, the Vice Provost of Undergraduate Studies, the Assistant Vice Provost of Assessment and Accreditation, the Office of Institutional Analysis, and the core theme committees track measurable, quantitative data for the core theme metrics, the larger set of “accreditation metrics,” and the so-called “vital statistics” relevant to program performance indicators. The first sets of data (that is, institutional data) are updated at least once a year and assessed by the core theme committees on a regular, ongoing basis. The “vital statistics” are reported annually to academic departments.

As the responses to this standard will illustrate, the institution relies on a feedback loop afforded by holistic planning: the core themes are reflected in the mission statements, goals, and outcomes of academic units, and as these units provide reporting data they allow the institution and its constituency to measure the fulfillment of its mission statement and core themes in turn.

Figure 4.A.1 represents the workflow of assessment planning and reporting. This includes both the data provided by the Office of the Provost and the Office of Institutional Analysis to the core theme committees and academic and administrative units across campus, as well as the assessment reports provided by these units in turn.

Please note that in the response to this Standard, “outcomes” refer to metrics of student and program success that correspond to the core theme metrics (e.g., time-to-degree average, job placement, number of degrees conferred), while “learning outcomes” refer to degree program- and course-level student learning outcomes (SLOs).
4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

As discussed throughout the responses to Standards 3 through 5, the Executive Vice President and Provost, the Vice Provosts, deans, associate deans, and core theme committees oversee the alignment of the core themes and the outcomes of programs and services across the institution. These individuals and committees are charged with evaluating the fulfillment of the core themes and deciding how current or new programs and services may further this goal and what planning and resources are necessary to do so.

Regarding the fulfillment of the outcomes and goals of the institution’s programs and services, faculty and department-, college-, and institution-level leaders rely on three regular assessment reports: (1) the “vital statistics” for degree-granting programs, (2) their annual student learning assessment reports, and (3) their self-studies required for the eight-year program review cycle.
The Strategic Plan’s core theme metrics and the larger “accreditation metrics” measure a wide range of outcomes reflective of the core themes, as well as the quality of the degrees that the institution offers. Using these institutional data to contextualize their own goals and metrics, degree-granting programs refine their assessment of their own progress in the areas of student learning, research, scholarship, and artistry, and engagement, as well as annual assessment of student learning reports discussed in 4.A.3. In concert with the mandatory program review, many academic departments elect to compose their own strategic plan for measuring success over this eight-year cycle of self-evaluation and external review.

**CORE THEME 1 • LEARNING**

- **Goal 1:** Provide high-quality undergraduate degree programs taught by a diverse, well-qualified faculty who continually improve the curriculum through assessment and innovation.

**Evaluation of Program Goals and Outcomes**

1) “Vital Statistics”

Each summer academic departments are provided with Program Review Vital Statistics from the Office of the Provost. These one-page reports provide convenient, accessible data especially relevant to Core Themes 1 (LEARNING) and 2 (DISCOVERY). The Vital Statistics reports are, in effect, disaggregated core theme reports tailored for each academic department, coupled with department- and program-specific data. They help departments anticipate potential areas of concern and spot trends over eight years in such areas as (1) number of majors or graduate students, SFTE, time-to-degree and retention rates under student data, (2) number of academic faculty by rank, administrative faculty, staff, and scholarly output under faculty data, and (3) research expenditures, external funding, and state operating budget under financial data. Working with the university’s Career Studio, the Assistant Vice Provost of Assessment and Accreditation hopes to incorporate data for key outcomes in these annual reports as well, including graduate and professional school and job placement.
2) Program Review

NSHE requires each existing program to undergo internal review at least once every 10 years (see BRH 4.14.5). Programs at The University of Nevada, Reno are reviewed more frequently, generally completed every eight years, and must submit a self-study written by faculty within the department and undergo a visit by at least two external peer reviewers. Professionally accredited programs are reviewed on the schedule maintained by their respective accrediting bodies, and the Office of the Provost ensures that the requirements for such accreditation complies with the expectations of program review (see Figure 4.A.2).

As described in the Program Review Manual, these mandatory reviews incorporate both quantitative and qualitative assessment of program effectiveness and mission fulfillment, student learning outcomes, the program’s relation to the institutional mission, and the quality and adequacy of resources (e.g., library materials, equipment, space, and non-academic services). It is, as described in the manual, a “critical analysis of department or program goals and performance.” The university is required to publish an annual report on the results of these program evaluations. A summary of that report is forwarded to the Chancellor’s Office and presented to the Academic and Student Affairs Committee, a committee of the Board of Regents, each year. The most recent reports are available in the reports section of the NSHE website.

To begin the process of self-study, departments draw from the annual Vital Statistics reports, as well as a larger set of data and metrics provided at a program review orientation held each August by the Office of the Provost. These metrics add to the Vital Statistics data pertaining to course enrollment by term, freshmen major cohort data (high school GPA and SAT and ACT scores), second- and third-year undergraduate retention rate, demographic information on graduate students, and demographic information on academic and administrative faculty. As with the Vital Statistics, this set of program-specific metrics helps departments quantitatively evaluate how they meet their own goals and outcomes and support the core themes of the institution.

The self-study produced by the department’s faculty incorporates this quantitative data, as well as qualitative data, in addressing five key components: (1) program history, mission, and administrative structure, (2) undergraduate courses and degree program(s), (3) graduate courses and degree program(s), (4) faculty, and (5) future plans.

The selection of the external team of reviewers is a joint effort overseen by the Executive Vice President and Provost, the Vice Provosts of Undergraduate and Graduate Education, the Vice President for Research and Innovation, the dean of the college or school, and the chair or director of the department. External reviewers are recognized authorities in their fields and file a report to this institutional oversight body addressing department/program strengths and weaknesses and strategies for improvement. After receiving this report, the oversight committee will collect responses from the dean and chair or director and hold a final meeting to prepare a summary of conclusions and recommendations from the program review process. Finally, this summary report is submitted to the Board of Regents.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Since the Year Three Self-Study, the University of Nevada, Reno has worked diligently to establish a holistic alignment of outcomes and learning outcomes among all of its academic units. As of spring 2016, all degree programs, certificate programs, and courses have learning outcomes published online: program and certificate SLOs are made available at the University of Nevada, Reno assessment site (and linked through the University General Catalog under each program), and course learning outcomes are published in the University General Catalog.

The institution continues to refine its assessment planning, so that data drawn from degree programs, the Silver Core Curriculum, and the many programs, services, and offices that support student learning are reviewed by and shared with appropriate constituencies and lead to positive change for the student body.

The Vice Provost of Undergraduate Education presents an institutional assessment report at the annual summer retreat for the university’s Academic Leadership Council (ALC). This presentation and its accompanying documents provide information to university leaders regarding: (1) the number of degree-granting programs submitting assessment of student learning reports during the previous academic year, (2) the types of curricular modification undertaken by departments as a result of such assessment, (3) the types of direct and indirect assessments of student learning conducted by departments, and (4) institutional trends in the knowledge and skills conveyed by degree program-level learning outcomes. Other topics relevant to assessment planning are discussed at the ALC summer retreat, and deans receive copies of the annual Vital Statistics reports for departments within their respective colleges, schools, and divisions.

Assessment of Student Learning at the University of Nevada, Reno

Fall 2015 saw a new phase in the assessment of student learning at The University of Nevada, Reno. Prior to this semester, direct and indirect measurements of student learning were by and large conducted independently within academic units. Many departments designed effective assessment plans for their undergraduate and graduate degree programs, but they did so largely to evaluate student learning and performance within their own, disciplinary perspectives. While these assessments led to some course and curricular revision, they did not always complement other efforts at the institution to evaluate student learning, and, as a result, it was difficult to analyze assessment data to identify historical trends in student learning across campus. Moreover, many programs conducted assessments with methods and tools that were not consistently reported to central administration, so that the institution and its colleges and divisions lacked comparable data with which to evaluate student learning across disciplines and programs.

As explained below, the alignment of student learning assessment for undergraduate programs and the Silver Core Curriculum, approved in fall 2015, will serve as the foundation for the University of Nevada, Reno learning outcomes-based assessment in fall 2016 onward. This new system of assessment coordination will operate on more normalized methods, collections of data, and analyses, so that administrative and academic faculty at the institutional, college/division, and department levels can all view complementary data regarding student learning and make informed curricular decisions.

The five-year schedule for this new assessment plan is discussed in greater detail below.
Outcomes-based Assessments at the University of Nevada, Reno (2013–Present)

I. Degree-Granting Programs and the Silver Core Curriculum

Planning and Design of Student Learning Outcomes

Following the Year Three Self-Study, the institution oversaw the development of learning outcomes for all courses included in the University General Catalog. To ensure the quality and measurability of these learning outcomes, the following workflow was implemented in fall 2014:

- an SLO Style Sheet, including guidelines for acceptable language for measurable learning outcomes and distinguishing SLOs from course objectives and goals, was approved by the University Courses and Curricula Committee and published online as a standard for faculty
- proposals for new courses and for new or pre-existing courses seeking to satisfy Silver Core Objectives are submitted through Curriculog, the institution’s online workflow software for proposing new programs and courses or revising current courses and curricula. All proposals must include learning outcomes and a plan for assessing them, which are vetted by the Assistant Vice Provost of Assessment and Accreditation, department and college curricular committees, and, in the case of courses satisfying Core Objectives, the relevant Core Objective committees
- inventories of active courses listed in the University General Catalog and that required SLOs were delivered to department faculty. Using these inventories, faculty drafted a set of learning outcomes for all courses taught in the department for publication in the General Catalog
- SLOs for degree programs and certificates, many of which had been submitted and published over the past 15 years, were reviewed in fall 2015 and spring 2016 by department faculty to ensure their alignment with new college or division goals and outcomes and course-level learning outcomes.

Student Learning Outcomes for all University of Nevada, Reno courses are made available for the public, as well as the campus community, in the University General Catalog.

Student Learning Outcomes for programs and certificates are published and made available to the public at the University of Nevada, Reno assessment site. A link to these learning outcomes is included under each degree program and certificate description in the University General Catalog as well.

A. Undergraduate programs

Since the early 2000s, all degree programs have measured program-level learning outcomes for annual reports submitted after each fall semester to the Office of the Provost. Over the last three years, however, the university has seen much revision in the expectations for assessment planning and reporting among degree programs.

Besides an increase in annual assessment reporting, the University of Nevada, Reno has sought to improve the validity of institutional-, program-, and course-level assessment data since the Year Three Self-Study. Along with an emphasis on the measurability of learning outcomes discussed above, the Office of the Provost has worked with academic units to hone their direct and indirect assessment methods. Historically, many units have relied too heavily on summative, indirect assessments (e.g., senior surveys) rather than formative, direct ones. In the 2013–14 academic year, only one college’s departments conducted direct and indirect assessments in equal measure (see Figure 4.A.3).

As described below, since the Year Three Self-Study the Office of the Provost has promoted a greater balance in direct and indirect and formative and summative assessments, as well as standardized assessment tools and methods across campus, including:
more guidance and training in assessment activities for faculty in academic departments through meetings and faculty workshops
more rubrics and other assessment tools available at the university assessment site to serve as a repository for faculty
a more finely tuned alignment across various levels of learning outcomes (college, degree program, Silver Core Curriculum)
the implementation of university-wide course evaluations for current students and surveys for graduating seniors and alumni.

**Aligned Assessments**

As of fall 2016, learning-outcomes-based assessment planning and reporting for undergraduate degrees will be aligned to the extent possible with the Silver Core Curriculum assessment reporting, given that the Silver Core is integrated in the major and informed by a regular review of course-level assessment data.

Beginning in the 2015-16 academic year, degree-granting units worked with the Assistant Vice Provost of Assessment and Accreditation to establish a three-point assessment plan for their undergraduate programs. To accomplish this, faculty identify introductory, mid-curricular, and senior-level courses for assessment, typically designating those courses that are required or at least recommended for the major. In the majority of degree programs, mid-curricular and senior-level courses are Core courses as well; the assessment of student learning in these courses thereby provides data for both the program-level learning outcomes and Core Curriculum Objectives.

This simultaneous assessment of major and Core learning outcomes is modeled on the Degree Qualifications Profile (DQP), and degree programs distinguish and assess discipline-specific knowledge and skills and broader intellectual skills (e.g., written and oral communication, critical thinking and use of information) reflective of general education competencies. When programs rely on engagement activities, appropriate assessments are also incorporated, so as to measure the impact of such activities on student learning. This impact is of particular interest to the university, as it continues to seek
Carnegie Community Engagement Classification and fulfill its Core Theme 3 (ENGAGEMENT) goals.

As this new system of assessment has been phased in, faculty in some departments have elected to mingle direct assessment of student work with pre- and post-surveys, administered either in a single required course for the major or when a student first declares the major and when the student files for graduation.

In this three-point plan, once assessment methods, courses, and a schedule are agreed upon, all data drawn from direct and indirect assessment activities are collected by the Office of the Provost for storage and analysis.

B. Graduate programs

Graduate programs likewise measure program-level learning outcomes for annual reports, due each spring, and specific assessments tailored to graduate-level assignments and projects (theses, dissertations, comprehensive examinations) are reported as explained below.

Like their counterparts in undergraduate programs, graduate faculty assessment coordinators are encouraged to plan their evaluation of student learning in predetermined ‘landmarks’ (that is, required courses and assignments) and to employ standardized rubrics for student performance on such major assignments as theses and dissertations.

Program Assessment Reporting

Figure 4.A.4 illustrates the submission of degree program assessment reports over the past several years. After spring 2011, the Office of University Assessment was closed and program-level assessment of student learning was temporarily suspended. After fall 2012, expectations for assessment were reinstated, and a clear increase in programs complying with assessment reporting is evident. The dip in submissions of assessment reports in 2014-15 may be explained by the high demands placed on faculty for the planning of the Silver Core Curriculum.

Since the Year Three Self-Study, the university has worked both to make the gathering of assessment data more manageable and to promote and publicize the benefits of measuring student learning. From 2002-2013 faculty submitted annual assessments reports to an online repository designed by the former Office of University Assessment. Owing to multiple problems with this outdated system, the site was closed in 2014, and since then assessment planning and reporting forms have been made available for downloading on the new assessment site and emailing to the Assistant Vice Provost of Assessment and Accreditation. Besides convenience, a key factor in this decision was the need to collect more information on assessment methods and concerns among degree-granting programs. Whereas the former site asked faculty only to report on student performance on a given program-level learning outcome, the forms in use since 2014-15 ask for the types of assignments required in the program (e.g., senior theses, performance, oral presentation, internship) and the types of assessment methods currently employed. This form is thus used as a diagnostic tool to ascertain the specific needs of a program and how assessment might be improved.

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25 Assessment of student learning reports are submitted by January each year and address assessments conducted during the previous academic year. In the figure below, then, no assessment reports were submitted for the 2011-2012 academic year, as the previous Office of University Assessment had been closed by the time these reports were required (January 2012).

26 Although many programs submitted assessment reports during the 2015-2016 academic year, the formal requirements for this year, issued by the Office of the Provost, were to compose student learning outcomes for all courses and to submit assessment plans for the aligned measurement of student learning in the program and in the Silver Core (following the five-year aligned assessment schedule approved by the Provost in December, 2015).
C. General Education Assessment

Silver Core Curriculum

The new Silver Core Curriculum will require faculty teaching courses that satisfy one or more of its 14 Core Objectives to submit regular reports on student learning. To standardize both the planning for this activity and the reporting on it, in 2014-15 the Core Assessment Committee published online guidelines and standards, as well as reporting forms for all parties involved and rubrics for assessing major assignments related to the Core Objectives (modeled on the AACU’s VALUE rubrics). Although these rubrics may be modified to reflect how a given Core Objective manifests within a particular major, all rubrics must be approved by the Assistant Vice Provost of Assessment and Accreditation and must include benchmarks on a four-point scale, as seen in the example for Core Objective 10 (Diversity & Equity) below:
## CORE OBJECTIVE 10: DIVERSITY AND EQUITY

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>2 (Developing)</th>
<th>Does Not</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of</strong></td>
<td>4 (Exemplary)</td>
<td>3 (Good)</td>
<td>2 (Developing)</td>
<td>1 (Inadequate)</td>
</tr>
<tr>
<td>issues in diversity</td>
<td>Demonstrates sophisticated understanding of personal, institutional, and ideological issues relevant to cultural difference as influenced by social identities over a range of issues, such as race, ethnicity, gender, social class, national origin, and other socially constructed differences.</td>
<td>Demonstrates adequate understanding of personal, institutional, and ideological issues relevant to cultural difference as influenced by social identities within a particular context, such as race, ethnicity, gender, social class, national origin, and other socially constructed differences.</td>
<td>Demonstrates partial understanding of an issue relevant to cultural difference but struggles to situate it within a particular context, such as race, ethnicity, gender, social class, national origin, and other socially constructed differences.</td>
<td>Able to use some terminology regarding cultural difference but does not demonstrate an understanding of issues relevant to it or situate it within a particular context, such as race, ethnicity, gender, social class, national origin, and other socially constructed differences.</td>
</tr>
<tr>
<td><strong>Awareness</strong></td>
<td>Articulates insights into own cultural rules, mores, and biases; shows awareness of how perceptions of cultural difference and societal fairness are informed by rules, mores, biases; able to recognize and respond to such perceptions.</td>
<td>Articulates perspectives about own cultural rules, mores, and biases and shows awareness of how perceptions of cultural difference and societal fairness are informed by rules, mores, biases.</td>
<td>Identifies own cultural rules, mores, and biases but has trouble articulating how perceptions of cultural difference and societal fairness are informed by rules, mores, biases.</td>
<td>Unaware of or unable to identify own cultural rules, mores, and biases or how perceptions of cultural difference and societal fairness are informed by rules, mores, biases.</td>
</tr>
<tr>
<td><strong>Application of</strong></td>
<td>Integrates, synthesizes, and applies knowledge of cultural difference and equity to a range of issues, such as the historical or contemporary experiences of particular groups of people; the origins and application of ideas about difference; theories of racial or gender oppression; and efforts to improve the living conditions or treatment of marginalized groups.</td>
<td>Integrates, synthesizes, and applies knowledge of cultural difference and equity to a central issue, such as the historical or contemporary experiences of particular groups of people; the origins and application of ideas about difference; theories of racial or gender oppression; and efforts to improve the living conditions or treatment of marginalized groups.</td>
<td>Struggles to integrate or apply knowledge of cultural difference or equity to a central issue, such as the historical or contemporary experiences of particular groups of people; the origins and application of ideas about difference; theories of racial or gender oppression; and efforts to improve the living conditions or treatment of marginalized groups.</td>
<td>Cannot apply knowledge of cultural difference or equity to a central issue, such as the historical or contemporary experiences of particular groups of people; the origins and application of ideas about difference; theories of racial or gender oppression; and efforts to improve the living conditions or treatment of marginalized groups.</td>
</tr>
</tbody>
</table>
Following these standards and using these forms, Core assessment reports will address with quantitative and qualitative data student performance on the relevant Core Objective(s), and after review by the Core Assessment Committee and appropriate Core Objective Committee(s), faculty will be required to submit annual follow-up reports to document any curricular or pedagogical modifications. Although assessment results will be compiled by the instructor of record, departments will be encouraged to submit all of their Core Objective reports together, particularly if the department relies on assessment of Core courses to inform its review of introductory, mid-curricular, and/or senior-level student learning within the major, as outlined above under “aligned assessment.” This ensures that program and Core assessment activities will be complementary activities, and throughout the cycle below the Assistant Vice Provost of Assessment and Accreditation will coordinate with both Core Curriculum and department representatives:

The university piloted in spring 2016 and fully implementing in fall 2016 the software Aqua by Taskstream to assist with the system of aligned, program, and Core assessment. This product allows for faculty to evaluate substantial student work (e.g., papers, designs, performances) using rubrics and criteria suggested by the Core Assessment Committee for a given Core Objective. The evaluated work and the rubrics’ scores assigned by the faculty will be made available to the Core Objective Committees, and the results will be shared with both the academic department offering the course and the Core Curriculum Board.

In spring 2016 the Provost and Executive Vice President accepted the Core Curriculum Board’s recommendation to implement aligned program and Core assessment on the five-year schedule shown in Table 4.A.1.
In sum, assessment of student learning for degree programs and the Silver Core Curriculum will be faculty-driven but guided by institution-wide standards for fulfilling the process of aligned assessment described above.

II. Institution-wide, summative assessments

The processes of indirect assessment of student learning similarly needed revision. Since the Year Three Self-Study, the University of Nevada, Reno has standardized key indirect assessments in order to collect institution-wide data.

A. Course Evaluations

Prior to fall 2014, academic units were allowed to determine the mode of delivery, content (i.e., questions posed to students), and analytical methods of student evaluations of faculty teaching and courses. Beginning with a pilot in fall 2014 and campus-wide implementation in spring 2015 of CollegeNet’s What Do You Think?, the University of Nevada, Reno now relies on evaluation software to disseminate to students an online course evaluation questionnaire, consisting of a universal, institutional-level set of questions for all University courses, a supplementary set of questions written by academic units for their own courses, and a set of questions distributed to students enrolled in Silver Core courses.

Many of the recommendations for the institution’s move to online course evaluations came from the Campus Affairs Committee (appointed by the Faculty Senate), which presented in spring 2014 their suggestions for such a transition, including the involvement of survey experts from the faculty ranks, providing a website to offer faculty guidelines for using the evaluation software, offering campus-wide incentives for encouraging student and faculty participation, and promoting the new evaluation system from the highest levels of university administration.
The new online system allows students to evaluate their courses and instructors by a common set of questions, including “how well did the syllabus and the instructor convey course expectations and learning outcomes?” and “how well did the course help you achieve these learning outcomes?” After evaluation reports are made available, faculty and department and college administrators can view the results in a single semester or multiple semesters by:

- anonymized, individual evaluation forms (quantitative and qualitative data)
- aggregate quantitative data by course, department, and university mean for each of the university-wide questions
- anonymized qualitative data.

Department, college, and university administrators can also view ‘rollup’ and comparative results by disaggregating quantitative data according to semester, college, department, course prefix, student level (undergraduate or graduate), course level (100 to 700), class size, and course type (e.g., lecture, lab, discussion section).

As discussed in 4.B.2, this course evaluation software represents another vehicle by which the institution can draw attention to learning outcomes-based education. Students, faculty, and administrators now all take into account the role of student learning when they reflect on the efficacy of courses and instruction.

B. Outcomes Survey

In 2015 the university launched an effort to collect nationally standardized, valid and comprehensive data about where students choose to work or continue their education after they graduate. This effort is led by the Nevada Career Studio. The Outcomes Survey, a Grad Leaders product, is a cost-effective tool that automates data collection and reporting, with survey results available in real-time. The survey aligns with outcomes reporting standards developed by the National Association of Colleges and Employers.

The Outcomes Survey is administered at four intervals – three weeks before graduation, and at three, six, and 12 months afterward – after a student graduates in May, August, or December. Graduates can update or change their survey answers at any time during the 12-month period.

Results from the first survey cycle were promising. At six months after graduation, the Class of May 2015 had achieved a response rate of 32.5%. This surpasses the response rates of previous surveys of graduates and alumni. Six months after graduating, 70% of responding graduates reported full-time employment or enrollment in further education. Respondents work in a wide variety of industries, with education, healthcare, engineering, and social services ranking at the top of the list. Of those respondents who are working full-time or part-time after graduation, 75% are employed in Nevada.

Outcomes data is meaningful to a number of stakeholders both on and off campus because it provides insight into the return on investment in a college education at the University of Nevada, Reno. This is information that matters not just to our graduates, but also to prospective and current students and their families. Career services professionals will study results of the outcomes survey in order to improve services for students as well as conduct more targeted outreach to employers. Academic faculty will look to outcomes data to help align curriculum and research with industry needs. Finally, graduation outcomes data will be used by the university, the Board of Regents, and state leadership to inform decision-making and plans for the university’s future.
III. Institution-wide, formative assessments

A. NevadaFIT

NevadaFIT is modeled after “BIOS,” a program that was established at Louisiana State University in 2005 to help freshmen biology majors successfully transition into college. It is referred to as a “boot camp,” because it provides an intense and transformative introduction to a college class environment and its demands on students. BIOS has been replicated at over 30 universities nationwide, but the University of Nevada, Reno is the first university to translate the academic boot camp to majors beyond the sciences.

Short for “freshman intensive transition,” NevadaFIT is a five-day academic program designed to increase success for incoming college students. The program offers a glimpse into the university’s rigorous academic expectations and college life prior to the start of the semester.

The primary goal of NevadaFIT is to help incoming freshmen successfully transition from high school to college. It provides a realistic orientation to the style, pace, intensity and rigor of college courses. After completing NevadaFIT, students are better prepared for their first semester of college by:

- getting a realistic exposure to a class that the student will take in the fall semester
- participating in lectures from the faculty who will actually teach the course in the fall semester
- getting a jump start on course content
- working closely with an undergraduate mentor in their majors
- taking actual exams and receive feedback on how to improve performance
- forming study groups (a “Pack”) that will be enrolled together in one or more courses in the fall semester
- learning about possible research and other experiential learning opportunities
- developing and honing critical skills necessary to be successful in college (e.g. time management, note taking, test taking, and understanding complex material)
- meeting faculty, staff and students in their majors.

During the NevadaFIT program, students are expected to demonstrate the following learning outcomes:

- review critical reading and study skills, note-taking skills, learning strategies, and available campus resources for success
- demonstrate awareness of strategies for managing college course load and how to manage time and prioritize tasks
- demonstrate familiarity with the university campus (where buildings are located, travel time, etc.)
- demonstrate familiarity with the university “classroom” setting, lecture and lab based learning, and exams
- work and study in groups with peers
- interact with university faculty, staff, and peer mentors
- demonstrate familiarity with using on-line course components, technology, and such resources such WebCampus.
The University of Nevada, Reno Strategic Plan has set a goal of 1,000 NevadaFIT participants by summer 2021. Table 4.B.2 shows the increase in student enrollment in the two years of the program thus far.

### TABLE 4.A.2: NEVADAFIT ENROLLMENTS

<table>
<thead>
<tr>
<th>Type of FIT</th>
<th>Academic Unit</th>
<th>2014 Enrollment</th>
<th>2015 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BizFIT</td>
<td>College of Business</td>
<td>62</td>
<td>61</td>
</tr>
<tr>
<td>BMB-FIT</td>
<td>CABNR</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>HealthFIT</td>
<td>Division of Health Sciences</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>FIT2Care</td>
<td>College of Education</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>E-FIT</td>
<td>College of Engineering</td>
<td>97</td>
<td>114</td>
</tr>
<tr>
<td>J-FIT</td>
<td>Reynolds School of Journalism</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>PsychFIT</td>
<td>College of Liberal Arts</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>ScienceFIT</td>
<td>College of Science</td>
<td>81</td>
<td>68</td>
</tr>
<tr>
<td>NevadaFIT Total</td>
<td></td>
<td>352</td>
<td>410</td>
</tr>
</tbody>
</table>

As this program is intended both to ease the transition into university life and thereby improve student performance during the first year at the university, NevadaFIT is one of the most ambitious initiatives on campus to positively impact student retention. Its assessment activities are discussed in the response to Standard 4.B.

### IV. Non-degree-granting programs

Programs and services that support student learning at the University of Nevada, Reno have continued to expand their quantitative and qualitative assessment efforts since the Year Three Self-Study. They maintain their own outcomes and learning outcomes, conduct their own assessments thereof, and report their findings to the Office of the Associate Dean of Students. Examples of assessment of student learning outside of degree programs include:

#### A. College Life 101

In spring 2014, this program – intended to improve retention and time-to-degree rates among low-income, first-generation college students – was revised with standardized student learning outcomes that were developed to give structure to the conversations between advisors and students. Previously, students informally met with a Center for Student Cultural Diversity advisor and discussed whatever issue(s) they were dealing with at that time. Although student–advisor meetings were tracked, there was no mechanism by which to determine what topics were discussed and with what frequency. Likewise, there was no formal documentation to record what the students learned in the meeting that might contribute to their persistence, progress, and graduation. In order to take a more proactive approach...

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27 In summer 2016, the College of Science required all incoming majors (including those in the interdisciplinary Neuroscience program) to participate in NevadaFIT, a decision that significantly increased expected enrollment in the program.
approach to advisement, learning outcomes were defined for each year of a student’s college experience (assuming a four-year graduation plan). The learning outcomes serve the purpose to make discussions more intentional, as well as to facilitate documentation of the impact of the College Life 101 program. Results of first- through fourth-year students’ ability to meet these outcomes were recorded by advisors through standardized assessment forms and continue to inform the program.

B. TRiO Programs

The university’s TRiO’s programs, Upward Bound, TRiO Scholars, and McNair Scholars, all of which are aimed at improving access to higher education for students from disadvantaged backgrounds (e.g., first-generation and low-income students, students with disabilities), are required to submit outcomes-based assessment reports in order to maintain federal funding and measure their impact. These outcomes include, for example, the number of high school participants continuing on to college (for Upward Bound) and the number of participants pursuing graduate studies and the number of graduate degrees attained by former participants (for McNair scholars).

The Future of Assessment at the University of Nevada, Reno

Although the assessment of student learning has unquestionably improved among the university’s academic units in recent years, much work remains to be done if the University is to realize a culture of assessment and measure student learning consistently and effectively and benefit from such efforts. As the university moves into its next accreditation cycle, it will oversee in fall 2016 the first semester of the five-year aligned assessment plan described above. In spring 2016, faculty whose departments are scheduled to participate in this first year of activity agreed on formal plans to measure student learning in the program and Core Curriculum in the fall.

Faculty will use pre-determined rubrics, based, as mentioned above, on the AAC&U VALUE rubrics and tailored to reflect the criteria by which students will be evaluated in the university’s majors and the Silver Core Curriculum. These rubrics will be entered into the software Aqua by Taskstream, and assessment of student artifacts will occur online.

As this new system of assessment relies on measuring student learning at three designated points in the curricula, as well as through Core courses, the university will be able to quantify value-added learning among its undergraduates in its Core Objectives.
4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

In the following response to this standard, attention will be given primarily to Core Theme 1 (LEARNING) and to the impacts of the assessment of student learning within the university’s academic and administrative units. Results of assessments of Core Themes 2 (DISCOVERY) and 3 (ENGAGEMENT) are cited here when relevant to student learning, but these results are discussed at length in the response to Standard 5.

CORE THEME 1 • LEARNING

Goal 1: Provide high-quality undergraduate degree programs taught by a diverse, well-qualified faculty who continually improve the curriculum through assessment and innovation.

Key Metrics for Student Learning

Student:faculty ratio and Classes with 19 or Fewer Students

In a period of unprecedented growth in undergraduate enrollment, the university is working both to sustain such growth and manage larger classes of incoming freshmen while ensuring a high quality of instruction. These challenges are also discussed in the response to Standard 5, but the Strategic Plan identifies these two key metrics by which to measure the university’s progress in managing enrollment (see Figures 4.B.1 and 4.B.2).

The Core Theme 1 Committee evaluates the university’s progress towards its 2016 goal of attaining the median percentage of classes with 19 or fewer students, a number based originally on its IPEDS peers (40.6%) but recently changed to reflect the Provost’s list of comparison universities (39%).

The latter goal is indicated by the blue, dotted horizontal line in Figure 4.B.3, while the solid red line indicates the university’s current percentage of classes with 19 or fewer students.

In funding a greater number of academic faculty positions to lower the student: faculty ratio, university administration is especially mindful of instructional demand and enrollment bottlenecks in critical courses and the necessity of adding new faculty and instructors to teach in Core Writing. As part of the CCID (“Composition and Communication in the Discipline”) initiative, the institution hopes to place an enrollment cap of 19 on its Core Writing sections.

28 Figure 4.B.3 excludes the 2020 goal of 25%, included inaccurately in the Institutional Strategic Plan, 2016-2021.
**Undergraduate Participation in Research**

Although this is a new metric based on student submissions for, e.g., the university’s general and honors research awards and competitions sponsored by the National Science Foundation and the National Institutes of Health, undergraduate research has long been a topic of concern for the Associated Students of the University of Nevada. In their Joint Vision 2017, the strategic planning document for the university’s undergraduate student body, the ASUN set as a goal, for example, the creation of an undergraduate research journal.

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29 Retention data from comparison universities were not wholly available as of May 2016.
First published in spring 2015 and edited by a team of University of Nevada, Reno students, the Nevada State Undergraduate Research Journal (NSURJ) is a peer-reviewed forum for undergraduates from across the NSHE system seeking to publish the findings of their interdisciplinary academic research.

Goal 2: Recruit a high-achieving, diverse student body and provide access and a clear path to graduation.

Key Metrics for Student Learning

Retention and Graduation Rates

Along with managing enrollment and ensuring the quality of instruction, the university is working to provide all students with a path to graduation. Retention and graduate rates are monitored, in particular, by the Recruitment, Retention, and Advising Council and regularly assessed by the Core Theme 1 Committee (see Figures 4.B.4, 4.B.5 and 4.B.6).

Other initiatives to improve the time-to-degree average for the university’s undergraduates include:

- the statewide program “30 to Complete,” which encourages full-time students to complete 30 credits per academic year
- the 2016 implementation of Student Success Collaborative (SSC), the analytical software by EAB aimed at identifying and resolving threats to student retention and timely progress to degree, in fall 2016. This software is intended to measure student data over 10 years and identify success markers for successful progress to degree completion (e.g., grades in critical courses, the semester in which such critical courses are taken). Students who miss thresholds on these success markers will be subject to required, interventional advising. As part of the SSC project there will be increasing standardization of academic advising procedures across colleges. This will include the required sharing of advisor notes from advising sessions in an online repository. The university is closely monitoring its student: advisor ratio to move toward the 2021 goal of 300:1. Each semester this ratio is evaluated for each college. As additional advising positions become available they are distributed to the colleges accordingly
- the Continuous Core Enrollment policy requires students to be continuously enrolled in Core Mathematics and Core Writing until those requirements are completed. In certain lower level math and writing courses a registration block prevents students from dropping required courses. A registration hold is placed on students to attend a required advising appointment if they are not compliant with the Continuous Core Enrollment policy.
- the requirement that all students who have not declared a major have a mandatory advising appointment to help them do so. A registration hold is placed on these students until they have completed this appointment
- the requirement, starting in fall 2016, that all students must have declared a major by the time they have accumulated 45 credits (down from 60 credits in the past). A registration hold is placed on undeclared students after accumulating 45 credits. Moreover, in fall 2016 the university will implement required “meta-majors” for undeclared students to provide a clear curricular pathway that is specific to the area in which they have the strongest interest.

In fact, the average student credit load has increased in the current accreditation cycle, owing to an aggressive advising initiative that conveys the expectation that students take an average of 30 credits per academic year. The university has tied institutional financial aid and work-study funds availability to course loads 15 credits or above and sponsored a publicity campaign to inform students of the benefits of staying enrolled in at least 15 credits (see Figure 4.B.7).
A truly innovative program at the University of Nevada, Reno is the Dean’s Future Scholars (DFS), an academic outreach program housed in the College of Education with the goal of increasing the numbers of low-income, first generation students graduating from high school, gaining access to higher education, and entering a career in the field of education. Each spring, DFS receives recommendations for approximately 80 low-income, first generation students in the sixth grade from 18 Title 1 schools throughout the school district. Once the teachers and counselors recommend students during their sixth grade year, the DFS program tracks and supports the students at their respective schools throughout their middle school, high school, and college careers creating a strong pipeline of students from historically underrepresented groups to the university.

Long-term mentoring during the school year and program opportunities on the University of Nevada, Reno campus during the summer are available at no cost to program participants each year, which includes free bus transportation, food, fieldtrips, summer tuition, and a paid internship. A unique attribute of the DFS program is that it empowers and utilizes University’s undergraduate students, known as “DFS mentors,” to implement and deliver all of the program services throughout the school year and summer. These positive role models provide a strong university presence in the school district and reflect the students that they serve as 86% of the mentors are DFS alumni, 95% are students of color, and 100% are first-generation college students. Each DFS mentor is assigned a caseload of 20-25 students to mentor at the school sites throughout the school district and the mentors stay with the same group of students as long as possible (one-four years). The one-on-one mentoring or small group mentoring occurs at least twice a month at the school sites and free academic tutoring is available at any time. Strong relationship building and exposure to college life is at the core of everything and since the program makes a minimum six-year commitment to each student, the summer programs are designed to meet their varying developmental and academic needs:

- 7th and 8th grade students receive basic enrichment and recreation in the areas of STEM, art, culture, wellness, and college life
- 9th and 10th grade students take a rigorous summer math course, such as Algebra I, Geometry, or Algebra II, for course advancement or remediation. Math classes are taught by school district teachers on the university campus and the students complete one year of math in six weeks
- the 11th and 12th grade students are offered a dual credit course where credits are applied to both high school graduation requirements and college graduation requirements
- the graduating seniors take two free college classes (six credits) and get paid to work at a summer internship on the University of Nevada, Reno campus.

Once students matriculate at the University, they continue to receive mentoring and have access to DFS scholarships and employment opportunities. In addition, DFS has an open door policy where alumni can access guidance and support long after high school or college graduation and receive help entering the workforce. Very few outreach programs comprehensively address the needs of students at each developmental level, but this long-term approach fosters the “family” feel (including weekly social media updates), which is the secret to the program’s longitudinal success. 155 DFS students are currently enrolled at the University, and there are 55 UNR DFS alumni, including seven who earned a master’s degree, five pursuing a master’s degree, and two pursuing a doctorate.
Quality of Incoming Freshmen

As overall enrollment increases, the university is seeking to increase as well the number of highly qualified incoming freshmen. The Strategic Plan identified ACT scores as an easily accessible metric of student quality (beginning with spring 2016 freshmen, Nevada students will have all been given the ACT exam at no cost), and the Recruitment, Retention, and Advising Council oversees the active recruitment of high-achieving students.

**FIGURE 4.B.5: UNDERGRADUATE GRADUATION RATES: 4-YEAR**

**FIGURE 4.B.6: UNDERGRADUATE GRADUATION RATES: 6-YEAR**
Goal 3: Provide high-quality graduate programs taught by research-active faculty.

Fostering active graduate programs and supporting graduate student research and teaching is a priority of the institution. Graduate enrollment, however, has declined in the current accreditation cycle, even while undergraduate enrollment soars and the university seeks to bolster its reputation as a research institution. The university’s assessment of graduate enrollment and recruitment and the overall state of graduate education is discussed at length in Standard 5, as is faculty recruitment and retention in key disciplines.
The Nevada Career Studio opened in 2013, marking a period of growth and restored hope for the university after the difficult years that followed the recession. Between 2009 and 2013 the university functioned without a career center, after budget cuts led to elimination of the Career Development office in 2009. The Nevada Career Studio centralizes career services for students in Agriculture, Health, Liberal Arts, and Science, complementing the efforts of career offices that serve Business, Education, Engineering, Journalism, and the Mackay School of Earth Sciences and Engineering.

The Career Studio supports students in all majors as they learn critical professional skills and work toward career goals. The “studio” concept emphasizes empowering students with tools and strategies so they can navigate their careers with clarity and confidence. Unlike in traditional career offices, students can drop in to the Studio anytime to work with a peer advisor, rather than waiting for an appointment with a professional counselor. Undergraduate and graduate Career Mentors receive intensive training to learn how to coach their peers through writing a resume, securing a job or internship, applying to graduate school, interviewing with ease, and other career skills. The physical studio features independent and collaborative work stations as well as multimedia spaces for bringing together students and employers. The Career Studio handles about 2,000 drop-in visits annually.

In addition to drop-in advising, the Career Studio offers programs and events year-round to help students develop professional experience, network with employers, and otherwise prepare for their next step after college. These include nearly 100 workshops annually, many developed in partnership with academic faculty. Hundreds of employers come to campus each year to participate in biannual job expos and weekly recruiting events. More than 1,200 students attended the most recent job expo. Employers post thousands of job and internship opportunities on a job board exclusively for University of Nevada, Reno students.

Engagement with the business community extends beyond recruiting and networking opportunities that connect employers with students. In 2014 the Career Studio and the Associated Students of the University of Nevada (ASUN) jointly launched the Pack Internship Grant Program, providing grants to Reno-area businesses, non-profits, startups and public agencies to create high quality, paid internships for University of Nevada, Reno students. For its second year, the Pack Internship Grant Program has partnered with 35 Reno-area employers on 52 internships. A $65,000 grant through ASUN funds the internships, and four organizations matched their grants to fund eight internships independently. The Career Studio staff, including a student Career Mentor, traveled to New Orleans in 2015 to present the Pack Internship Grant Program at the annual meeting of the National Association of Personnel Administrators (NASPA).

University of Nevada, Reno graduates go on to successful careers as leaders, innovators and change-makers in Nevada and around the world. A growing number of alumni have distinguished themselves in business, science, engineering, medicine, arts, politics, education, social service, mining and technology. The Nevada Career Studio newly leads the university’s effort to collect data about where University of Nevada, Reno alumni choose to work or study after they graduate. The Outcomes Survey launched in 2015 with a survey distributed to all May 2015 graduates. The response rate was 32.5% as of six months after graduation. At that point, 70% of May graduates had secured full-time employment or had enrolled in further education.

The Nevada Career Studio is committed to providing outcomes-driven career education and professional opportunities, preparing students for careers in an increasingly global, technological, and connected economy.
Goal 4: Offer a broad array of choices for instructional format, location, and schedule, including study-abroad opportunities.

The university continues to promote and offer additional instructional formats. In spring 2015 it offered paid faculty fellowships for training and resources to develop online versions of existing course offerings that were first offered in spring 2016.

The university also included two team-based active learning classrooms in the new Pennington Center for Student Achievement. These classrooms were designed according to the specifications of a committee of faculty experienced in flipped classroom instruction and group active learning. The rooms include 360-degree whiteboards, projection on all walls, and workgroup seating.

A scheduling policy that requires courses to be taught at off-peak times including early morning, evening, and weekend offerings.

Finally, the university has begun investigating new wholly online degree programs in disciplines where online learning is deemed appropriate. Until recently, such offerings were restricted to professional graduate programs, such as the existing Executive MBA program that has been nationally recognized. In fall 2016, the university will launch an online Master of Social Work program, and its initial class size already exceeds projections.

CORE THEME 3 • ENGAGEMENT

Center for Student Engagement

In collaboration with the Associated Students of the University of Nevada (ASUN), this center provides learning opportunities to the university’s students through involvement with campus and community events. As the Center’s mission statement articulates, such opportunities aim to “foster the development of student’s civic responsibility, responsible citizenship, leadership and personal growth.”

When sponsoring campus and community events, the Center distributes surveys for assessing the motivation for students to participate and the impact of the event on these students. In spring 2015, for example, approximately 75 students participating in monthly volunteer activities were asked about motivation, prior experience, and impact of volunteering.

On a scale of 6 (Extremely important) to 1 (Not at all important), students ranked the reasons behind their motivation for civic engagement and volunteering as follows:

- “I feel it is important to help others” (5.61)
- “Volunteering lets me learn through direct, hands-on experience” (5.38)
- “Volunteering makes me feel better about myself” (5.25)
- “People I know share an interest in community service” (4.89)
- “Volunteering is a good escape from my own troubles” (4.62)
- “Volunteering can help me get my foot in the door at a place where I would like to work” (4.45).

On a scale of 6 (Strongly agree) to 1 (Strongly disagree), they ranked the perceived effects of civic engagement and volunteering as follows:

- “I am more confident that I can contribute to improving life in my community” (5.06)
- “I know more about opportunities to get involved in my community” (4.86)
• “I better understand who I am, which now includes a sincere desire to serve others” (4.86)
• “I have gained more knowledge to plan or help implement initiatives that improve my community” (4.74)
• “I better understand how organizations work to improve societal issues” (4.69)
• “I am more aware of community issues that need to be addressed” (4.66).

**Service-Learning and Civic Engagement**

In fall 2011, the university became an institutional member of Campus Compact and formed the Service-Learning Council, composed of faculty, staff and community partners, for the purpose of exploring and sharing best practices and promoting service learning on campus. Through the efforts of the Council and in close partnership with the Office of the Provost, the Office of Service-Learning and Civic Engagement was established in fiscal year 2013. In addition, through the efforts of the Council and a federal grant from the Corporation for National and Community Service, the university served as a host site for an AmeriCorp VISTA member tasked with assisting the university to improve service learning opportunities. As a result of the efforts of Council members and the VISTA volunteer, the University of Nevada, Reno implemented a comprehensive evaluation process for designating service learning and community-based learning courses.

Prior to the establishment of the Office of Service-Learning, the process for designating service learning courses (SL courses) was decentralized and self-identified by the faculty member teaching the course. Now, however, the university has formalized curricular service learning and engagement. The standard components for designation of service learning courses include (1) meaningful and relevant engagement for the course and community, (2) addressing a community need, (3) integration of service learning into the course syllabus, (4) incorporation of reflection in the classroom, and (5) stated student learning outcomes for the engagement experience.

The process for identifying service learning courses involves the faculty member submitting an SL Course Designation Form, the course syllabus, and the instructor’s description of the mechanisms for addressing the service learning criteria (listed above) to the Faculty Service-Learning Council. Council members review the application and approve or reject designation for service learning.

The result of a three-phase survey conducted in fall 2015 illustrates the impact of service-learning on students’ civic engagement. In these qualitative surveys students were asked, respectively:

- in 50-100 words, please share in the space provided what you expect to gain from your service-learning experience this semester
- in 200 to 350 words, please share how you feel your service-learning experience mid-semester is: 1) impacting you as an individual, 2) benefitting the community, and 3) how the experience is adding to your academic learning
- in 250 to 300 words, please share what you have gained (either expected or unexpected) from your service-learning experience this semester.

Analysis of the responses (pre-survey N=157, mid-survey N=42, post-survey=82) yielded the following common responses:

In the perception phase (pre-survey) students expected their service-learning courses would impact their personal and professional growth the most, yet in the assessment (mid-survey) and impact (post-survey) phases, these indexes became less significant. Interestingly, community awareness was indicated
as the highest priority in students’ final assessments, while an appreciation for volunteer work and service-learning and a desire to continue community volunteer work were rated as more impactful than individual gains, whether personal or academic.

**Goal 5: Work with school districts to improve college readiness of high-school graduates.**

Besides the continuing success of the Dean’s Future Scholars program described above, the University of Nevada, Reno has recently begun to meet another of its Goal 5 initiatives by approving several secondary education training degrees under the aegis of NevadaTeach. This program allows students to complete their STEM major while simultaneously gaining certification to teach the STEM subjects in Nevada middle and high schools. Currently degrees are approved in Biology, Chemistry, Mathematics, and Physics, and one in Agricultural Sciences is pending.

Of impact to Washoe County, the county in which the university resides, the university’s President, the President of Truckee Meadows Community College, and the Superintendent of the Washoe County School District meet regularly to identify and monitor improvements in the pathway from high school into higher education. To this end, the university also has representatives on the Education Alliance of Washoe County, and Alliance members serve on university committees in turn to keep informed about issues relevant to P-16 in Northern Nevada.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

1. Degree-granting programs and the Silver Core Curriculum

Since the Year Three Self-Study, faculty representatives from the University of Nevada, Reno’s academic departments have used assessment results to inform curricular revisions, as well as changes to specific courses and assignments. Figures 4.12 and 4.13 below represent the types of degree program
The Silver Core Curriculum, to be implemented in 2016-17, will foster a variety of engagement learning activities to satisfy its Core Objective 14 (Application). Courses from around campus have been approved for this objective, which requires regular assessment of student learning.

In ABNR/SCI 415 (Science Partners: Theory, Practice, Learning), students will work in close partnership with experienced elementary school teachers to develop and deliver hands-on, inquiry-based science lessons to classrooms of up to 30 children and apply their university science background to create relevant experiences for elementary students that will support the Next Generation Science and Common Core Math standards.

COM 405 (Intercollegiate Debate and Forensics) offers students a structured experience of utilizing research skills and public speaking skills applied to competitive debate. They compete against students from other universities in policy or Lincoln-Douglas debate events and apply their knowledge of public speaking and competitive debate through working with high school debate programs as both coaches and judges.

In EDUC/ENGR/SCI 435 (STEM Education Outreach Experience) science students volunteer at secondary schools both to reflect on how they became interested in STEM subjects and how best to convey that interest and understanding to other students.

NRES 498 (Rangeland Restoration Ecology) students will engage in a group rangeland restoration and management planning project of practical significance. During an extended field trip to the project location, students will interface with public land managers and the livestock permittee on the current resource issues of concern on their project area, and knowledge gained from interaction with the professionals, along with assessments and data gathered, will be utilized to develop a comprehensive restoration and management plan with a 10-year planning horizon.

NUTR 471 (Applied Community Nutrition) students are matched with community agencies throughout Northern Nevada that serve to enhance the nutritional health of vulnerable populations for the purpose of completing a service learning experience. To benefit the community, students invest 25 hours of service during which they apply their knowledge of nutrition to the development, delivery, and/or evaluation of services and programs.

In SPA 421 (Communication Problems of the Aged), students will choose a community agency that focuses on the elderly and will participate in 20 hours of service learning, integrating course content with community interactions with the elderly.

Through community-based learning in SPAN 400 (Practicum in Spanish in the Community), students are introduced to Spanish-speaking communities in order to focus on issues of interest to the local Hispanic community and develop oral proficiency via civic engagement.
modifications informed by assessment activities (see Figures 4.B.9 and 4.B.10).

With the fall 2016 implementation of three-point assessment plans for undergraduate programs, aligned degree program and Silver Core Curriculum assessments, and the assessments of discipline-specific knowledge and skills versus broader intellectual skills, stakeholders throughout the institution will begin to measure student learning in a more standardized manner.

Since the renewal of assessment in 2013, after the closing of the Office of University Assessment, degree programs across the university’s colleges and divisions have implemented curricular and programmatic changes, based on measurements of student learning. Annual assessment reports from degree-granting programs are stored in a Sharepoint library, accessible by single sign-on NetID and

![FIGURE 4.B.9: 2013-14 SUBSTANTIVE PROGRAM MODIFICATION](125 programs reporting)

- Individual Courses: 49%
- Curriculum (including Knowledge and Skills Imparted to Students): 29%
- Assessment Methods: 8%
- Thesis/Dissertation Guidelines: 5%
- Other (e.g., Advising, Admissions Criteria): 3%
- None Articulated: 6%

![FIGURE 4.B.10: 2014-15 SUBSTANTIVE PROGRAM MODIFICATION](78 programs reporting)

- Individual Courses: 64%
- Curriculum (including Knowledge and Skills Imparted to Students): 27%
- Assessment Methods: 9%
- Thesis/Dissertation Guidelines: 7%
- Other (e.g., Advising, Admissions Criteria): 6%
- None Articulated: 1%
password to faculty and administrators via the university assessment site. Examples of program and curricular modifications from recent assessments of student learning include:

*Agriculture, Biotechnology, & Natural Resources (CABNR)*

In Biochemistry & Molecular Biology, following exit interviews with their graduates, the Biochemistry master’s program directed faculty teaching assignments and new hiring to resolving two student concerns: a broader offering of graduate courses and regular courses devoted to grant writing.

**Business**

Direct assessment of graduate student performance on examinations in specific courses and on comprehensive examinations in Economics revealed that students needed improvement on quantitative analysis and critical thinking. To encourage this improvement, the department made a math camp mandatory for master’s students and taught by high-achieving doctoral students. Additional courses stressing quantitative analysis and critical thinking have also been added to the curriculum.

**Engineering**

After considering how to bolster students’ confidence in presenting their research in public fora, the Electrical and Biomedical Engineering department made a three-credit seminar, EE 790, required for their master’s and doctoral students. In this course, students present their own research work, review published research in the field, and hone their ability to write high quality research papers.

Owing to perceived weaknesses in some students’ foundational skills (e.g., ability to apply mathematics and problem-solving skills to engineering issues), Civil and Environmental Engineering implemented a new, mandatory course for its first-year students, CEE 110 (Civil Engineering in a Sustainable Society), to complement the similarly mandatory ENGR 100 (Introduction to Engineering Design).

**Liberal Arts**

In an effort to increase student exposure to its learning outcomes (demonstrating competence in the area of specialization and an awareness of one’s own works in the contexts of art history, theory, and practice, and developing professional materials), the MFA program in Art added to its curriculum courses in professional development, critique, and art history.

Following an assessment of students’ written communication skills, Communication Studies added COM 212, a writing-based research course, as a mandatory pre-requisite for all upper-level courses in the major. Faculty then conducted further assessments to measure the efficacy of this new prerequisite and found quantifiable improvements in students’ writing style, appropriate use of grammar, use of punctuation, APA citation proficiency, and use of argument. Moreover, Communication Studies has embraced the university’s mission to serve the Nevada community by incorporating experiential and service learning into its courses and relating student learning in the discipline to real world issues.

In World Languages and Literatures, faculty in French found that students who had not participated in the study abroad program tended not to be writing and speaking at the expected proficiency level. Asserting that “students have a much better success rate if they receive a solid foundation in grammar and composition before departing for study abroad,” the faculty underscored grammar and composition through textbook changes (adopting a daily online workbook) and curricular revisions in its 200- and 300-level courses intended to mimic aspects of the immersion experience.

Faculty in Spanish likewise found that study abroad experiences and sustained oral practice enabled
their majors to achieve expected fluency levels. To promote further Spanish-speaking opportunities for their majors in real-world situations, they have implemented SPAN 316 (Business Spanish) and are working to develop a series of “Spanish for the Professions” courses.

Theatre & Dance found that too many of its students were graduating without practical experience in theatre production and subsequently revised their curriculum, so that all majors must work backstage on two productions and work in the costume and scene shops during two semesters apiece. As the department assessment coordinator notes, “this single change has begun to provide a more structured set of pedagogical experiences for our students, reduces administrative oversight in the department, and aligns our program with national standards in theatre practicum work.” Students’ lack of exposure to physical engagement in the Theatre curriculum also informed a faculty hire in the area.

A year later, the Theatre & Dance department finished a curricular and learning outcomes review that led to the creation of three emphases within the B.A. (Performance, Design Technology, and Directing, Management, and Criticism) and several new courses to enhance student learning opportunities in the major.

Science

In order both to broaden their majors’ disciplinary knowledge and to help them navigate the time-to-degree, the Chemistry department used assessment results to justify expanding undergraduate course offerings and dividing its introductory and lab course into separate courses to increase scheduling flexibility.

In Physics, a Learning Assistant Program was initiated in Spring 2015, modeled on that at the University of Colorado, Boulder. One section of PHYS 180 was enhanced with eight Learning Assistants (six undergraduates, one graduate student, and one faculty member). Each week on Friday, the class was split into eight subsections of 15-20 students, each with a Learning Assistant. Students worked on problems together in small groups, with guidance from the Learning Assistant. Another section of PHYS 180 was taught in the usual way, to serve as a control for a comparative study that formed the basis of a Physics student’s Senior Thesis. Retention of students in the major was higher in the Learning-Assistant-enhanced section.

Graduate Interdisciplinary Programs

After exit interviews revealed graduates’ concerns with the lack of professional development opportunities and opportunities for practicing their presentational skills, the Cellular and Molecular Biology doctoral program implemented a “Chalk Talk” series, in which students present their research.

Core Curriculum

The Core Humanities department, which offers nine required credits’ worth of interdisciplinary study in the tradition of the Great Books program, piloted a rubrics-based assessment plan for its first in the series of three required courses. Faculty teaching CH 201: Ancient and Medieval Cultures, assessed papers of 173 students, using standardized rubrics by which to measure student performance on the following outcomes:

- **SLO 1.** Express ideas clearly and persuasively both orally and in writing, using relevant evidence to support their arguments
- **SLO 2.** Read, interpret, and analyze primary source texts with attention to content, historical and cultural context, genre, and language
• **SLO 3.** Analyze authors’ arguments by identifying perspectives, assumptions, strategies, and omissions.

The participating faculty divided students into those who had completed 80% of their required assignments for the course and those who failed to reach that percentage. While students in the first group scored slightly higher on the rubric than those in the second group, the results were dramatically different in the continuation of the pilot in spring 2015. In the second course, CH 202: The Modern World, students who did not complete at least 80% of their required work scored an “unacceptable” (the lowest rating on the rubric) on their written work more than five times more frequently than did those students who completed at least 80% of their required work. Similar trends were apparent among students assessed in the third course, CH 203: The American Experience, during the fall 2015.

Reflecting on these results, the Core Humanities assessment committee decided to pilot two curricular revisions: (1) to lessen the number of texts assigned in courses by assigning the entirety of certain key texts in place of excerpts from a wide variety of sources, so as to focus on honing skills in analytical and close reading and writing and (2) based upon students’ course evaluations, to broaden the scope of CH 202 to include more material directly relevant to the New World and less European-centric. These revisions will be assessed during 2016-17.

**II. Institution-wide summative assessments**

*Course Evaluations*

Beginning in spring 2015, the university administered student evaluations of courses and instruction through a new software, *CollegeNet’s What Do You Think?*. After several months of seeking input from faculty to design the university-wide evaluation form for lectures, labs, and discussion sections (individual academic units can also submit their own sets of questions for inclusion in the evaluation form), the Office of the Provost contacted approximately 200 individual faculty members for feedback on improving the process after the spring evaluation session. These faculty had attained a student response rate of 85% or higher in their classes – the target response rate set for university as a whole – and presented several ideas for improving both the student and faculty user experience.

In the evaluations themselves, students are asked about course expectations and learning outcomes in the following areas and are provided with open-ended questions regarding the course and instruction therein. Regarding learning outcomes, students are asked to rate the following on a scale of 0 (Unsatisfactory) to 4 (Exceptional):

**• Lectures:**

1. How well did the syllabus and the instructor convey course expectations and learning outcomes?
2. How well did the course help you achieve these learning outcomes?

**• Discussion Sections:**

1. How well did the syllabus and the teaching assistant convey course expectations and learning outcomes?
2. How well did the discussion section help you achieve these learning outcomes?

**• Labs:**

1. How well did the syllabus and the teaching assistant (or lab faculty) convey course expectations and learning outcomes?
2. How well did the lab help you achieve these learning outcomes?  
The results for these six questions are shown in Figures 4.B.11 and 4.B.12 below.  

Chairs and directors in academic units are now able to gather and analyze consistently collected data from these questions for their instructional faculty, and individual faculty members are able to compile permanent and easily accessible student feedback for their teaching portfolios.  

The Office of the Provost uses the system in turn to monitor aggregate student responses on the questions relevant to student learning outcomes (SLOs). As the university continues to oversee a transition into explicitly outcomes-based curricula, in which SLOs for courses and programs are published in the University General Catalog for prospective students and on syllabi for current students, it is imperative that student awareness of and satisfaction with these outcomes is measured.  

Judging by the results of the first two campus-wide cohorts of course evaluations (spring and fall 2015), students feel quite confident in their courses’ promotion and delivery of learning outcomes. It should be noted that since a limited number of courses had SLOs published in the catalog prior to fall 2016 – and students are given the option of answering “not applicable” (N/A) if the instructor does not provide SLOs – students are either responding to the learning outcomes on syllabi or confusing course objectives for learning outcomes. Fall 2016 will mark the first semester in which all University of Nevada, Reno courses have published SLOs in both the catalog and on syllabi, and student awareness of the important role of learning outcomes in a course should increase. The responses to the second question, that which asks how effectively the course helped the student achieve the learning outcomes, will be monitored closely (see Figures 4.B.11 and 4.B.12).  

In fall 2015, evaluations for courses approved for the upcoming Silver Core included for the first time questions relevant to a Core Objective. In this pilot group, students enrolled in courses satisfying Core Objective 13 were asked about this learning outcome and responded as shown in Table 4.B.1.  

| TABLE 4.B.1: STUDENT EVALUATIONS OF CORE OBJECTIVE 13 (INTEGRATION & SYNTHESIS) |
|---------------------------------------------|-----------------|--------|
| **Question** | **Responses** | **Mean Response** |
| This Capstone course satisfies Core Objective 13 (Integration & Synthesis). How well did the syllabus and the instructor convey this objective: Students will be able to integrate and synthesize Core Curriculum knowledge, enabling them to analyze open-ended problems or complex issues? | 1,776 | 3.06 |
| How well did the course help you achieve this specific Core Objective? | 1,777 | 3.02 |

When the Silver Core is fully implemented in 2016-17, all evaluations for courses satisfying its Core Objectives will include these outcomes-based questions.
FIGURE 4.B.11: SPRING 2015: HOW STUDENTS EVALUATE AWARENESS AND EFFICACY OF SLOS

FIGURE 4.B.12: FALL 2015: HOW STUDENTS EVALUATE AWARENESS AND EFFICACY OF SLOS
III. Institution-wide formative assessments

_NevadaFIT_

Eight distinct camps were implemented during 2014 NevadaFIT: Biz-FIT (College of Business), CABNR-FIT (College of Agriculture, Biotechnology and Natural Resources), E-FIT (College of Engineering), FIT4Learning (College of Education), Health-FIT (Division of Health Sciences), Psych-FIT (Department of Psychology, College of Liberal Arts), and Science-FIT (College of Science). Each camp was designed by a team, generally consisting of academic and administrative faculty who work extensively with freshman students, primarily in teaching and/or advising roles. As a result, teams were very familiar with the needs of incoming freshmen. The deans of most of the participating colleges assumed roles in the overarching designs of the camps and were involved in promotion and recruitment. Most of the coordinators described their camps as priority, college-wide efforts.

Although each camp was unique and reflected the needs specific to their college freshmen, the design of the camps tended to follow two distinct approaches. Two camps, well described as “academic bootcamps,” were designed to rapidly immerse students into the academic realities of the university and the majors that the students had declared. The other camps were designed to bring the students into the learning process by exposing them to what they could anticipate during their university educational journey. Many of these included a culminating project typical of the majors associated with the camp. All camps provided guidance about the ‘ins and outs’ of university life, connection with faculty and other students, and familiarity with university resources.

Surveys are administered to all participating students at the end of NevadaFIT. In 2014, hard copy surveys were administered, while in 2015, surveys were administered via the software used for course evaluations. Besides questions on their motivation for participating in the program and which learning activities they found most effective, students are asked to rate the impact of the key components of NevadaFIT. The results are shown in Figure 4.B.13.

In addition to the surveys, academic progress was captured at the end of the fall 2014 semester for all NevadaFIT students. Data included high school GPAs, ACT/SAT scores, and end of fall semester GPAs.
A longitudinal comparative case study of the eight NevadaFIT camps, including interviews with the coordinators of each camp, is also used to assess the efficacy of the program. This information is combined with the student exit surveys and academic data. These reports are shared with faculty coordinators from the participating colleges, as well as the Provost, to reflect on the success of the individual FITs and consider modifications for the future.

During the 2015 NevadaFIT, three notable changes were implemented as a result of this assessment of 2014:

1. As noted above, two distinct pedagogical approaches to the camps were identified, one based on solely addressing the academic challenges of university life and another that treated the camps as an extension of freshman orientation. Because of this finding, camp coordinators for 2015 were tasked with having all camps engage in and provide a more rigorous and academically challenging experience for students.

2. Owing to the concern over freshmen failing or withdrawing from their first college math class, a math component was made available to all camps. Coordinators for some camps elected to replace some of their core courses with preparatory courses in math, while others added a math component to their existing schedule. Some camp coordinators opted not to include math.

3. The names and agendas of two of the camps changed. Assessing the 2014 camp, the CABNR-FIT design team recognized the need to narrow its focus to better serve the laboratory-intensive majors associated with their college and steer the camp away from the natural resources majors, which tend to be grounded in field study. To reflect this modification, the name was changed to BMB-FIT (Biochemistry and Molecular Biology). To increase the number of participating students, the College of Education design team included pre-nursing students in 2015 and changed their name from FIT4Learning to FIT2Care.
SPOTLIGHT ON STUDENT LEARNING: UNIVERSITY LIBRARIES

The University of Nevada, Reno Libraries and Teaching & Learning Technology (TLT) regularly conduct assessments of the impact of library and information services on student learning. Since the Year Three Self-Study, three significant studies have informed the changing role that Libraries and TLT play in supporting LEARNING, as well as DISCOVERY, for the University of Nevada, Reno community.

In spring 2014, the Libraries conducted a campus-wide survey of faculty, graduate students, and undergraduate students, and all three user groups listed “access to online resources from off-campus” as their highest priority. In response to this feedback, the Libraries redesigned the library website with improved search functionality, easier access to subject and course guides, new access portals for databases and journals, and more effective ways to get library assistance at point-of-need through chat service and a sidebar helper window for online content. They introduced a new system for authentication from off-campus, “EZproxy,” which is more reliable, secure, and consistent with other campus login pages. They provided improved access to e-books and streaming video resources and better integration of library resources into WebCampus. They also provided improved search tools, including OneSearch, which allows for easier and more efficient searching across a range of library databases and materials, and a manuscripts and archives search tool, which provides improved discovery of information located in Special Collections.

Second, a 2014-15 assessment of how students use the Knowledge Center (MIKC) and DeLaMare Library as group study spaces was conducted in response to the increasing number of group projects in the university’s curricula, particularly in the STEM fields. The assessment found that three in four patrons of these libraries are engaged in academic work and that the majority of students had been assigned at least one group project in the current semester. Besides time spent on group projects, many University of Nevada, Reno students prefer to work in proximity to others in the libraries or to form their own voluntary study groups.

Even when studying individually, students reported that they preferred a social setting, in which they could seek assistance from those around them or motivate each other to learn. As a result of this assessment, the Libraries rearranged floor space in summer 2015 so as to create more group study space; moreover, the Libraries now feature increased access to group cubicles and whiteboards, better furniture and technologies that support group work, and touchscreen tablets outside of each study room for greater ease of reserving these spaces.

In 2013-14, the MIKC undertook a joint assessment with the Core Writing program in order to measure the use of the library, research skills, and integration of source material in research papers among students enrolled in English 102. This study drew on the strengths (particularly in Rhetorical Purpose) and weaknesses perceived in Core Writing students from a comprehensive assessment undertaken in 2005-2006. While students in all English 102 sections in 2013-14 received a pre- and post-survey on their use of and comfort with library research resources and techniques, a control group of sections continued with their normal, required research work in the library, while a treatment group received hands-on training in the “Burkean Parlor” metaphor of associating rhetorical skills with research skills. Indirect and direct assessments from these treatment groups suggest that students possessed greater familiarity with library search tools and techniques and were somewhat better able to make use of sources in their writing, but further instruction is necessary. Research argumentation is an advanced skill demanded of University of Nevada, Reno undergraduates, but in order to see greater, more widespread improvement, the Core Writing-MIKC assessment suggests that this skill be reinforced throughout the university’s Core Curriculum. As such, this joint assessment will be especially valuable for future assessment of the Silver Core Curriculum and the Composition and Communication in the Disciplines initiative.
STANDARD 5

MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24

24. SCALE AND SUSTAINABILITY: The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

The university relies on various committees, including the Enrollment Management Group, the Budget Committee, and the Stewardship and Sustainability Committee, to monitor its ability to fulfill its mission and core themes and maintain its operational scale in the present, as well as for the duration of the accreditation and strategic planning cycles.
5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

**The University of Nevada, Reno’s “Transformational Moment”**

The evolution of the University of Nevada, Reno during its current accreditation cycle is apparent in three unique planning documents: The University of Nevada, Reno’s earlier Strategic Plan (2009-2015) commented in hopeful but cautious terms about contemporary financial cutbacks and self-preservation, so that from the budget crisis the university might “emerge in a strong position to continue as cultural and economic pillars of Nevada’s progress”; a faculty group denoted the University of Nevada, Reno as “a university in the middle” in its “The Future of the University of Nevada, Reno: The Commission Report,” published in 2012 immediately after the budget crisis of the previous year; and in his 2015 State of the University address, President Marc Johnson identified the University as approaching “a transformational moment” in the midst of unprecedented growth in the undergraduate student population. In this address, he identified three primary goals aimed at both raising the institution’s stature and fulfilling its mission statement goal of offering students “the characteristics of a high-quality liberal arts university”: (1) to serve the student body in ways that encourage their academic, social, and physical success, (2) to attain Carnegie R1 (Highest Research Activity) classification, and (3) to become a pillar of economic development and engagement for the university’s regional and state-wide communities.

Having passed beyond this historical divide of the statewide budget crisis in 2010-11, the university continues to evaluate its accomplishments and mission fulfillment. The responses to Standards 5.A and 5.B are arranged by the assessments conducted for the two Strategic Plans published during this accreditation cycle, the one before the crisis and the other after it, the one reflective of an institution facing considerable uncertainty and the other reflective of an institution managing its recovery. These plans established similar goals and thereby encourage the university to reflect on and evaluate its historical and present strengths, weaknesses, threats, and opportunities over the full seven years of the accreditation cycle.

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30 For the report, see the Supplementary Documents
During this current accreditation cycle, the three bodies of the campus community (students, faculty, and administrators) have each produced commentaries on the university’s ability to fulfill its mission and core themes.

**Student Body**

The Associated Students of the University of Nevada (ASUN) published its strategic plan at the beginning of this cycle, the *Joint Vision 2017* (released in 2010), and is currently working on the next. The Joint Vision 2010-17 identified four major outcomes for improved student learning at the University of Nevada, Reno: improved academic engagement, higher retention rates of first- and second-year students, higher graduation rates, and increased diversity within the student population. The plan also called for consistent, metrics-driven assessments to measure progress in these four outcomes and presciently drew attention to the importance of measuring both academic, or cognitive, student learning and psycho-social learning, supported by student services. Today, broader and more effective assessment of student learning at the University of Nevada, Reno occurs in precisely these two areas, and many of the themes identified as key to student success in the Joint Vision – including a more inclusive campus culture, a richer co-curricular experience, and innovative pedagogy and learning through civic engagement – serve as vital goals for the university’s own Strategic Plan.

**Faculty**

In fall 2012, following the 2010-11 budget crisis, a committee of academic and administrative faculty published “The Future of the University of Nevada, Reno: The Commission Report,” in anticipation of a period of economic recovery and renewed growth at the university. The report identified specific challenges that had to be addressed in such a period and cautioned against investing in new infrastructure too quickly before any increase in the student and faculty populations, advocated efficient scheduling instead of adding new classrooms to campus, and called for academic units to collaborate in their requests for resources. In this “relational approach,” the Commission saw an opportunity for the decision-making process and the allocation of resources to be a communal one, rather than individualized within each unit.

This notion also informed the Commission’s memorable vision of the future of student learning at the University of Nevada, Reno, one involving interdisciplinary, collaborative teaching across departments, more online class resources for students, and senior mentorship of first-year students.

**Administration**

The Strategic Plan, 2015-2021, coordinated by the Provost, is the primary academic planning document for the university and provides the metrics and goals by which to measure institutional progress. As identified in Standard 2.A, various administrative committees monitor the university’s accomplishments, mission fulfillment, and core theme fulfillment under the guidance of both the Offices of the President and the Provost. These include the President’s Council, the core theme committees, and the Academic Leadership Council, as well as the Enrollment Management Group, the Recruitment, Retention, and Advising Council, and the Facilities, Space, Budget, and Safety committees.
Assessing Mission Fulfillment Through Strategic Planning

The University of Nevada, Reno’s earlier Strategic Plan (2009-2015) laid the groundwork for the institution’s continuing focus on simultaneously increasing research productivity and student enrollment without sacrificing quality in either arena or, for that matter, instructional quality. The University of Nevada, Reno Mission Statement still articulates this goal as serving “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.”

Moreover, the Strategic Plan (2009-2015) identified several key factors in (1) undergraduate and graduate growth, (2) research, scholarship, and artistry, and (3) engagement that remain at the forefront of the institution’s concerns today. These included:

**Undergraduate and Graduate Education:**
- growth of student enrollment
- access among a greater number of Nevadans to a quality university education
- higher retention rates among undergraduates through campus engagement and a quality ‘campus experience’
- a greater diversity among the student body
- flexible course scheduling
- a higher percentage of faculty with terminal degrees and increased engagement between student and faculty (achieved through a lower student to faculty ratio and student engagement with faculty research)
- an increasingly higher quality of curriculum, owing to innovative pedagogies and assessment of student learning.

**Research, Scholarship, and Artistry:**
- identifying programs and disciplines that have achieved high levels of productivity and may be prioritized for fostering further growth and reputation
- increasing faculty publications, performances, and exhibitions and striving for “Very High Research” Carnegie designation
- fostering cross- and multi-disciplinary research across the university.

**Engagement:**
- enhancing the quantity and quality of university services to the Nevada public
- partnering with state and federal agencies, as well as industries, in Nevada
- identify community, government, and industry engagement as an academic mission for faculty, alongside teaching and research.

These key factors have evolved into the goals and metrics of the core themes, as organized in the current Institutional Strategic Plan, 2015-2021, and thus continue to help the institution monitors its mission fulfillment, as explained below.
1) CORE THEME 1 • LEARNING

Undergraduate and Graduate Education

As shown in Figure 5.A.1, total enrollment at the University of Nevada, Reno has grown steadily during the current accreditation cycle and is projected to continue into the next cycle. Managing this growth has become a foremost issue in considering the university's resources and capacity, as discussed at length in the response to Standard 5.B.

31 The assessments and recommendations made by the Core Theme 1 Committee regarding the university's Learning metrics are available [https://sharepoint.unr.edu/sites/accreditation](https://sharepoint.unr.edu/sites/accreditation).
A) Undergraduate Enrollment

An increase in undergraduate student enrollment is one of the most striking trends of the university’s current accreditation cycle. When the Year One Self-Study was filed, the undergraduate headcount at the University of Nevada, Reno was 13,660, and in fall 2015, on the eve of the Year Seven Self-Study, that number stood at 17,295, an increase of 26.6%. As seen in Figure 5.A.2, new freshmen have particularly driven this growth, and the incoming class size at the university has increased sharply in the last two years.

Amidst this growth, the President has declared that “inclusiveness, equity, and respect” remain priorities for creating a healthy learning environment for the university’s students. In fact, the diversity of the student body (undergraduate and graduate) has also increased during the current accreditation cycle, from 26% of students of color in fall 2010 to 37% in fall 2015, and increased enrollment is apparent in nearly every non-white ethnic group (see Figures 5.A.3 and 5.A.4).

This increased enrollment is apparent in nearly every non-white ethnic group.

The university is committed to diversity, and as an open-access state-wide institution, it expects its student body to reflect the diversity of the college-ready, high school graduating class of the state of Nevada. In its K-12 outreach activities the university endeavors to promote feeder educational pathways that produce a high school graduating class that reflects the K-12 population of the state. The growth in the Hispanic fraction of the student body reflects, for example, the growth in the demographics of the K-12 populations of Washoe County and the State of Nevada.

The goals of inclusiveness, equity, and respect are supported by a variety of offices around campus, many of which are housed within the Center for Student Cultural Diversity (the Black Culture Cooperative, the Intertribal Higher Education Program, the Asian Pacific Islander Heritage Project, Las Culturas, Pride Collaborative, Mosaic Initiative), as well as the Disability Resource Center.

In addition to the significant increase in ethnic diversity of the fall 2015 freshmen class (composed of 42% students of color), the university has also seen an increase in geographical diversity, as shown in Figure 5.A.5. Fall 2015 marked the first time in the university’s history that more freshmen enrolled...
from Clark County (Las Vegas) than Washoe County (Reno). With the successful recruitment efforts from regional offices in Las Vegas, Southern California, and Northern California, the fastest growing segments of new freshmen at the university are from Las Vegas and California.

B) Graduate Enrollment

While undergraduate enrollment has dramatically increased during the current accreditation cycle, master’s and doctoral enrollment, as well as medical (M.D.), professional, and certificate enrollment have remained steady, as seen in Figure 5.A.6.

![Figure 5.A.4: Enrollment of Ethnic Minority Groups (Undergraduate)](image)

![Figure 5.A.5: Geographical Trends in Undergraduate Student Enrollment](image)

FIGURE 5.A.7: TOTAL UNDERGRADUATE VERSUS GRADUATE ENROLLMENT
The disparity in undergraduate versus graduate enrollment is, in fact, reflective of a long-term trend. Between 1997 and 2015, the proportion of graduate students has declined from nearly 28% to 14%, a decrease that hinders the university’s goal of becoming a research-intensive institution (see Figure 5.A.7).

Student Concerns

In fall 2015 Graduate Student Association (GSA) leaders surveyed current graduate students to identify how best to motivate an increase in enrollment and thereby foster research, scholarship, and artistry. Moreover, they articulated for the university and the Nevada State Legislature that graduate students support all three of the university’s core themes in unique manners:

**CORE THEME 1 • LEARNING**

The GSA supports increasing faculty lines and graduate research and teaching assistant positions that would contribute to deeper learning and research opportunities. This will increase in turn the number of graduate students on campus and will also give graduate students the chance to gain experience in academic teaching and research.

**CORE THEME 2 • DISCOVERY**

The research interest of the university aligns with the specific interest of the GSA to increase the numbers of graduate research and teaching assistant positions. Secondly, the largest, most used program in the GSA is the Travel Award program. Providing funds to graduate students to present at conferences encourages students to conduct research.

**CORE THEME 3 • ENGAGEMENT**

In 2015-16 the GSA focused on (1) building relationships with other organizations on campus and increasing cohesion among students, (2) fostering professional development opportunities for students that will make them more prepared to advance in academic and non-academic careers after graduate school, and (3) surveying students to determine to what extent professional development interests include engagement with the community and which campus services would most benefit the graduate student body.

**Administrative Response**

Graduate education plays a vital role in the university’s research agenda, and under the guidance of the Vice Provost of Graduate Studies, the university is implementing policies and procedures to substantially increase the number, quality, diversity and career goal attainment of its graduate students:

- since 2013, the University of Nevada, Reno has increased the base stipend for graduate assistants (GA) by 21% and added 52 state-funded GA lines. An additional 43 GA lines have been budgeted for the 2016-17 academic year, and similar annual increases are planned as the University grows the number of tenure-track faculty by approximately 400 positions by 2021
- the University of Nevada, Reno is also investing in centralized digital recruitment campaigns, targeted direct marketing, and graduate student recruitment boot camps for first-generation college students and students from historically underrepresented backgrounds and is acquiring new Sales-force-based application software to streamline graduate school application processes for both students and faculty admissions committees and to enable seamless application submission via mobile devices
• the University of Nevada, Reno is partnering with Pearson Embanet to create fully online master's programs in Social Work, Engineering, and Community Health Sciences. These partnerships are projected to add several hundred masters students within three to four years. Administrative changes, including the establishment of a new Vice Provost for Graduate Education/Dean of the Graduate School position, have been implemented to raise the profile of graduate students on campus, promote a culture of completion and foster professional development and the successful attainment of career goals.

• strategies to increase degree completion and reduce time to degree include new requirements for timely submission of the Declaration of Major Advisor and Program of Study forms. In addition, all graduate programs are now required to post standardized student handbooks online that specify coursework and program requirements, as well as benchmarks for progress towards the degree.

• the Graduate School has partnered with the Nevada Career Studio and the Graduate Student Association to promote professional development through the establishment of an Office of Postdoctoral Affairs, the implementation of thesis and dissertation writing boot camps, a doubling of financial support for student travel to meetings and conferences, and the development of workshops for students and faculty on preparing competitive fellowship applications and institutional graduate student training grant proposals.

In fall 2015, new graduate student enrollment increased by 4% over the previous year, and, given the University of Nevada, Reno's multifarious efforts at expanding graduate programs, the university is confident that this trend will be augmented over the next several years by the following priorities and initiatives:

1. increasing the number of graduate assistant (GA) positions and the amount of the base GA stipend
2. working with the Provost, deans, department chairs, the Graduate Council, individual graduate faculty members, and the Graduate Student Association to develop innovative new graduate programs and certificates
3. diversifying the graduate student body through enhanced recruitment, student support services, and the implementation of graduate student preparatory boot camps for underrepresented and first-generation college students
4. fostering the development of additional online courses and degree programs to increase the global reach of the institution and to facilitate degree completion
5. working with Marketing & Communications to create digital recruitment campaigns to increase the regional, national, and international profile of University of Nevada, Reno graduate programs
6. streamlining graduate school application processes for both students and faculty admissions committees
7. providing direction for the upgrading of graduate program websites, producing promotional videos for programs, and creating more direct links to faculty web pages
8. reducing time to completion and increasing graduation rates by working constructively with programs to more effectively advise and mentor students
9. promoting student and postdoctoral scholar success and career goal attainment through the introduction of dissertation and thesis writing boot camps, grant-writing workshops, and seminars on fellowship and scholarship opportunities
10. increasing graduate student morale and competitiveness through such programs as Graduate Conversations and the Three Minute Thesis competition (see below)
11. developing additional public/private partnerships to enhance career opportunities and increase financial support for graduate student and postdoctoral scholar research.

**Detailed Outline and Narrative for Graduate School Priorities and Initiatives**

1. **Increasing the number of graduate assistant (GA) positions and the amount of the base GA stipend**
   - proposed increase in the number of GTA lines by ~ 300 between 2014 and 2021
   - increase in GA base stipend from $1,400/month in FY14 to $1,700/month in FY16.
     Further increases are projected for FY17 and 18.

2. **Working with the Provost, Deans, Department Chairs, the Graduate Council, individual graduate faculty members, and the Graduate Student Association to develop innovative new graduate programs and certificates**
   - establishment of new interdisciplinary MS/PhD program in Integrative Neuroscience
   - establishment of several new graduate certificates, including Cybersecurity, Renewable Energy, and Nuclear Packaging
   - establishment of new five-year accelerated master's programs, including the College of Science BS-MBA program and the BS/MS program in Hydrologic Sciences
   - new Ph.D. programs soon to be established in Mathematics, Statistics, Animal Science, and Plant Science.

3. **Diversifying the graduate student body through enhanced recruitment, student support services, and the implementation of graduate student preparatory boot camps for underrepresented and first-generation college students**

   Application statistics at the University of Nevada, Reno reveal that low recruitment of historically underrepresented ethnic and racial groups is primarily responsible for their disproportionately low representation in graduate programs (Fig. 1). Very few underrepresented students apply to the University of Nevada, Reno Graduate School, suggesting a lack of awareness of career opportunities afforded by a graduate education.

   In May 2014, Vice Provost and Graduate Dean David Zeh and then University of Nevada, Reno Chief Diversity Officer Reginald Stewart established GradFIT, a graduate student recruitment and preparatory boot camp for first-generation college students and underrepresented students completing their junior year of undergraduate education. 2014 GradFIT participants attended academic mini-lectures, toured laboratories and research facilities, met with current graduate students and faculty, and attended workshops on financial aid/assistantships, GRE preparation, and strategies for effectively communicating with potential graduate advisors.

   In 2015, GradFIT was expanded to a four-day program encompassing 32 students from the University of Nevada, Reno, Nevada State College, California State University (CSU) Chico, and CSU Sacramento. GradFIT is very popular and appears to be highly effective in motivating students. In an anonymous survey completed by 17 GradFIT participants, students rated the program on a scale from 1 (strongly disagree) to 5 (strongly agree) for four categories:
   1) thought provoking
   2) relevant
   3) organized and
4) engaging.
The mean score was 4.6, with 96% favorable responses (agree + strongly agree).

After completing the program, students also scored graduate education highly on important quality of life issues:

1) job opportunities (4.87),
2) empowerment (4.83),
3) learning enjoyment (4.67),
4) hunger for knowledge (4.67),
5) ability to support self and family (4.40).

Family/peer pressure did not factor into these high rankings:

1) family expectations (3.20),
2) parents making me attend (1.73),
3) friends attend graduate school (2.53).

Moreover, 50% of the 2014 GradFIT participants applied for fall 2015 admission to the University of Nevada, Reno, and 50% of those applicants matriculated (see Figure 5.A.8). These findings suggest that GradFIT-type programs have the potential to fuel passion for graduate study and provide undergraduates with the knowledge and self-confidence to enable them to submit competitive applications to graduate school.

The Graduate School, in collaboration with faculty members from five colleges and six graduate programs, is in the process of submitting an Innovations in Graduate Education grant proposal to the National Science Foundation to build on the GradFIT program.

In this proposed program, entitled GradFIT: Hard and Soft Skills for Hard Science (see Figure 5.A.9), participants and other eligible University of Nevada, Reno STEM graduate students will enroll in three-week intensive modules in technical and soft skills over the two summers before entering graduate school and after their first year in a graduate program. The technical proficiencies modules will provide fundamental, interdisciplinary, and transferable skills for leading careers in STEM disciplines. Modules include Citizen Science Smartphone App Development, R-based Statistical Analyses, Computational Tools for Big Data and Genomics, and Molecular Biology Laboratory Techniques. The career and professional development modules will equip students with the knowledge and skills to successfully navigate graduate school and diverse career options.

Modules will include skills assessment and career exploration, emotional intelligence assessment, effective scientific writing and presentations, grant writing, mentoring, and professional and peer networking. Summer modules will be augmented by semester-based workshops on diverse topics.

The Graduate School proposes to implement a student recruitment, training, and retention program that harnesses social and cultural dynamics to:

1) increase the number of University Research Grants in graduate STEM programs
2) expose STEM graduate students to the variety of possible career options
3) train students in current, transferable, technical skills that suit multiple career sectors
4) equip students with soft skills necessary to become successful future professionals.
Design of training modules will be based on established pedagogical methods to enhance teaching and learning. In order to achieve cultural transformation and increased representation in STEM in graduate education and the professoriate, we will also implement faculty training in diversity-informed best mentoring practices.

4. Fostering the development of additional online courses and degree programs to increase the global reach of the institution and to facilitate degree completion

The University of Nevada, Reno is partnering with Pearson Embanet to create fully online master's programs in Social Work, Engineering, and Community Health Sciences. These partnerships are projected to add several hundred masters students within three to four years.

5. Working with Marketing & Communications to create digital recruitment campaigns that increase the regional, national, and international profile of the University of Nevada, Reno graduate programs

The traditional model in which individual faculty members play the key role in identifying prospective graduate students through colleagues and personal contacts at workshops and scientific meetings is still a highly effective means of recruiting excellent students. Nonetheless, as competition for students intensifies, student understanding and expectations of graduate programs become more sophisticated, and the marketplace for graduate students becomes more global, a coordinated, cost-effective and technologically advanced approach to graduate student recruitment is becoming a priority for research universities. Recognizing this need, the Graduate School is working closely with Marketing

FIGURE 5.A.8: UNIVERSITY OF NEVADA, RENO GRADUATE SCHOOL 2013 DOMESTIC APPLICATIONS

FIGURE 5.A.8: University of Nevada, Reno Graduate School application and acceptance by race and ethnicity. Application and accepted offer percentages are nearly identical, indicating that underrepresented students are competitive for acceptance into graduate programs. However, the percentage of applications submitted by Blacks and Hispanics is far below their representation in the US population (pie chart).]
& Communications to develop the university’s first centralized graduate student digital recruitment campaign. This pilot effort involved collaborating with a select group of graduate programs, including Cell and Molecular Biology, Computer Science & Engineering, Political Science, and Social Psychology, to develop integrated web-based recruitment platforms. The campaigns involved the use of Google AdWords, the development of program-specific web landing pages, and automated recruitment emails written by program directors and graduate students. We believe that these efforts have laid the foundation for successful digital campaigns and the program will be greatly expanded in future years.

The Graduate School also recently purchased an institutional license for the GRE Search Service, an online system in which graduate program directors and admissions committees can search a database of more than 500,000 students and use 30 criteria to target potential applicants for directed marketing campaigns. The service enables programs to develop discipline-specific campaigns based on such factors as undergraduate major, undergraduate grade point average, preferred region of study, employment history, and intended graduate program.
6. Streamlining graduate school application processes for both students and faculty admissions committees

The Graduate School is currently using a homegrown module in PeopleSoft to process applications to the Graduate School. Information from PeopleSoft is then transferred to an electronic filing system called Nolij. Neither is designed for twenty-first-century admissions and both are slow, difficult and cumbersome to use. Prospective students find the PeopleSoft application confusing and frequently must call Graduate School staff to be led through the application process.

After reviewing a number of products including DecisionDesk, EnrollmentRX, Full Fabric and TargetX, the Graduate School elected to purchase a subscription to the new TargetX Admissions application. Using the Salesforce-based TargetX application portal, students will be able to apply using mobile devices and PCs, and admissions committees will be able to view applications in real time on iPads or PCs. Program directors and members of admissions committee will be able to generate pdfs of full applications, score applications, schedule meetings, and view letters of recommendation. Students will be able to view the status of their applications as their applications are being completed, upload almost any file type including video and audio files, request letters of recommendation, and receive push notifications when their recommendation letters have been received. TargetX will be fully ADA compliant on the user interface.

7. Providing direction for the upgrading of graduate program websites, producing promotional videos for programs, and creating more direct links to faculty web pages

Over the last two years, the websites for nearly all of the large interdisciplinary graduate programs administered through the Graduate School, including Ecology, Evolution and Conservation Biology, Environmental Sciences and Health, Hydrologic Sciences, Integrative Neuroscience, Molecular Biosciences (Biochemistry, Cell and Molecular Biology and Cellular Molecular Physiology Pharmacology), and Social Psychology have been completely revamped, updated, and made mobile friendly.

8. Reducing time to completion and increasing graduation rates by working constructively with programs to more effectively advise and mentor students

Working with the Graduate Council, the Graduate School has implemented a number of new or revised policies to promote more timely degree completion and more effective mentorship practices by graduate programs and faculty. To institutionalize a more rigorous timeline for degree completion, students in all programs are now required to submit a Declaration of Advisor form to the Graduate School by the end of their second semester in the case of master’s degree students and by the end of third semester for students enrolled in MFA and doctoral programs. In addition, the filing deadlines for submission of approved programs of study have been advanced to the end of the third semester for master’s students and the end of the fourth semester for MFA and doctoral students.

All graduate programs are now also required to post an online version of their student handbook in a standardized format. All handbooks must include:

1) a program description,
2) degree requirements,
3) transfer credit eligibility,
4) timeline for degree completion,
5) committee selection guidelines,
6) comprehensive exam policies and rules,
7) thesis and/or dissertation requirements,
8) policies regarding graduate assistantships,
9) university health insurance policy information,
10) leave of absence policy,
11) a description of the Graduate Student Association, and
12) a link to all Graduate School forms.

9. Promoting student and postdoctoral scholar success and career goal attainment through the introduction of dissertation and thesis writing boot camps, grant-writing workshops, and seminars on fellowship and scholarship opportunities

Before establishment of the Vice Provost and Graduate Dean position, the University of Nevada, Reno Graduate Student Association (GSA) was primarily focused on supporting student clubs, hosting social events, and distributing grants and scholarships. Working with the Director of Graduate Student Services, the new graduate dean has endeavored to expand this focus to include a broad range of activities to promote professional development and academic success. New workshops have included:

1) local, regional, and national scholarship opportunities available to graduate students,
2) strategies for preparing competitive NSF Graduate Research Fellowship applications,
3) preparing an impactful CV and resume, and
4) thesis and dissertation writing boot camps.

In July 2015, the Graduate School also established the Office of Postdoctoral Affairs, which provides services and resources for the training and professional development of postdoctoral scholars and advanced graduate students. The University of Nevada, Reno is now a sustaining member of the National Postdoctoral Association (NPA), and all University of Nevada, Reno postdocs, faculty, and administrators have access to the wealth of resources available through the NPA website.

10. Increasing graduate student morale and competitiveness through programs such as the Three Minute Thesis at Nevada competition and Graduate Conversations

In May 2014 the Graduate School instituted a new graduate student competition known as the Three Minute Thesis at Nevada. This was a highly successful program that attracted more than 40 entrants in two categories, Science/Engineering/Health Sciences and Liberal Arts/Education/Business. Unlike previous graduate student competitions at our university, the event was well attended by both students and faculty. Video recordings of the prize-winning presentations were posted online and are emblematic of the vibrancy of our research programs. In collaboration with the Office of Development and Alumni Relations, the Graduate School helped produce an issue of the university’s Silver & Blue magazine, which for the first time was largely devoted to showcasing graduate student research.

The graduate dean promotes the Graduate School and graduate programs and participates as well in numerous workshops involving presentations on the Graduate School in local media and in many campus workshops and events, such as the Molecular Biosciences Faculty and Student Retreat, the New Faculty Orientation, the Program Review Orientation, and SCI 110, a first-year experience course for College of Science majors. Finally, the graduate dean implemented a monthly free breakfast and informal discussion with the Graduate Dean (Graduate Conversations) in an effort to inform graduate students of important new developments affecting their graduate education and to solicit student feedback and suggestions.
11. Developing additional public and private partnerships to enhance career opportunities and increase financial support for graduate student and postdoctoral scholar research

The Graduate School currently lacks a development officer and an advisory board. Over the next several months, the Graduate School will be establishing an advisory board composed of University of Nevada, Reno Graduate School Alumni, prominent members of the local private sector, NGO leaders, and emeritus faculty. The Advisory Board will work to obtain funding for grants, scholarships, and awards and will work with college deans across campus to establish a “Graduate Assistants in the Community” program to support graduate student research and the development of new university and community partnerships.

2) CORE THEME 2 • DISCOVERY

Not simply maintaining but elevating the university’s stature as a research institution is of vital importance to mission fulfillment in the current period of growth. As the university strives for Carnegie R1 (Highest Research Activity) designation, both the previous and the current Strategic Plans call for investment in certain, prioritized research areas, based on emerging scholarly needs and opportunities while continuing to address the university’s teaching needs as the student population grows.

This dual agenda – to increase research funding and outputs while providing a high quality of education to undergraduates and graduates alike – has informed the Core Theme 2 Committee’s designation of aspirational versus sustainable goals. Many of the university’s metrics that began with the current accreditation cycle, that is, have goals deemed sustainable, because they may be attained (and in some cases, the goal is to return to pre-financial crisis performance) within the current budget; other metrics in the current Strategic Plan are deemed aspirational, because they are dependent upon the university’s continued growth and increasing budget in the years ahead. As a result of the budget cuts of recent years, the elimination of certain programs, faculty hiring freezes, loss of Congressional earmarks, and increasing teaching expectations over the last several years, research and development expenditures have decreased overall during the current accreditation cycle (from $95 million in FY 2010 to $90 million in FY 2015). In each of the last four years, however, these expenditures have increased, on account of faculty competitiveness for funding.

The Core Theme 2 Committee is charged with assessing fulfillment of DISCOVERY, especially in considering the university’s metrics relating to publications and performances, patents, awards, and infrastructure that supports research (as reflected in the accreditation and Strategic Plan metrics). In 2015-16 the committees met four times, with plans to meet twice per year beginning in 2016-17, to consider any necessary actions, after completing the following charges:

- review the description of the committee’s core theme within the University of Nevada, Reno Mission Statement, the Strategic Plan, 2015-2021, and Standard 1 of the Year Three Self-Study
- review the goals defined for the committee’s core theme, and recommend whether new goals are needed or current goals should be deleted, modified, or associated with a different goal or core theme

The assessments and recommendations made by the Core Theme 2 Committee regarding the university’s Discovery metrics are available online.
• for the set of metrics associated with each goal within the committee’s core theme, decide whether each metric assesses and measures the attainment of the goal. Is it clear what is being measured? Is it impractical to track this metric?
• recommend whether new, alternate metrics are needed or current metrics should be deleted, modified, or associated with a different goal or core theme
• record individual assessment of the university’s progress towards attaining the goals, using the Core Theme Metric Assessment Form.

In 2015-16, the committee suggested the following revisions:
1. work to contextualize publication output and expectations (e.g., disaggregate by discipline, college, and/or department, and distinguish tenure-track, supported by university with state funds, from research faculty)
2. identify the reasons why award money brought in by faculty is not being fully spent in recent years (e.g., investments needed in facilities, space, and/or graduate students).

The Office of Research and Innovation, in consultation with the Research Council, also assessed the fulfillment of Core Theme 2 during the 2015-16 academic year. Their findings were articulated in a SWOT analysis, as follows:

**Strengths**

One of the great strengths of the university is its faculty, both the creative and engaged group of young faculty and a substantial proportion of later and late-career faculty, who have tremendous energy and strive to advance the university’s scholarly mission. They write grants (1001 in the 2015 fiscal year, up 12.7% from 888 in 2014) and brought in a total of $90 million in research funding. With the planned hires for the next five-seven years, this enthusiasm is going to continue to grow, leading to more peer-reviewed publications, increased scholarly output, and ultimately more external sponsored research funding and increased research expenditures.

**Weaknesses**

The university still needs improvement in supporting research. Only within the past few years have research support offices, such as the Office of Sponsored Programs (OSP), started providing support at the level expected of a research-intensive university. In addition, there is still a large percentage of tenured faculty members, whose progress through the ranks at the university did not involve research and scholarly activity. While these faculty members are generally supportive of a change towards a more active research culture, they still hinder progress in terms of research activity and scholarly productivity from a per capita perspective.

**Opportunities**

The new Provost and Vice President for Research and Innovation, recently hired from highly productive research-intensive universities, bring a clear vision of how to transform the university into a much more successful research university. The improving financial situation in the state of Nevada provides an excellent opportunity to translate that vision into reality. The Office of the Vice President for Research and Innovation is providing more support for research and grant development. These changes, together with new state supported faculty lines and infrastructure development funds to
closely follow the increase in student enrollment, makes this an exciting time for the University of Nevada, Reno and creates opportunities for faculty to establish new competitive research programs or revitalize existing ones.

In addition, the University of Nevada, Reno is establishing new collaborations with industry, supported, for example, by EDAWN (Economic Development Agency of Western Nevada), and is developing mechanisms to support faculty entrepreneurship and innovation. A new Assistant Vice President for Enterprise and Innovation was hired to lead the Office of Enterprise and Innovation, the InNEVation Center powered by Switch opened in downtown Reno, the Applied Research Facility was renovated to include spaces for faculty interested in starting their own companies, and the Shared Research Facilities was reorganized, all to welcome industry to campus to make use of our resources.33

**Threats**

While there is renewed state support for the university, the level of this support lags behind enrollment growth. This means that there are not enough resources to expand and renovate the physical research infrastructure as fast as we are hiring faculty. This has and will continue to create tension and concern, as significant hires are proposed in the STEM disciplines, which need either new or renovated research space. If the facilities are not upgraded in a timely manner, the university risks losing faculty who were hired at a significant cost of time and money to other institutions that can provide the infrastructure necessary for research. Finally, funding levels for competitive federal and state grants are stagnant or shrinking, which will make it more difficult for our faculty to secure the outside funding necessary to lead them to tenure and promotion.

3) **CORE THEME 3 • ENGAGEMENT**33

None of the metrics and goals among the core themes have evolved so dramatically over the current accreditation cycle as have those for Core Theme 3. The current Strategic Plan greatly expands the university’s commitment to its land-grant identity and to engagement with the state of Nevada and beyond, and following an unsuccessful attempt in 2014, the university continues to strive for Carnegie Community Engagement status.

A number of offices support engagement and outreach activities at the university, including:

- the Office of Service-Learning and Civic Engagement, established in 2012 to serve as the central office for students, faculty, staff and community partners regarding service learning and civic engagement, with a particular focus on undergraduate students
- the University of Nevada Cooperative Extension, which serves all 17 counties in the state. Extension specialists and county agents address community issues identified by the people of Nevada and engage Nevadans in their home communities. Community development and training programs include strategic visioning, local governance, leadership development, community assessment and development, economic impact assessment, planning facilitation, and community surveys
- the Nevada Small Business Development Center, a statewide business assistance program providing a wide variety of technical assistance to support Nevada business and to guide entrepreneurs in offices across the state

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33 The Applied Research Facility and the Shared Instrumentation Facility constitute the Nevada Center for Applied Research.
• Nevada Industry Excellence, an industrial extension program assisting businesses in the manufacturing, construction, and mining industries

• a host of other offices, units, and initiatives, including Academic Integration and Research, Nevada Center for Excellence in Disabilities, Center for the Application of Substance Abuse Technologies (CASAT), the Sanford Center on Aging, Child and Family Research Center, Aquatic Ecosystems Analysis Laboratory, Fleishmann Planetarium (a public science facility), the E. L. Cord Foundation Center for Learning and Literacy, the Mobile Engineering Education Laboratory, which takes engineering experiments to K-12 classrooms in area schools, and the Nevada Seismological Laboratory, a research division within the University’s College of Science that has overall responsibility for instrumental studies of earthquakes in Nevada.

Engagement activities and the Carnegie application have been coordinated by the Outreach and Engagement Council since 2010, and in fall 2015 the Office of the Provost appointed the Core Theme 3 Committee to assess progress in meeting the Strategic Plan’s goals. As the university seeks to expand its impact on communities beyond campus via engagement, it relies on both of these faculty and student groups to explore three questions:

1) how is the university promoting engagement and explicitly placing a value on it?
2) how can the university community (faculty, administration, students) make itself aware of engagement opportunities outside of campus?
3) how can individuals, agencies, and other entities not part of the University of Nevada, Reno community recommend projects or ideas for engagement?

In assessing the current state of engagement at the university, the Core Theme 3 Committee has articulated the following suggestions for improvement:

1) **Promote faculty awareness of the university’s commitment to engagement and the value placed on it.**

   The University of Nevada, Reno sponsors multiple faculty and student awards for engagement and outreach, including the Distinguished Outreach Faculty Award (academic faculty), the Global Engagement Award (academic or administrative faculty), the Margery Cavanaugh Community Volunteer Award and the Henry Albert Public Service Award (graduating students), “Give Back Like Jack” Award (student athlete or staff member), and the monthly Silver Paw Award (student). Moreover, the Outreach and Engagement Council found in 2014 that 14 departments at the University of Nevada, Reno include collaborative engagement in tenure and promotion policies, usually in the form of rewarding the application of research in practice. In order to encourage faculty involvement in community-, teaching-, and research-based engagement activities, university leaders are continuing to discuss how to universally recognize and reward engagement and outreach activities alongside research, teaching, and service in the promotion and tenure process.

   At the same time, the Committee has requested that reporting on engagement activities for tenure and promotion review become a standardized, more user-friendly process. Although engagement, like other research, teaching, and service outputs, are entered by faculty each year in Digital Measures, as of spring 2016 no institutionally consistent questionnaire for engagement existed, nor does the university’s dedication to engagement seem to be widely known among faculty, who are evaluated by the traditional components of research, teaching, and service within their departments and disciplines. This lack of a reliable means of collecting faculty-driven engagement data hinders the university’s ability to track Core

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34 The assessments and recommendations made by the Core Theme 3 Committee regarding the university’s Engagement metrics are available at https://sharepoint.unr.edu/sites/accreditation.
Theme 3 fulfillment. In 2016-17 the Office of the Provost plans to implement consistent mechanisms in Digital Measures for tracking engagement activities.

(2) Articulate the reciprocity of engagement with community partners.

Like the faculty, potential community partners must be informed about the university’s commitment to engagement and the reward that they in turn stand to benefit. The key avenues for the integration of the community’s voice into institutional or department planning for community engagement are through the use of advisory boards, community representatives on committees, and university representatives on community boards or organizational memberships. Strategies for promoting attention to the mutuality and reciprocity of partnerships are primarily at the school and department level rather than at the institutional level, which must change going forward.

The three most prevalent strategies are to: (1) assign the responsibility to establish and monitor reciprocity and other aspects of healthy collaborations to a specific employee, (2) use advisory boards or involvement of community members on committees and boards which represent or work toward strong partnerships, and (3) use program evaluation, including evaluation of the partnership. Not unlike the assessment of faculty-driven engagement activities, the impact of engagement on the community members served by the university is a vital component that must be effectively assessed, both to measure mission fulfillment and to promote the benefits of partnerships with the university.

(3) Articulate and measure the impact of engagement on student learning.

While the Center for Student Engagement has implemented effective assessment strategies in order to shed light on the impact of engagement on student learning, the role of engagement and outreach in curricula and courses is, as of spring 2016, assessed only by departments that choose to do so. Here again, an institutional approach is necessary. Beginning in 2016-17, the implementation of the Silver Core Curriculum and its Core Objective 14 (Application) will offer the university and its academic units the opportunity to measure the impact of engagement outcomes on student learning consistently, as discussed above. Moreover, the Assistant Vice Provost of Assessment and Accreditation is working through the system of aligned program and Core assessment to gather information on the types of course-based engagement and outreach learning activities offered by academic units. As this information is compiled, assessment methods will be suggested, with the goal of creating a university-wide database of quantitative and qualitative evidence of the impact of the engagement.

**Summative Assessment of Mission Fulfillment**

Fulfillment of Core Theme 1 (LEARNING) depends upon the assessment of two sets of data: one addressing key outcomes designated by university leadership (e.g., retention rates) and another addressing learning outcomes designated by academic units (i.e., student learning outcomes). While the university is fulfilling this core theme with regards to both, based on its core theme metrics and assessment reporting submitted through individual academic units, assessment of student learning is soon to undergo a considerable transformation.

Although undergraduate enrollment continues to increase, first year (fall to fall) retention rate, four- and six-year graduate rates, and average credit loads have all increased in the current accreditation cycle. University leadership and the Core Theme 1 Committee are now especially concerned with improving key metrics relevant to student retention and graduation: the percentage of Student Full-Time Equivalent (SFTE) taught by ranked faculty, the student: faculty and student: professional advisor ratios, and the number of classes with 19 or fewer students.
As stated above, learning outcomes-based assessment is still in transition. Fall 2016 will see the implementation of the Silver Core Curriculum, with its 14 Core Objectives that will serve as institutional learning outcomes and its mandatory, course-based assessments. This new curriculum will also serve as the vehicle of the three-point assessment of student learning described in this document; this model is intended to measure learning gains within each undergraduate curriculum offered at the university by aligning standardized Core assessments with tools and methods tailored for each degree program for introductory, mid-curricular, and senior-level student performance. Planning for this new assessment model has been underway since spring 2016, and phased-in implementation will begin in fall 2016.

On the graduate side, there is particular concern with how stagnant enrollment among doctoral programs will impact research, scholarship, and artistry, the collective foundation of Core Theme 2 (DISCOVERY), at the university. However, increasing graduate assistantships and stipends, as well as the plans for recruitment of graduate students that are well articulated in this report, are expected to improve enrollment.

Moreover, with the recent cluster hiring in key areas related to local industry and technology, the university is hopeful of attracting more graduate applicants in the next accreditation cycle and thereby increasing its research impact. For the 2017 fiscal year, for example, the university is supporting new faculty positions in several such key areas across a variety of disciplines: dryland agriculture, high-performance computing, public health, statistics, pavement materials, neuroscience, big data, autonomous systems, musical theater, Cybersecurity, and human development and family studies.

There is room for improvement with regards to the university’s Core Theme 3 (ENGAGEMENT). While outreach and engagement have long been part of the University of Nevada, Reno’s land-grant identity, only anecdotal examples of how such efforts are impacting learning, pedagogy, and research, scholarship, and artistry were available when the university last applied for Carnegie Community Engagement classification.

University leadership is aware that the broader impact of outreach and engagement on students and faculty, as well as the community beyond campus, must be more precisely measured and articulated during the next accreditation cycle. Several options for better assessing outreach and engagement are currently being explored, including better reporting options for faculty who wish to include such activities in their promotion and tenure files, the inclusion of questions relevant to service-learning and engagement in student evaluations of their courses (these questions were first implemented in spring 2016), mechanisms for surveying and gaining feedback from community members who are served by outreach and engagement activities, and consultations from recognized authorities in the field.
5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

As discussed above, significant goals established by the university’s central administration have been measured for the entirety of the current accreditation cycle, as they are common to the previous and current Strategic Plans.

A notable difference between the former and current Strategic Plans is the inclusion in the current version of key metrics intended to measure mission and core theme fulfillment on an ongoing basis. Through these metrics, Provost Kevin Carman has conceived of the current Strategic Plan as a ‘living document’ subject to regular assessment by the core theme committees.

Many of these metrics, along with measurements and feedback from the Core Theme 1 Committee, were discussed at length in Standard 4. What follows in the response to Standard 5.B is a more detailed examination of assessments of the institution’s resources, capacity, and ability to fulfill its mission and core themes, based on the goals and concerns expressed by a wider range of stakeholders around campus.

**Evaluation of Resources, Capacity, and Effectiveness of Operations**

As suggested in the references to the Strategic Plan, 2009-2015 above, before the budget crisis of 2010-11 the institution considered the adequacy of its resources, capacity, and effectiveness against the possibility of increased student enrollment. Now, at the end of the current accreditation cycle and amidst a period of economic recovery, growth in undergraduate enrollment is no longer a possibility but a reality. As such, managing the growth in undergraduate student enrollment has become a significant
issue in the university’s current evaluation of its resources, capacity, and institutional effectiveness within Core Theme 1 (LEARNING).

The response to Standard 5.B will address this issue, along with issues relevant to Core Theme 3 (ENGAGEMENT), namely a broader, more impactful engagement agenda across the disciplines represented at the university.

These topics represent common issues among faculty, students, and administrators as the institution
evaluates its strengths, weaknesses, opportunities, and threats for the years ahead. Managing the growth in undergraduate student enrollment was the topic for SWOT analysis at the Academic Leadership Council’s annual summer retreat in 2015. It is expected that a new topic for such analysis will be discussed each summer.

1) CORE THEME 1: LEARNING

Managing Undergraduate Student Growth

Record-setting freshman enrollments have become the new normal, as the university continues to recover from the financial challenges that it faced in the early years of the current accreditation cycle, and projections completed by the Office of Budget, Planning, and Analysis at the time of the Year Three Self-Study forecast a steadily increasing enrollment (see Figure 5.B.1).

As stated in the response to Standard 4.A, the university seeks to foster such growth while sustaining it, and to provide access to higher education to the state of Nevada while maintaining and even raising its academic standards. Moreover, the university faces the balancing act of increased enrollment and a lag in revenue from that enrollment and in state funding. Enrollment growth in 2015 has allowed the university, for example, to commit to hiring lines for 2016-17. State funding operates on a three-year lag; at the 2015 Nevada State Legislation, that is, funds to support enrollment growth were based on 2013-14 data and will likewise be dedicated to hiring lines for 2016-17.

As the university works to ensure that enrollment growth does not surpass available resources, the President has called for:

- a reduction in the number of $1,000 scholarships awarded to the university’s less academically prepared matriculants
- the moving of the application deadline earlier to April 7, in order to slow growth. Moreover, studies shown that students who apply and accept admission later in the year before matriculation tend to be less academically prepared. The earlier deadlines and restrictions on scholarships will direct students
that are not sufficiently prepared to community colleges for skills development

- an increase in the admission qualifications for Western Undergraduate Exchange (WUE) students and the raising of tuition for WUE students beginning in fall 2016, as well as the creation of the “Pack Advantage” merit scholarship category for out-of-state students, who would no longer be eligible for WUE. WUE students are approximately revenue neutral, while the new “Pack Advantage” students will provide additional resources to cover the instructional costs for students for which the university does not receive state support.

At the Academic Leadership Council’s annual summer retreat in August 2015, central administrators and leaders of academic and administrative units were asked to complete a SWOT matrix to analyze the topic of increased undergraduate enrollment. Individual responses from the participants yielded 11 themes, with infrastructure (e.g., classroom availability, scheduling, housing, parking), the balance of teaching demands and research expectations, and the growth of the university being the most common, as seen in Figure 5.B.2.

Tellingly, each of these themes was viewed as a weakness or threat by the participants. Concerns with campus infrastructure, for example, were raised in the aforementioned faculty commission report (2012), while the balance to be struck between teaching and research has become a more visible issue of late. It is evident that as the undergraduate enrollment continues to grow, many ALC members are concerned about the university’s ability to accommodate such growth while maintaining its dedication to teaching and pursuit of Carnegie R1 (Highest Research Activity) status.

Considering all of the responses within these themes sheds further light on respondents’ concerns, as seen in the stacked bar graph in Figure 5.B.3.

The theme of “growth of the university,” for example, was viewed by nearly equal numbers of ALC members as a strength and opportunity (18 total responses) and as a weakness and threat (22 total responses). Those who considered continued growth to represent a strength of the institution specifically pointed to the greater diversity of the student body and articulated the opportunities afforded by continued growth as the development of new academic and research programs and the recruitment of more academic faculty and staff.

This balance was not apparent within the themes of “infrastructure,” “teaching and research,” or “funding and resources.” In these cases, ALC members expressed more concern than cause for optimism in the increasing demand for teaching and research space, along with parking, housing, and IT support (weaknesses and threats included under “infrastructure”) and the potentially inadequate number of face-to-face and online courses, greater dependence on LOAs, decrease in research productivity, and lowered faculty morale (weaknesses and threats included under “teaching and research”). The perceived weaknesses and threats represented by increasing enrollments and the challenges of striking a balance between teaching and research agendas are historical and emerging challenges that the institution faces during this accreditation cycle and beyond.

### 2) CORE THEME 3: ENGAGEMENT

**Attaining a Broader, More Impactful Engagement Agenda**

In spring 2014 the university was unsuccessful in its initial bid to attain Carnegie Community Engagement classification. However, the application process shed considerable light on how the institution might better meet its Core Theme 3 goals, foster engaged student learning, and be better prepared for its re-application for the Carnegie classification in 2019.
Overseen by the Vice Provost of Extended Studies, the committee charged with this re-application process is now selecting appropriate methods to quantify outreach and engagement activities on and off campus, part of a broader dialogue among the Core Theme 3 Committee, the University Outreach Council, and the Office of the Provost. First and foremost, the university must capture consistent, reliable data on the role of engagement in both student learning and faculty research and teaching – how, that is, engagement informs institutional culture and identity.

Besides the student learning data that will be drawn from the assessments of Core Objective 14 (Application), as discussed in the response to Standard 4, the university is now using the commercial platform GivePulse to measure the impact of civic engagement, service, and volunteerism within the surrounding communities. To better measure faculty activities in outreach and engagement, the Office of the Provost is considering how to supplement the standard reporting on faculty research, teaching, and service in Digital Measures with faculty contributions to the goals of Core Theme 3, with the hope of promoting the benefits of outreach and engagement at the individual, department, college, and institutional levels.
As the university continues its recovery and renaissance following the budget crisis that began this decade, the Offices of President and the Provost rely on two committees composed of academic and administrative faculty and community members to help the institution fulfill its mission amidst an era of such significant change.

In 2015-16, the newly appointed Stewardship and Sustainability Committee determined the most important metrics for the university to track in order to carefully monitor its ability to sustain enrollment growth and attain the goals of the current Strategic Plan. These metrics span a range of concerns relevant to mission fulfillment, including campus infrastructure, faculty retention, innovative teaching and access to information, and budgets and expenditures.

This committee complements the Enrollment Management Group, charged with planning for the university’s short- and long-term goals for its student body, including a 33% four-year and 65% six-year graduation rate for undergraduates and a 50% six-year graduate rate for doctoral students, and a 300:1 student: academic advisor ratio by the year 2021.

As the university plans hopefully for the future, it can justifiably look at its recent accomplishments with pride. Although improvement is needed in the student: faculty ratio, graduate enrollment has not increased, and research expenditures have declined, the university has made considerable strides in the current accreditation cycle: undergraduate enrollment, students of color, and the number of academic faculty members have all increased, and retention and graduation rates and the student: advisor ratio have all improved. The 2016-2017 academic year will see a new, competencies-based Core Curriculum and an assessment plan intended to measure student learning from the declaration of the major to graduation, both intended to align the university’s approach to student learning with national best practices. This level of expansion, improvement, and innovation would have been unthinkable just a few years ago, when the university suffered budget cutbacks that threatened to alter its trajectory for the foreseeable future. That this fate did not befall the university makes its present success all the more extraordinary.

35 The recommendations made by the Stewardship and Sustainability Committee are available at https://sharepoint.unr.edu/sites/accreditation.
This accreditation cycle and the recommendations provided therein have afforded the university a welcome occasion for reflection and planning over the past seven years. As evidenced throughout this final self-study of the cycle, the University of Nevada, Reno has just begun a period of profound transformation, a period that has already posed and will undoubtedly continue to pose many challenges, most of which are related to increasing enrollment. Maintaining the quality of teaching, providing an inclusive and innovative environment for the campus community, expanding the research profile of its faculty, striking a balance between teaching and research demands, and deepening the impact of outreach and engagement are already at the forefront of the challenges that this institution faces, as it continues to grow with the young century. Guided by its Institutional Strategic Plan, 2015-2021, the document that follows one accreditation cycle to an end and begins another, the university is better suited, however, to assess and evaluate its successes and shortcomings in the years ahead.

It is a cliché to assert that a twenty-first-century institution of higher learning would be unrecognizable to previous generations. Innovative pedagogies, the development of new disciplines and disciplinary perspectives, and even architectural fashions all ensure the alteration of the university experience from one generation to the next. At the University of Nevada, Reno in 2016, however, one could argue that the institution is, if not becoming unrecognizable, then rapidly and noticeably evolving, as it emerges from the aforementioned historical divide that distinguishes the university before and after the dire days of 2010-2011. Members of the campus community and residents of Reno and Nevada are witnessing the effects of this transformation: the erection of several new buildings have altered the skyline of campus as one walks either northward or southward, the growing number of students walking to and from class is readily apparent throughout the day, as is the frequency of tours for prospective students and their parents, and soon the campus boundaries will be redefined, as the university will begin to merge with its surrounding city.

Amidst this palpable expansion and movement, there remains the quiet of the campus quad, shadowed by its elm trees and stretching out towards the graceful portico of Morrill Hall, the first building erected on campus to serve as the cornerstone of the university’s new location when it moved from Elko to Reno over 130 years ago. In this quad, generations of Nevadans have bid the university farewell in the commencement ceremonies recognizable by the white tents and chairs that signal the end of an academic year, and in more recent years a new generation of students has begun their university careers here in the social activities held for NevadaFIT. History and progress co-exist in this little corner of campus, an apt symbol for an institution that is redefining its educational purview and physical presence while it adheres to its identity as Nevada’s land-grant university.