

Periodic Self-Evaluation

Brian E. Sandoval

President

University of Nevada, Reno

October 5, 2020 – Present



University of Nevada, Reno



Introduction

As the state’s original land-grant university and ranked among the nation’s top universities by the Carnegie Foundation, the University of Nevada, Reno continues to provide new opportunities for the state’s next generation of leaders.

Over the past decade, and particularly in the past three years, the University has continued to achieve institutional records in practically every metric associated with success, including graduation, National Merit and Presidential Scholars, student body diversity and faculty productivity. The University is classified by the Carnegie Classification of Institutions of Higher Education as an “R1” institution — “very high research activity” — which is reserved for doctoral-granting universities with exceptional levels of research activity.

In 2020, it was announced that the University had reached the prestigious Carnegie Classification for Community Engagement, becoming one of only 119 institutions in the country so honored. The University celebrated new milestones in 2021 in three key areas, including the most National Science Foundation Faculty Early Career Development (CAREER) Program awardees in a single year (eight, representing four colleges), a Sloan Fellowship recognizing early career faculty with potential to revolutionize their field of study and a National Endowment for the Humanities Fellowship. In December 2021, the Carnegie Foundation for the Advancement of Teaching reaffirmed the University of Nevada, Reno’s status as a top-tier research university. In fall 2023, the University welcomed 21,778 students to our beautiful and historic campus.

During my tenure as President, my goal has been to raise visibility and awareness of the strategic priorities for the state’s original land-grant institution, increase student accessibility, diversity and success; faculty and staff achievement and excellence; and innovation, partnership and impactful engagement through the University’s research and outreach efforts. It is my vision for the University to be a “Land Grant 2.0,” a University that provides more access, diversity and technology to our students so they can succeed in the ever-changing world of the twenty-first century.

Key achievements include the following:

Collegiate Academies. An intentional dual enrollment effort by the University to improve access pathways to the University through partnerships with the Clark, Washoe, Elko and Churchill Counties School Districts, the Collegiate Academies are establishing growing cohorts of University-bound high school students, particularly students from diverse and at-risk backgrounds, thereby improving accessibility to the University for Nevada families.

Sierra Nevada University Acquisition. A groundbreaking collaborative agreement whereby Sierra Nevada University, located at Lake Tahoe, donated its campus to the University. This merger will increase the University’s ability to expand academic programming and enrich the living, learning and discovery environments for future University students while also increasing the institution’s sustainability and research efforts at Lake Tahoe.

Digital Wolf Pack Initiative. One of several student-centered initiatives based on partnerships with tech industry leaders, the Digital Wolf Pack Initiative is a pilot program with Apple designed to support

students' experience on and off campus by more fully integrating technology into students' academic careers. This includes augmenting digital literacy and making accessibility to digital tools and programs possible for all students an institutional priority, no matter students' socioeconomic status or backgrounds.

Guinn Center Affiliation. The Guinn Center, a nonpartisan research and policy center, formally affiliated with the University in summer 2021. With this partnership, the University's students and faculty will work in concert with the Guinn Center on a wide range of public policy issues central to Nevada's future.

Renown Health Affiliation Agreement. In summer 2021, the University announced a generational partnership agreement between the University of Nevada, Reno School of Medicine and Renown Health to establish the first fully integrated health system in Nevada. The agreement expands clinical training and clinical research programs as well as access to clinical care for all Nevadans.

Healthy Nevada Project Transfer. Through the recent transfer of the Healthy Nevada Project, our School of Medicine's Clinical Research Center has opened its doors to one of the largest genetic research studies in the country. Our School of Medicine, thanks to this partnership, is helping the project increase its enrollment and provide medical students with an opportunity to learn more about the impact of genomic medicine.

Philanthropy. Many significant gifts were made to the University during my short tenure as President. These include the donation of the Sierra Nevada University campus, Renown Health Scholarships amounting to \$350,000 every year over the 50-year affiliation agreement, and the completion of the \$500 million Campaign for a New Nevada. The University also received a very generous gift of \$36 million from the Guillemot Foundation for a new Aerospace Engineering Department that will drive the aviation industry in Nevada, graduate exceptional students ready to be leaders in their fields, and finds solutions to substantial issues facing the aerospace industry. This gift also includes a new DomeX projection system for the Fleischmann Planetarium and Atmospherium, making it one of the premiere planetariums in the country. DomeX provides next generation technology that University researchers will find transformational. This gift is the largest private donation in University history.

Nevada Tech Hub. United States Senators Jacky Rosen and Catherine Cortez Masto announced that the University of Nevada, Reno was designated as a Tech Hub, which creates a network of public-private partnerships with entities throughout 16 counties in Nevada. The University's selection for the program, through the bipartisan CHIPS and Science Law, is a recognition that Nevada has the assets, resources, and capacity to become a global leader in lithium batteries and electric vehicle innovation. This designation will also make additional funding opportunities and resources available to the University of Nevada, Reno's Tech Hub.

Office of Hispanic/Latinx Community Relations. The Hispanic/Latinx Community Relations Director position was created in 2022, and is dedicated to bridging the gap between the Northern Nevada Hispanic / Latinx community and the University. Part of this outreach is to connect with community "champions" that can advise the University on Hispanic/Latinx engagement that will help further the University's land grant mission.

Office of Indigenous Relations. The Office of Indigenous Relations, created in 2022, is the first of its kind in Nevada. The Office of Indigenous Relations aims to build strong community connections, provide funding and resources, and create supportive and culturally inclusive environments for Indigenous students, faculty and communities. This office also includes a Native American Graves Protection and Repatriation Act (NAGPRA) Coordinator whose goal is to repatriate ancestral remains and cultural artifacts currently housed within the University.

University Research Records. University of Nevada, Reno research continues to perform at an exceedingly high level. Research expenditures have grown from \$87 million in 2013 to more than \$180 million in 2023. Our faculty's research productivity is among the top 65 universities in the country. And over the past three years, the University has produced nearly 20 National Science Foundation "CAREER" Awardees. I was also pleased to join University researchers on visits to Cambodia and the Basque Country in Spain to meet with local government officials, ensuring continued and enhanced funding for these University research projects.

Mathewson University Gateway. Several developments have occurred in the area south of main campus. The new gateway was named after philanthropists Charles and Stacey Mathewson, making it the Mathewson University Gateway. The University opened a parking structure that alleviates the significant parking shortage at the south end of campus. The College of Business Building Groundbreaking was held on October 12, 2023. The first academic building within the Gateway will create an iconic link between the University and Downtown Reno and will be the unquestioned hub for all things Business in northern Nevada.

State Public Health Lab. Thanks to Governor Steve Sisolak and the Nevada Legislature, the construction of the new State Public Health Laboratory on our campus will begin in 2024. When it is completed, Nevada's scientific and public health community will work together in this state-of-the-art facility that will be second to none, and provide every Nevadan with a better quality of life.

Social Work Building. United States Nevada Representative Mark Amodei and Minnesota Representative Betty McCollum graciously found the federal funding from the U. S. Department of the Interior needed to rehabilitate the radium found within the former Facilities building. It has now become the new home of Nevada's largest School of Social Work, providing transformational research, programming, training and engagement that makes our community, and Nevada, a much healthier place.

Board Service. Several organizations have reached out to include me on their Advisory Boards. These include the Association for Public Land Grant Universities Board of Directors, the Davidson Academy Governing Board, Economic Development Authority of Western Nevada (EDAWN) Board of Trustees, Tahoe Fund Council of Special Advisors, Presidents' Alliance on Higher Education and Immigration, Renown Health Board of Directors, and Western Governors Foundation Board of Directors. I also serve as chair of the Mountain West Board of Directors Legal & Finance Committee.

Personal Awards. Different groups across Nevada have presented me with very meaningful awards. A few include: PBS Extraordinary Philanthropist of the Year, Nevada Latino Bar Association Inspira Award, Washoe Education Foundation Torch Award, National Judicial College Award, and Nevada Business Magazine's 2023 Most Respected Leaders. I was also unanimously approved by the Political

President Brian Sandoval Periodic Evaluation
University of Nevada, Reno

Science faculty to receive the title of *Professor of Practice* in the Political Science Department at the University of Nevada, Reno.

As we enter our sesquicentennial year, we will have an opportunity to celebrate our past, while also continuing to do the work that defines our future. It has been the honor of a lifetime to serve as the President of this incredible University. I am excited to continue making history alongside the best faculty, staff and students in the nation.

Submitted October 27, 2023

Page 5 of 125

1. Progress on meeting previously established goals of the President, including any relevant data;

Goal 1: Expand remote learning educational opportunities for on- and off-campus students. Given UNR's overall enrollment pressures and the lagging impact of the pandemic on student learning, you could distinguish your institution in the online space through new degrees, hiring dedicated leadership, and community partnerships.

Carley Ries joined the University of Nevada, Reno on September 25, 2023, serving as the new Vice Provost for Online Learning. Carley joins us with over 26 years of experience in higher education administration and online education strategy. In her most recent position at Oregon State University, she served as the Senior Assistant Dean of Online Programs for the College of Engineering where she launched robust online courses and program offerings. Earlier in her career, Carley served as Executive Director of Online and Academic Outreach at the University of Colorado, Colorado Springs (UCCS), including leading the Weekend University programming at UCCS.

In the short time that she has been at our University, Ms. Ries has developed the following **Nevada Online** strategy:

The foundation to develop a robust service center for online faculty is in motion. This will include ensuring faculty are trained on best practices of online interaction, pedagogy and other techniques to ensure online learners receive transformational experiences. Nevada Online is being developed as a support services department where instructional designers, technologists and multimedia analysts will not only advise faculty on best practices and learning technology tools, but will also ease the lift for faculty to implement the content into Canvas, the University's learning management system. Nevada Online will support the online learner and will be the conduit between a myriad of support services throughout the institution. By having one central location for online learners to connect with will ease the confusion of the student seeking support. All the while the online learner will feel a sense of community with the services and clubs available to them from afar.

A primary strategy for Nevada Online is to develop 2-3 new online undergraduate programs that will support the needs of Nevadans and previous stop out students seeking to complete their degrees. By establishing a few new undergraduate degrees this will allow the infrastructure to be robust and enhancements will be made throughout the process to ensure both faculty and students are fully supported in the online modality. The new undergraduate programs will be formed, while utilizing minors from those new programs as additional pathways for online learners who are seeking the online interdisciplinary degree. This degree requires two minors and currently there are three options. Additional minor options within this degree will be developed. Transitioning graduate programs from a 3rd party vendor to an in-house model is currently being completed. Additional graduate degrees are being vetted to ensure the time/place bound learners are able to enhance their education from afar. Regional data and job postings are being utilized to identify appropriate degrees to offer online. Once these degrees are developed, the University plans to establish additional industry partners to support their current employee workforce. We will provide educational opportunities to Nevadans to keep them in the state to support our local industry leaders.

Goal 2: Through dual enrollment, give Nevada high school students the opportunity to earn college credits before ever enrolling at an NSHE institution. While not without controversy, this strategy will benefit from your measurement target of refining the enrollment process and better understanding the areas of content in demand. This information will make the initiative replicable in more counties and institutions.

Background. Dual Credit programs allow high school students to take classes that satisfy high school graduation requirements while at the same time, earn college credits that can count towards associate and bachelor’s degrees. These programs are important because studies have shown that high school students who participate in dual credit programs are more likely to enroll in and complete college degree programs.

The University of Nevada, Reno (UNR) has partnered with the Clark, Churchill, Elko, and Washoe County School Districts to expand dual credit opportunities to high schools through the UNR Collegiate Academies. Many of the Collegiate Academies are in underserved communities where students have the potential to be the first person in their families to attend college. By providing these students access to dual credit courses, they can take college level courses in a less intimidating setting from teachers who they already know and trust. Success in these lower stakes learning environments can provide students with the confidence they need to consider pursuing a college career.

Collegiate Academy Model. The University of Nevada, Reno Collegiate Academy program was designed as a strong reciprocal partnership between University faculty and high school teachers. Through this partnership, University faculty coordinate courses by providing high school teachers with the necessary training and course materials to teach college classes in their high school classrooms. The high school teachers meet regularly with the University faculty to discuss and adapt the course content to best serve high school learners. This two-way collaboration leverages the content expertise of the University faculty with the teaching expertise of the high school teachers. We find that this partnership best supports high school student learning in courses taught to University standards.

The advantages of the Collegiate Academy model for dual credit instruction include the following:

- It’s scalable. One course coordinator can oversee the teaching of multiple sections in multiple high schools.
- It provides support and professional development opportunities for teachers.
- The University gains insights on how to best teach early college learners on- and off-campus.

Program Growth and Expansion. The Collegiate Academy program has experienced substantial growth in the number of high school students taking college credits. When the program began in 2021, we were in 2 schools and had 1,020 course enrollments with 395 students. The program currently has grown to include 28 schools and has 10,088 course enrollments with 5,284 students.

Historic Collegiate Academy Growth

Academic Year	Unique Students	Course Sections Offered	Total Course Enrollments
2021 - 2022	395	47	1,020
2022 - 2023	1,433	147	2,824
2023 - 2024	5,284	352	10,088

2023 -2024 Collegiate Academy Partnering High Schools: The University of Nevada, Reno is currently partnering with twenty-eight high schools located throughout the state. This includes the addition of three rural high schools in Elko and Churchill Counties, where we are partnering with the Nevada Department of Education to support Career and Technical Education programs in agricultural science.

Clark County School District (Title 1 Schools = #)

1. Arbor View High School
2. Canyon Springs High School[#]
3. Centennial High School
4. Chaparral High School[#]
5. Cheyenne High School[#]
6. Cimarron Memorial High School[#]
7. Coronado High School
8. Del Sol Academy[#]
9. Durango High School[#]
10. Eldorado High School[#]
11. Foothill High School
12. Legacy High School[#]
13. Moapa Valley High School
14. Mohave High School[#]
15. Northwest Career and Technical Academy
16. Spring Valley[#]
17. Sierra Vista High School[#]

Washoe County School District

1. The Academy of Arts, Careers and Technology
2. Corral Academy of Science (WCSD Charter)
3. Damonte Ranch High School
4. Galena High School
5. McQueen High School
6. Reed High School

Churchill County School District

1. Churchill High School

Elko County High School

1. Spring Creek High School
2. Elko High School

State Charter Schools

1. Mater Academy
2. Slam Nevada

2023 – 2024 Concurrent Enrollment Course Offerings. Currently, twenty-five unique courses are being taught at partnering Collegiate Academy high schools. These courses cover a wide range of disciplines including those from the humanities, social sciences, and STEM fields (see table below). These courses were chosen for the Collegiate Academy program based on the following criteria: 1) courses are approved for dual credit by NSHE and the Nevada Department of Education, 2) courses are accepted upon transfer to all NSHE institutions and most other public colleges and universities, 3) courses satisfy general education requirements at all NSHE institutions and most public colleges and universities. We currently looking to expand our course offering in the next academic year to include more courses in the Arts and STEM disciplines.

2023 -2024 Collegiate Academy Course Offerings

- AGSC 101 – Elements of Livestock Production
- CHEM 121A/L – General Chemistry I (lecture/lab)
- ENG 101 – English Composition I
- ENG 102 – English Composition II
- ECON 100 – Introduction to Economics
- FREN 111/112 – First Year College French I and II
- GEOG 121 – Climate Change and Its Environmental Impacts
- GEOL 100 – General Geology
- HIST102C – United States History Since 1877
- JOUR 103 – Introduction to Media and Society
- JOUR 107 – Media Writing
- JPN 111/112 – First Year College Japanese I and II
- MATH 120 – Fundamentals of College Mathematics
- MATH 126/127 – Pre-Calculus I and II
- PSC 101 – American Politics: Process and Behavior
- PSY 101 – General Psychology
- SOC 101 – Principals of Sociology
- SPAN 111/112 – First Year College Spanish I and II
- SPAN 211/212 – Second Year Spanish I and II
- SPAN 226 – Spanish for Heritage Speakers

Assessment of Student Learning. To ensure concurrent enrollment students received the quality education that their on-campus peers experienced, student learning outcomes were assessed for several Collegiate Academy courses using the rubrics used to assess corresponding on-campus courses. Based on our analyses of 2022 – 2023 Collegiate Academy courses, students met course learning objectives to a similar or higher degree in comparison to their on-campus peers.

2022 – 2023 Course Assessments		
	Concurrent Enrollment (% met standards)	On-Campus (% met standards)
ENG 101 15-week	92%	98%
ENG 101 30-week	89%	98%
SOC 101	84%	86%
JPN 111	100%	95%
SPAN 111	98%	78%
MATH 126	86%	59%

Comparing Collegiate Academy and On-campus Course Grading. Analyses were conducted to ensure course grades were being awarded in a comparable manner between concurrent enrollment courses and corresponding on-campus courses. As can be seen in the table below, the average course grades and the percentage of D and F grades awarded in Collegiate Academy courses were similar to those observed for on-campus courses. Only in a small number of courses did we see significant differences in these metrics and in these cases the sample sizes were relatively small. These results indicate that Collegiate Academy courses were taught and graded to the same high standards as on-campus courses.

Grade Summaries for 2022 – 2023 Collegiate Academy Courses

Course	Total Concurrent Enrollment Course Enrollments	Concurrent Enrollment Course Grade Average	On-Campus Course Average Grade	Concurrent Enrollment Course Grade %D/F Grades	On- Campus Course %D/F Grades
AGSC 100	116	3.37	2.97	0.00%	6.00%
COM 101	34	3.06	2.82	3.00%	6.70%
ECON 100	172	3.30	3.04	3.00%	5.50%
ENG 101 30-week	1344	3.00	2.93	12.00%	11.70%
ENG 101 15-week	159	3.03	2.93	12.00%	11.70%
ENG 102	136	3.33	3.22	5.00%	7.10%
HIST 102C	607	3.32	3.27	6.00%	4.40%
JPN 111	30	3.60	2.68	0.00%	12.80%
MATH 120	348	2.77	2.64	15.00%	14.30%
MATH 126	323	2.44	2.39	25.00%	18.10%
MATH 127	233	2.99	2.57	8.00%	12.50%
PSC 101	221	3.01	2.82	9.00%	10.50%
PSY 101	469	2.72	2.79	8.00%	10.50%
SOC 101	38	3.32	2.70	8.00%	10.90%

SPAN 111	54	3.54	2.75	6.00%	8.30%
SPAN 112	12	3.42	3.06	8.00%	4.80%

Future Goals. A major goal for the 2023–2024 academic year is for the University of Nevada, Reno to become a National Alliance for Concurrent Enrollment Partnerships (NACEP) accredited institution. We have submitted the required letter of intent to NACEP and are in the process of preparing our accreditation application package for the 2024 review cycle. This goal was affirmed during our recent NWCCU Accreditation visit as one of their suggestions included receiving NACEP accreditation.

The other NWCCU suggestion was that we look into creating a path for the high school teachers interested in obtaining a master’s degree. So, to this end, the College of Education and Human Development and Nevada Online are working on this program with the first class planned to launch in spring 2024.

Goal 3: Increasing international student and student of color enrollment numbers. I encourage you to identify over this year not just the raw numbers of how many students, but what services will be needed and what must be true to ensure the success of these two populations. This will be important to report in your evaluation report.

International Student Enrollment:

Background. As a Tier 1 Land Grant University, it is our responsibility to ensure our students see themselves as global citizens and view the world through a broader international perspective. Vital to this undertaking is the establishment of an internationally diverse campus community where domestic students can engage with international students and scholars from across the globe. Therefore, we must increase our current international student enrollment from 3% of our student body to at least 10% to realize the true potential of an internationalized campus.

International Student Recruitment. The University of Nevada, Reno has partnered with the international student recruitment firm, Shorelight, to facilitate our international student recruitment goals. This company has an extensive network of global recruiters and support staff that market, recruit and facilitates the onboarding of qualified students for the University's undergraduate and graduate degree programs. WE anticipate the first cohort of international students recruited by Shorelight to enroll in spring 2024.

International Student Support. Once students have accepted their University of Nevada, Reno admission, Shorelight and the University will partner to help new international students acculturate to the U.S. and the University community. These acculturation supports include airport pick-up, assistance in securing on- and off-campus housing, and an orientation to the academic and student-life services. The University of Nevada, Reno and Shorelight will also partner on the teaching of for-credit first year experience courses that will provide new international students with the skills and resources to navigate the University academic/social culture and American society as a whole. In cases in which student need supplemental English language support, Shorelight will provide intensive English language support.

Building a Community of International Students and Scholars. We are also in the process of creating the University of Nevada, Reno International Community Center, which will be specifically designed to address the needs of the international student and scholar community. This space, located on the first floor of the Pennington Student Achievement Center, will house international student/scholar support units including, but not limited to, the Office for International Students and Scholars (OISS) and the local Shorelight support staff. The space will also contain areas where international students can study and socialize. We expect this center to become a major locus for internationalization engagement on the University campus.

Student of Color Enrollment:

Enrollment of students of color continues to increase at the University of Nevada, Reno. For fall 2023, 49% of the incoming first year undergraduate class identified as students of color. Overall, the University of Nevada, Reno has increased its students of color population by 7.1% year over year.

To ensure the success of these students we will need to continue to have cooperation among the various units across campus that serve these populations. The Student Services Division and the Multicultural Center continue to play a key role for these students by offering programming, opportunities to connect, and implementing various initiatives that provide these students with a sense of belonging and help them connect to the University. Programming and initiatives like the Heritage Months, Asian Night Market, Barbershop pop-ups, Counseling groups, and the Black Male Collective give opportunities for academic faculty, administrative faculty and staff to collaborate and provide the services needed to ensure the success of the student of color population.

College / School / Department Specific Support Initiatives:

Social Work:

- *Latinx Social Work Panel*. This panel was focused on the academic and professional experiences of Latinx people in the social work profession. Latinx professional social workers shared their experiences in the workspace and society as Latinx people.
- *Social Work Latinx Clinical Panel*. Discussion for our Master of Social Work Students (via the Lunch and Learn Series) on what it means to be a Latinx clinician in Northern Nevada.

Donald W. Reynolds School of Journalism (RSJ):

- *Noticiero Móvil*. Bilingual student-run news firm that reports on issues of the Latino community
- *Vibrant Voices*. Student club that serves RSJ students of color
- *Next Generation Radio Nevada*. Partnership with NPR and KUNR that trains students of color for careers in public media
- *Workshop for Tribal students* on “Telling your own stories” at CABNR summer program (at 4H Camp at South Lake Tahoe)
- Fundraised to create *Diversity Fellow in Residence program* and established *Vierra Fund* for Innovation in DEI (to provide funding for faculty projects)
- *Transgender Journalists Association Student Club*

College of Liberal Arts:

Student Clubs:

- Mariachi Lobos de Plata (Music)
- The Spanish Club (World Languages and Literatures)
- The GRI Club (Gender, Race, and Identity)

Academic Programs:

- Asian Studies Minor (Political Science)
- Black Studies Minor (Gender, Race, and Identity)
- Indigenous Studies Minor (Gender, Race, and Identity)
- Latinx Studies Minor (Gender, Race, and Identity)
- Ethnic Studies Minor (Gender, Race, and Identity)
- BA in Gender, Race and Identity (Gender, Race, and Identity)

College of Science:

- Maximizing Access to Research Careers (MARC). The Maximizing Access to Research Careers (MARC) Nevada program, sponsored by the National Institutes of General Medical Sciences and established in 1975, is a program designed to help develop a diverse pool of undergraduates who complete their baccalaureate degree, and transition into and complete research-focused higher degree programs (e.g., Ph.D. or M.D./Ph.D.) in biomedical sciences. The long-term goal is to develop a diverse pool of well-trained scientists. <https://www.unr.edu/science/student-resources/marc-program>
- MAPS (student club supported by COS). MAPS is the undergraduate representation of the Student National Medical Association (SNMA) and was launched nationally by SNMA in 1989 as a way of increasing the pipeline of minorities into all medical professions, inclusive of medicine, nursing, public health and health care administration and entrepreneurship.
- PROUD (Psychology Research Opportunities for Underrepresented and Diverse students). A program that provides professional development and research opportunities to help undergraduate students become competitive applicants for graduate school.
- McNair Scholars (a TRiO program COS collaborates with). Providing academic and research opportunities for first generation, low-income and underrepresented college sophomores and juniors to go on to PhD programs with the ultimate goal of increasing faculty diversity in higher education. <https://www.unr.edu/mcnair>
- Golden Scholars. Providing first-generation students in the College of Science with support and resources to navigate college life. The Golden Scholars program is a first-generation program exclusive to students in the College of Science. This program is designed to build community and enhance student success and retention at the University. <https://www.unr.edu/science/student-resources/golden-scholars-x286538>
- Nevada Enhancing Neuroscience Diversity through Undergraduate Research Education (ENDURE). The Nevada ENDURE Program is a two-year program providing paid intensive research training and mentorship to students from underrepresented backgrounds who plan to pursue a Ph.D. in neuroscience or a neuroscience-related field. <https://www.unr.edu/science/student-resources/nevada-endure-program>
- LLC Scholarships. Collaboration with Upward Bound (low income and first-generation students) to give aid to Upward Bound seniors to be able to live in the College of Science Living Learning Communities (WiSE and COS LLC).

Orvis School of Nursing:

- Established the OSN DEI Committee to create and maintain a safe and welcoming environment for students of color.
- Established a robust faculty staff search process with diverse search committee members to strategically improve faculty and staff diversity profile to support our diverse student population, including students of color.
- Organized annual Hispanic Heritage Month celebration for students, faculty, and staff.
- Developed learning opportunities in the population curriculum through engaging communities of people of color.
- Sponsored and participated in the American Indian/Alaska Native Summer Camp for undergraduate student recruitment.
- Sponsored the film screening & discussion: Imagining the Indian.

Submitted October 27, 2023

- Established the DEI Committee and community liaison within the Orvis Student Nurses' Association.
- Implement DEI accomplishments as a mandatory part of the annual faculty evaluation.
- Established a formal process to track DEI contributions of faculty and staff

University of Nevada, Reno School of Medicine:

Speech Pathology and Audiology: National Student Speech Language Hearing Association (NSSLHA) is engaged in creating activities and events that support diversity and BIPOC groups. There is a Diversity Officer on the board. This is an undergraduate group.

MD Program: Supports the following student interest groups for students of color.

- Asian Pacific American Medical Student Association (APAMSA)
- Latin American Medical Student Association (LSMA)
- South Asian Medical Student Association (SAMSA)

Office of Indigenous Relations:

The creation of the Department of Indigenous Relations has provided an opportunity to engage Native American faculty, staff, and students and begin establishing visibility and create a sense of belonging. With the implementation of the Native American Fee Waiver, the University has doubled the number of students accessing programs and courses. After the first year of the waiver, 73 students were approved. In the fall of 2023, 154 students from 42 different Federally Recognized Tribes, have accessed the fee waiver. This includes 1 medical student, 7 PhD students, and 34 graduate students. As of spring 2023, 22 students have completed degrees.

Further, a Native American Faculty and Staff group has been created, which provides networking and support for over 30 Native American Faculty and Staff on campus.

The Office of Indigenous Relations has worked to develop cultural competency and awareness trainings across campus and works with other units to provide events on campus. And as part of the sesquicentennial celebration a Native American mural will be installed on campus.

Office of Hispanic/Latinx Community Relations:

The Director of Hispanic/Latinx Community Relations was created in 2022, and dedicated to bridging the gap between the Northern Nevada community and the University. The position oversees efforts in community engagement. Part of this outreach has been to connect with community “champions” that can advise the University on Hispanic/Latinx engagement that will help further the University’s mission as a land grant institution. Over the next six months, the director will build a coalition of community leaders to meet periodically in order to build stronger community ties and to further involve the community in University efforts. Coalition members will consist of community business owners, educators, advocates and other “champions” from Northern Nevada. The Director of Hispanic/Latinx Community Relations has conducted meetings with outside community programs to build stronger relationships within for the entire university and to uncover potential partnerships and new outreach opportunities. The position has been able to connect outside organizations with the School of Medicine, the College of Business, and some of our first-generation student programs which has brought new opportunities to partner and even sponsor some events. This position has also been able to serve

Submitted October 27, 2023

as a representation of the University during government affair meetings and roundtables with elected officials and state representatives.

Efforts have also been focused on building a stronger connection with Truckee Meadows Community College (TMCC) to give more opportunities for outreach and build a “path-way-network” for students to have more University engagement and overall a better transfer process. Along these lines, the position also focuses on providing support to outside programming like “La Voz – Huellas” that is a new program that is expanding to the University of Nevada, Reno from the Boyd School of Law at the University of Las Vegas. This partnership allows for students of color who are interested in law to partner with a practicing lawyer in Nevada in order to gain firsthand experience in Law at a younger age. This position has also connected with schools in Washoe County School District in order to have more University representation at events which include tabling, guest speaking, conference presentations and overall program engagement.

Another aspect of this position has been to meet with University programs, Directors, Faculty and Dean’s to capture a more accurate picture on how each is providing dedicated outreach to the Hispanic/Latinx community while also gathering what tools and resources we need to continue moving forward. This includes finding what resources and material is needed in Spanish university wide, what programming currently exists, as well as providing connections to community partners and schools to relay new outreach and engagement opportunities that are related to each effort.

This position works closely with Hispanic/Latinx news outlets and radio stations here in the community to promote University programming and campus wide efforts for Hispanic/Latinx students and families. There has been recording breaking numbers in attendance for events like Tu Bienvenida, Dia de los Muertos, and the Vamos Pack football game. This also encompasses social presence which is crucial in today’s day and age for student engagement. The #vamospack social media continue to grow in followers and we are able to provide more information in Spanish.

Latino Research Center:

The Latino Research Center (LRC) is the only center of its kind in Nevada. Historically, the LRC was housed within the College of Liberal Arts, which focused many efforts on cultural and artistic outcomes. However, the LRC was moved out of the college to function under the Office of the Provost with the aims to support its potential to serve as a pillar of Latinx research so that its findings, innovations, and discoveries can lead to social and cultural impacts across the state and beyond. Since this structure and conceptual shift, the LRC has led nine different grant-funded initiatives, with the most recent one focusing on the Community of Bilingual-English Spanish Speakers (\$1.2M) aimed to support linguistic and geographic diversity for the fields within STEM and Health. This supports recruitment of students at the high school level, with intentional mentoring until they enter the University, all tied directly to enrollment needs as a five-year project. With increased autonomy under the Office of the Provost, the LRC is also leading other studies tied to national trends regarding decreased enrollment among men of color, Latinx faculty departures, Latinx doctoral student needs, and Latinx faculty research assessments.

Submitted October 27, 2023

Efforts by the LRC provide a direct link to the Latinx community; many of its associated grants include a service component to the institution. For example, in a recent study regarding Latinx Health and Housing, the LRC research collaborators identified that Latino families in the community needed more access to existing resources on health and housing. As such, the LRC used its associated grant-funding to design free community resource fair, which engaged more than 500 families – this served as a link to their stated needs, while also helping to maintain a connection to the role of the University. In addition to off-campus endeavors, the LRC has been instrumental in leading engagement activities on the university campus in order to increase sense of belonging among community members, faculty, staff, and students. These events include but are not limited to, Tu Bienvenida (a Latinx faculty, staff, student welcome), Mi Casa es Su Casa (a Latino Parent welcome), and Dia de los Muertos (a free community celebration with many local community partners and businesses). Opportunities such as these not only engage all participants, but they also allow everyone to build upon their own identity and inclusion on campus.

Janet Najera serves as the second Manager of Undocumented Student Programs at the University of Nevada, Reno. This role is essential to the state as, “Nevada has the highest share of undocumented immigrants in the United States (Passel & Cohn, 2014), with an estimated population of 176,524 (New American Economy, 2019).” This role provides leadership in coordinating, developing, implementing and assessing programs designed to advance the academic success, and holistic thriving of diverse undocumented, Deferred Action for Childhood Arrivals (DACA), and mixed status families’ students, faculty and staff. In addition, this role serves as an advocate in providing more equitable and inclusive opportunities for undocumented and DACA students by engaging in efforts related to advancing legislative policy impacting undocumented communities as whole. An example of this measure being the advocacy in policy AB226 that was passed which “prohibits the Board of Regents from charging nonresident tuition to a student solely on the basis that the student is not lawfully present in the United States” (NSHE), during the 2023 legislative session. This role designs programs and services related directly to case management to address various issues including social, cultural, immigration, and educational needs and challenges that impact undocumented and DACA students. These services have been provided to an estimated amount of at least 100 students including the academic years of the end of 2021, and all of 2022 and 2023. To add on, this role provides ally trainings to administrators, staff, faculty and allies to increase the understanding of the needs of the undocumented community and to create a sense of community on campus. This role also took part in the planning, coordination and presentation of the first and second Immigrant Careers Summit in the state of Nevada, which provided information to undocumented students about post-graduation opportunities available to them after obtaining a university degree, with an approximate attendance of 100 attendees. This role also was a part of the development of an emergency plan for DACA students to provide on campus in the case that a decision was made in the future to end the program. The role also works directly with campus partners to provide crisis intervention and mental health support to undocumented students as on-going immigration policy changes impact their overall wellbeing. This role supported students in the development of the first undocumented, DACA, and Allies student club on campus in 2022, to provide a brave and inclusive space for students who are in support of the undocumented community; this role currently advises this student club as well.

Submitted October 27, 2023

2. An assessment of the institution’s advancement of goals outlined in the institution’s strategic plan under the President’s stewardship, including the following:

a. An assessment of institutional initiatives designed to support the institutional strategic plan;

Wolf Pack Rising Steering Committee

The University of Nevada, Reno strategic plan, Wolf Pack Rising, highlights the University’s vision for 2023-2027 and beyond. To enable the achievement of the goals and realization of the vision in Wolf Pack Rising, President Sandoval established a formal governance structure, including a Strategic Enablement Office, Steering Committee, and Working Group to drive the University-wide and unit-level execution. These groups are also responsible for creating project plans, developing metrics, and instituting reporting mechanisms.

The Wolf Pack Steering Committee consists of senior leadership across campus and includes the Executive Vice President and Provost, Vice President for Administration and Finance, Vice President for Research and Innovation, Vice President for Student Services, Vice President for Government and Community Relations, President’s Chief of Staff, Senior Vice Provost for University Projects and Strategic Initiatives, Senior Vice Provost for Enrollment Services, Vice Provost for Undergraduate Education, and the Provost’s Chief of Staff. This group oversees all aspects of the Strategic Enablement Office and evaluate progress toward our goals.

The initiatives supporting each strategy are listed in the section below.

b. A review of institutional metrics established to measure progress towards the achievement of goals outlined in the institutional strategic plan pursuant to Title 4, Chapter 14 of the Board Handbook;

The Wolf Pack Rising Strategic Plan outlines six comprehensive goals, each accompanied by two distinct strategies that serve as the primary areas of focus for identifying and coordinating underlying actions. These actions provide specific initiatives that will drive the work necessary to accomplish each goal. In order to gauge the effectiveness of these initiatives, specific metrics have been established and are outlined in the strategic plan.

While some measurements, such as the six-year graduation rate, student headcount, freshmen retention, and student-to-faculty ratios, are straightforward and easily quantifiable, others will require stakeholders to develop tangible outcomes. For instance, evaluating progress in areas like policy development, process refinement and organizational change, flexible budgeting approaches, and an adaptable recruitment and retention strategy will demand a more creative approach to assessment.

To tackle this challenge, the Wolf Pack Rising Working Group, comprising key leaders at the unit level who possess expertise in specific goals, strategies, and actions, will mobilize their respective teams to create mechanisms for measuring these more nuanced metrics. Additionally,

Submitted October 27, 2023

the Working Group will act as liaisons and communicators of Wolf Pack Rising progress to the broader University community, while collaborating to identify cross-campus best practices and addressing challenges at the college/unit level that may impede the implementation of Wolf Pack Rising initiatives.

The Strategic Enablement Office has the responsibility of consolidating all of these efforts to develop a unified data strategy and reporting cadence across the entire university. This office systematically collects, organizes, and disseminates data related to the strategic plan on an ongoing basis and will oversee the regular revision of the overall strategic plan in accordance with a predetermined schedule.

Goal 1: Strengthen the Pack

Strategy 1 – Increase equitable student outcomes while growing enrollment to 25,000 by FY2030

Enrollment

A. Provide access for all of Nevada’s students and be a compelling choice for Nevada’s most academically prepared students

Beyond Collegiate Academies (Question 1, Goal 2), the University is re-assessing processes and programs, and providing more opportunities for students to enter the enrollment funnel as prospective students. The University has eliminated the undergraduate application fee for domestic students, joined the Common App, is strategically targeting prospective student name buys, has implemented a Direct Admit program for qualifying individuals including the Collegiate Academies, increased the number of “yield” events – such as admitted student and their family receptions and Nevada Bound. We are implementing an online net price calculator to provide transparency in cost and a robust tool for students and their supporters to plan for Higher Education costs.

During the pandemic, a holistic scholarship process was introduced; however, it lacked transparency and required that students had to wait longer to know if they would be eligible for merit-based scholarships. As a result, the University rolled out two transparent scholarship matrices for the fall 2024 enrollment cycle in which students and their supporters could place themselves academically on the chart to see exactly what scholarships they would be eligible for prior to committing to our University. The University will continue to evaluate scholarship models and opportunities that are responsive to all Nevadans as the prospective student market continues to evolve.

UNWEIGHTED HIGH SCHOOL GPA | ACT COMPOSITE OR SAT (SINGLE EXAM SITTING)

	ACT SAT	36 1570	35 1530	34 1490	33 1450	32 1420	31 1390	30 1360	29 1330	28 1300	27 1260	26 1230	25 1200	24 1160	23 1130	22 1100	
UNWEIGHTED CUMULATIVE GPA	4.0	PRESIDENTIAL LEVEL \$8,000 <small>per year for four years of undergraduate study.</small>															
	3.9																
	3.8						NEVADA SCHOLARS LEVEL \$3,000 <small>Not available to WUE and PEP recipients.</small>										
	3.7																
	3.6												PACK PRIDE LEVEL \$2,000 <small>Not available to WUE and PEP recipients.</small>				
	3.5																
	3.4																
	3.3																
3.2																	

GPA-only scholarship requirements

GPA-only scholarship table

Scholarship	GPA Requirement	Amount
Nevada Scholars	4.0	\$3,000
Pack Pride	3.8-3.9	\$2,000
Wolfe	3.5-3.7	\$1,500

B. Deploy a data-driven framework that identifies and resolves inhibitors to equitable success and addresses the opportunity gaps throughout the lifecycle (e.g., admissions, retention, etc.) from prospective students to alumni

The University of Nevada, Reno is committed to identifying and closing opportunity gaps that impact the academic success of any of our students. The University has been using disaggregated data, including data related to retention and degree completion, to identify specific at-risk communities. Once specific communities are identified, research is conducted to learn why these communities are falling behind. This research is subsequently used to inform the development of initiatives to better support the at-risk student population.

One example of this process relates to our University's Black male students. Disaggregated data identified Black male students as the cohort that had the lowest retention and graduation rates of any student group. As such, the University conducted a survey, interviews, and focus groups with various black male student populations, including students that stopped out, fraternity members, clubs, and athletes, to identify issues related to their persistence to degree completion. The overall findings were that a sense of belonging was a major factor impacting student success. As such, the University has started some new initiatives to increase engagement with black male students, including the Nevada Scholars of Tomorrow program, which is an outreach effort designed to address the underrepresentation of African American/Black student population in the University's undergraduate enrollment.

In fall 2022 the applied/admitted/enrolled data indicated that 121 new freshmen and 31 new transfer students enrolled at the University. This represented a 37% yield rate when combining new freshmen and transfers. For new Black freshmen, the yield rate was 34.2% of admits. The admit-to-enroll ratio for all new freshmen was 41%. The Nevada Scholars of Tomorrow program seeks to address this discrepancy.

The largest Black population in the state is in Clark County in southern Nevada and the program provides mentoring to assist African American/Black students and their families throughout the admissions process. In fall 2022, 65% of the African American/Black students enrolled at the University were from Clark County. The Nevada Scholars of Tomorrow program was recently awarded a Pack Partnership Grant from the University of Nevada, Reno Foundation to provide additional services to African American/Black students who participate in the program. In

Submitted October 27, 2023

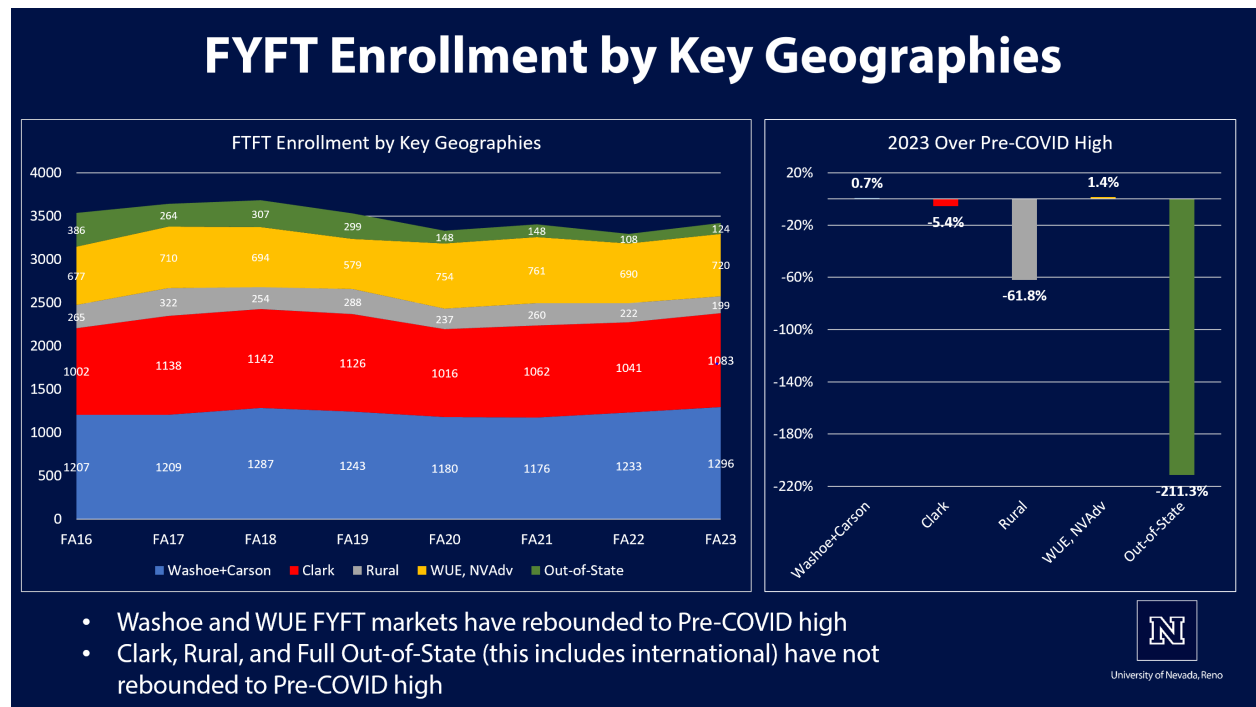
addition, the incorporation of an on-campus support organization for Nevada Scholars of Tomorrow will provide an opportunity to follow the program participants to degree attainment.

Moving forward, we will also examine the University’s general education curriculum and degree program curriculum to determine if curricular issues exist that differentially impact different student identity groups. We will use disaggregated course grades and course learning assessment data to determine if instructional issues exist that differentially impact specific student communities.

C. Assess undergraduate student demand trends to identify opportunities to invest in target markets, both in-state and beyond, and achieve related growth-oriented success metrics

Investment in existing and new target markets will be deployed in multiple priority phases – in-state first-year, full-time (FYFT) and transfer students, international, and full-pay out-of-state.

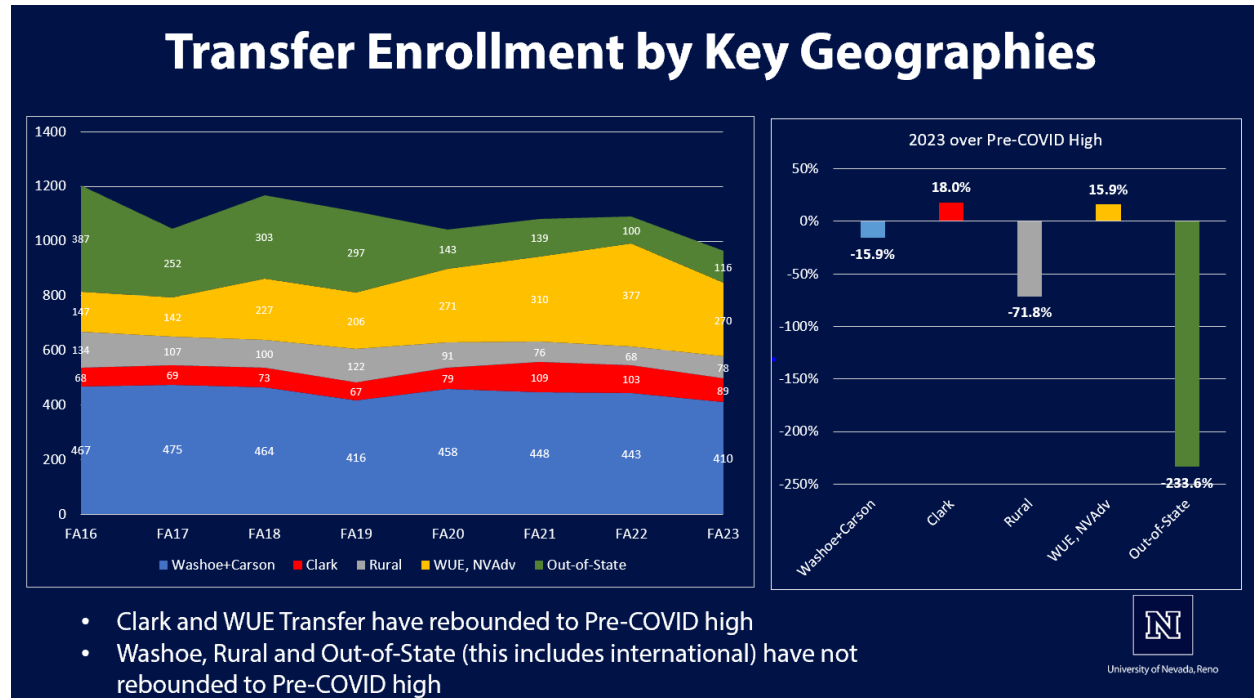
First Year Full Time (FYFT). An analysis of FYFT enrollment by key geographies and tuition-discount types across pre, during, and post-pandemic identified recovery in Washoe/Carson as well as WUE/NV Advantage students, but not Clark, Rural Nevada counties or out-of-state students.



As the state’s flagship, land-grant institution we have strategically invested in growing the talent pool of college- and career ready students by investing in Collegiate Academies. This investment will grow the college ready pool of Nevada high school graduates. Engaging these students early and often through their Collegiate Academy experience, such as direct admission, free application, University of Nevada, Reno application workshops is a strategic investment in prospective in-state student enrollment growth.

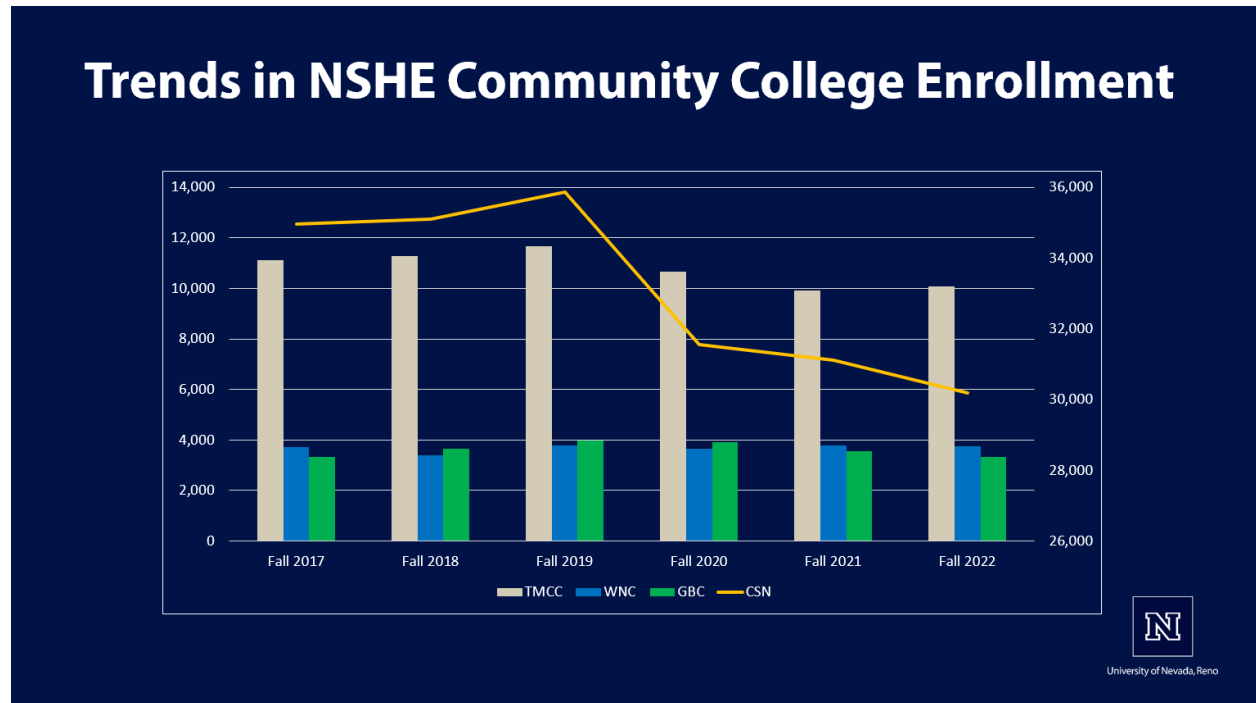
Submitted October 27, 2023

Transfer. The same analysis but with the transfer student population identified recovery within the Clark and WUE/NV Advantage tuition discount, but not within Washoe/Carson and Rural Nevada counties, and out-of-state students.



Although NSHE community college enrollment has not recovered to pre-pandemic enrollment levels, the University of Nevada, Reno has significant opportunity to capture a larger share of this market. For example, College of Southern Nevada fall 2022 enrollment was just shy of 30,000 students, however our fall 2023 transfer enrollment from CSN is 53. We are in the process of exploring 2+2 pathway programs with in-state community colleges.

We want to also acknowledge that we are targeting returning students and transfer students. We are working with ReUp to outreach to students who stopped out of Nevada and have them return to finish the degree they were working on or change degrees to help them finish. We are working to increase our online learning options to support this community of learners specifically. Since we began our partnership with ReUp we have reenrolled 579 students and graduated 186 of those students. To support transfer students, we are working to increase the number of transfer equivalencies we have built into the system. This will allow advisors and transfer students to better understand their own timelines toward graduation at Nevada.



International. The University of Nevada, Reno has partnered with the international student recruitment firm, Shorelight, to facilitate our international student recruitment goals. This company has an extensive network of global recruiters and support staff that market, recruit and facilitates the onboarding of qualified students for the University of Nevada, Reno’s undergraduate and graduate degree programs.

For more information, please see Question 1 Goal 3.

Full-pay Out-of-State. Based upon website traffic, non-WUE out-of-state markets for potential growth include Texas, New York, Colorado, Illinois, Virginia and Florida. California continues to be the strongest WUE market, followed by Washington, Arizona, Oregon, Colorado, and Utah. Research is currently underway to identify institutional competitors within these states which will lead to the identification of additional resources (e.g. personnel, scholarships, marketing campaigns) to strategically target these markets.

D. Identify opportunities to grow graduate enrollment by determining areas of opportunity and removing inhibitors (e.g., stipends, enrollment caps, recruiting resources, etc.)

The 2023/24 academic year saw a number of policy changes that made the University of Nevada, Reno more attractive as a graduate institution. These policies show promise to expand and sustain current graduate enrollment, especially among doctoral students.

1. The minimum stipends of graduate assistants were increased by \$200/month for doctoral students, and \$100/month for master’s students. This new policy was made possible by the University of Nevada, Reno and the University of Nevada, Las Vegas jointly lobbying the legislature to provide additional funds.

Submitted October 27, 2023

2. The University has improved grant-in-aid for graduate assistants; instead of previously 77%, we now cover 100% of their graduate registration fees (assuming a .50 FTE graduate assistantship appointment).
3. With additional funding received from the Nevada Legislature, the University was able to create 42 new graduate teaching assistantships for doctoral programs.
4. In fall 2023, we were able to award a record number of 10 Graduate Dean's Fellowships for high achieving, competitive incoming doctoral students (up from seven). For the 2023/24 academic year, we were able to award a total of 57 Graduate Dean's Merit Scholarships, which often helped to sway highly qualified graduate students to choose the University of Nevada, Reno over other institutions.
5. We simplified and accelerated the process through which private scholarships funds are being awarded (administered by the Graduate School). This contributed to the recruitment success of the Molecular Biosciences and Integrative Neuroscience programs.
6. We increased the number of graduate programs designated as Western Regional Graduate Programs (WRGP) from 8 to 16. WRGP is a Western Interstate Commission for Higher Education (WICHE) category that allows universities to offer lower tuition rates to residents of the 16 WICHE states when they join programs designated as WRGP. All of the newly WRGPs at our University did not have any or only a single student from a WICHE state.
7. The University of Nevada, Reno expanded the creation of accelerated bachelor/master's programs; over course of the last academic year about another 10 new programs were added. Our University has now 22 programs, which allow students to earn a bachelor's degree and a master's degree in about 5 years, which saves them considerable time and money.
8. In fall 2023, the Graduate Council voted to simplify the University's doctoral residency requirement. This new policy will make it easier, especially for doctoral students, who hold employment outside of the University to complete their degree.
9. In fall 2023, we created the new GradStart program which provides grants to graduate programs aimed at increasing the number of applications submitted to their program.
10. We continue the successful Gradventure program, which allows doctoral programs to bring prospective students to campus. A campus visit has been demonstrated to enhance our University's success in attracting competitive doctoral students.
11. As part of the University of Nevada, Reno's partnership with Shorelight, about a dozen masters programs have decided to participate in the new Nevada Global initiative. Nevada Global will bring students interested in professional master's degree to our University. Implementation of the graduate part of the program is ongoing with the first graduate students expected on campus in fall 2024. We expect student interest to center primarily on computer science & engineering, and civil & environmental engineering (both College of Engineering), as well as information systems, finance, and business (all College of Business).
12. Accrediting bodies of certain graduate programs require the use of an application software for their students, which is specific to their field. Graduate School staff has been working diligently to integrate this software with the Graduate School's application (used for all programs on campus) to reduce friction and simplify the application process.

13. The Graduate School has planned to implement the CAS system, also known as the common app for graduate programs. This system exposes applicants to other schools to our University's programs, which is likely to increase the number of applications to our University. Because of personnel and resource constraints, implementation is currently on hold, but is expected to resume in the future.

E. Execute the University's DEI Strategic Action Plan to increase diversity, equity, inclusion and access in recruitment, matriculation and persistence to seek recognition by the US Department of Education as a Hispanic Serving Institution (HSI) and an Asian American, Native American and Pacific Islander Serving Institution (AANAPISI)

While the achievement of HSI and AANAPISI status will occur organically as Nevada's demographics continue to move towards that of a minority majority state, it is crucial that the University prepare to become a truly minority serving institution. Towards this goal, several efforts are underway at the University to develop a campus climate that fosters a sense of belonging for these and other underrepresented student communities. These include the creation of the Director for Hispanic/Latinx Community Engagement and the Director of Indigenous Relations, which have been charged with engaging and supporting these two important communities both on- and off-campus.

Additionally, the Multicultural Center and Student Life Office have partnered to create living learning communities (LLC) for the Asian Pacific Islander, Black, Indigenous, Latinx and LGBTQI+ students. These LLC were designed to provide an engaging living environment that allows students to explore and embrace their personal identity in a community of their peers.

In further support of the University's HSI and AANAPISI aspirations, Alianza and ASPIRE, which are faculty/staff organizations comprised of Latinx and Asian American/Asian Pacific Islander faculty/staff organizations respectively, are working to bring awareness to campus regarding the uniqueness of these important communities of color.

Also, please see Question 1 Goal 3, and Question 2c.

F. Establish an office to grow partnerships with other institutions and improve the transfer process, focusing on Nevada two-year institutions and international students.

Serving the Needs of Prospective and Admitted Transfer Students. To better serve the needs of perspective and admitted transfer students, the University of Nevada, Reno has created the University Transfer Office, which is housed in the Pennington Student Achievement Center. This office works closely with the Registrar's Office, the Office for Perspective Students, and College Academic Advisors to facilitate the seamless recruitment and enrollment of transfer students. We recently hired a full-time director, coordinator and administrative assistant to staff this office. This team is restructuring the processes and procedures by which the University evaluates and approves transfer credit equivalencies. They are putting in place processes to facilitate the forty-eight-hour turnaround time for transfer student course equivalency and articulation determinations. In addition, the University Transfer Office oversees the establishment and

maintenance of transfer agreements with partnering two-year colleges, both inside out outside of NSHE.

Building a Community of International Students and Scholars. We are also in the process of creating the University of Nevada, Reno International Community Center, which will be specifically designed to address the needs of the international student and scholar community. This space, located on the first floor of the Pennington Student Achievement Center, will house international student/scholar support units including, but not limited to, the Office for International Students and Scholars (OISS) and the local Shorelight support staff. The space will also contain areas where international students can study and socialize. We expect this center to become a major locus for internationalization engagement on the University campus.

G. Pursue partnerships with Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions (MSIs) to build pipelines for graduate degree programs

In late 2022 and early 2023, the Graduate School teamed up with some Nevada State University faculty interested in building a pipeline of NSU undergraduates to attend graduate school at the University of Nevada, Reno. The goal was to extend research opportunities to NSU students not presently available to them, and help them prepare for an application and transition into graduate school, especially in STEM areas. NSU undergraduates would get involved in various research labs at the University: NSU undergraduates would spend limited time at the University of Nevada, Reno during the summer months, but be mentored remotely by University of Nevada, Reno graduate students throughout the year. Development of the program was put on hiatus during the legislative session with its funding being uncertain given the present budgetary situation. However, we anticipate that planning will resume as soon as additional funding sources become evident.

Experience

H. Strengthen support programming for diverse groups as recommended by the MSI taskforce and provide educational resources for students on the comprehensive benefits of enabling a diverse, equitable and inclusive environment

This initiative with the MSI Task Force has yet to be started at the University. However, we do already have several initiatives in place that support our diverse student groups. Please see Question 1, Goal 3.

I. Collaborate with local and state Tribes' leadership to promote their heritages and strengthen ties with the University community

The Office of Indigenous Relations was created in 2022, which includes the Director of Indigenous Relations and a NAGPRA Liaison. The Office meets with Tribes to garner input and share information. The Office serves as a Liaison for University faculty, who are interested in working with the Tribal communities. Further, the Office connects with the Tribal communities to share information about the resources and opportunities available through the University. The Office connects with all 28 Tribal communities, reservations, and colonies throughout the State of Nevada. Through cultural competency and awareness trainings, the Office of Indigenous

Relations provides information to assist the campus community in learning about Tribes and how better to strengthen relationships and coordinate collaborative efforts.

J. Attract and maintain a highly qualified and diverse group of undergraduate academic advisors to serve students and career advisors/services to empower students for success after graduation

Academic advising is our first line of contact for our students and we want to prioritize putting individuals in these roles to ensure students receive the support they need. Advising is required for first-year students, exploratory students, or student in academic recovery. These populations are prioritized via advising campaigns and advising holds. Yet, the research demonstrates that students who see their advisor are 10% more likely to be retained. Therefore, we want to ensure not only our most at-risk students can get in to make appointment as needed but so can our high achieving and murky middle students. These two populations need support as well. By hiring highly qualified and diverse advisors we are able to meet the needs of these populations and ensure our advisors look like our student population.

K. Assess effectiveness of undergraduate advising and student success support to enhance resources and programming for students

In fall 2019, the Provost directed the Advising Leads group to develop a way to systematically assess academic advising across all 10 academic colleges. The colleges came together and developed learning outcomes for the first three advising appointments which are required for all students. The learning outcomes are:

AS A RESULT OF ACADEMIC ADVISING at Orientation Students will be able to:

- Locate advisor's contact information
- Login to MyNevada
- Understand the purpose of why they are enrolled in their first term classes
- Define degree requirements for a bachelor's degree including:
 - Number of units
 - Silver Core
 - Major

AS A RESULT OF ACADEMIC ADVISING at FIT, students will be able to:

- Utilize the academic calendar to be aware of important deadlines
- Describe the role of advisors (professional vs. faculty)
- Schedule an advising appointment utilizing Navigate

AS A RESULT OF ACADEMIC ADVISING during first year, students will be able to:

- Recognize Silver Core 1-8 requirements
- Enroll themselves in degree applicable courses for future terms
- Describe the reason they are in college
- Locate their enrollment date in MyNevada
- Utilize Advanced Search in MyNevada to identify core courses
- Ability to navigate the General Catalog

Even as the pandemic hit the advising leads implemented the learning outcomes and the tools to ensure students were able to learn these basic skills. The first way that advising did this was to developed a flipped classroom model for our orientation. Advisors developed a Pre-Advising Course that students completed prior to attending orientation. This helped to prepare students for going into their orientation advising appointment. After they completed the class they took a Qualtrics survey to assess their learning. The second step was to build in the module, "University 101" into the NevadaFIT- First Step course that covered the learning outcomes for NevadaFIT. The students took a quiz in the course to determine their learning. Third, all learning outcomes were covered topics in the each of the two mandatory advising appointments during students first year. To assess these outcomes, we have surveyed students via a Qualtrics survey after orientation, and after each advising appointment during the first-year. Finally, advisors were trained to teach students the first-year student learning outcomes. This upcoming year we will be utilizing a new feedback tool in Navigate to administer the assessment survey.

Throughout the last three years it has been clear our students are meeting the learning outcomes:

2020-2021

Orientation

- 99% of the students are confident in knowing how to login to MyNevada without assistance.
- 77% of the students agree that they feel comfortable explaining how my fall classes meet my degree requirements.
- 86% of the students know their degree requirements they need to complete in order to graduate.
- 87% of the students agree that the advising session taught them how to look for their advisor's contact information.

1,944 students completed the survey

First Year

- 93% of the students agreed that their advisor taught them to recognize Silver Core requirements 1 through 8.
- 87% of the students agreed that their advisor taught them how to do an Advanced Search in MyNevada.
- 95% of the students agreed that their advisor taught them how to find our enrollment dates in MyNevada.
- 89% of the students agreed that their advisor discussed their purpose at Nevada.
- 93% of the students agreed that their advisor taught them how to navigate the general catalog.
- 95% of the students agreed that their advisor taught them how to utilize the general catalog and to locate degree requirements.

1,040 students completed the survey

*No NevadaFIT in fall 2020

Submitted October 27, 2023

2021-2022

Orientation

- 99% of the students are confident in knowing how to login to MyNevada without assistance.
- 57 % of the students agree that they feel comfortable explaining how my fall classes meet my degree requirements.
- 85 % of the students know their degree requirements they need to complete in order to graduate.
- 86% of the students agree that the advising session taught them how to look for their advisor's contact information.

1,853 students completed the survey

First Year

- 90% of the students agreed that their advisor taught them to recognize silver core requirements 1 through 8.
- 91% of the students agreed that their advisor taught them how to do an Advanced Search in MyNevada
- 96% of the students agreed that their advisor taught them how to find our enrollment dates in MyNevada.
- 87% of the students agreed that their advisor discussed their purpose at Nevada.
- 94% of the students agreed that their advisor taught them how to navigate the general catalog.
- 95% of the students agreed that their advisor taught them how to utilize the general catalog and to locate degree requirements.

1,014 students completed the survey

2022-2023 Data

Orientation

- 99% the students are confident in knowing how to login to MyNevada without assistance.
- 63% of the students agree that they feel comfortable explaining how my fall classes meet my degree requirements.
- 92% of the students know their degree requirements they need to complete in order to graduate.
- 93% of the students agree that the advising session taught them how to look for their advisor's contact information.

2,180 students completed the survey

NevadaFIT

- 76% of students earned a 5 or above for the University 101 quiz. The quiz is out of 6 points

First Year

- 93% of the students agreed that their advisor taught them to recognize silver core requirements 1 through 8.
- 92% of the students agreed that their advisor taught them how to do an Advanced Search in MyNevada
- 97% of the students agreed that their advisor taught them how to find our enrollment dates in MyNevada.
- 89% of the students agreed that their advisor discussed their purpose at Nevada.
- 95% of the students agreed that their advisor taught them how to navigate the general catalog.
- 95% of the students agreed that their advisor taught them how to utilize the general catalog and to locate degree requirements.

1,186 students completed the survey

L. Increase accessibility to childcare, housing, transit, mental health and wellness resources, affordable healthcare and food insecurity services for all students

Mental Health:

Counseling Services has been shifting services to increase access to more students by trying to reach more students at least once instead of fewer students for longer, recurring sessions.

- Last year we launched the Counseling Services Annex in order to conduct workshops, support groups, and drop-in non-clinical consultations we call "Let's Talk."
- Fall 2023 we overhauled our service delivery model to increase first sessions as well.
- In September 2023 our staff were also trained in delivering single session therapy.

Food Insecurity (ResLife):

- Chartwells has provided a yearly fund overseen by the Dean of Students Office where students can apply for financial assistance to address housing and food insecurity.
- Residential Life, Housing and Food Services collaborates with Chartwells to coordinate two "meal swipe" drives a year, where students with meal plans can donate meal swipes to Pack Provisions. Students experiencing food insecurity can apply for small meal plans through Pack Provisions.

Food Insecurity (Pack Provisions):

Pack Provisions is the University of Nevada, Reno's on-campus food pantry, located on the third floor of the Joe Crowley Student Union within the Center for Student Engagement. It offers free access to food and hygiene supplies for all members of the Wolf Pack, including students, staff, and faculty, ensuring their academic journey is not hindered by financial hardship. Pack Provisions is open Monday- Thursday, 9am-5 pm and Friday, 1pm-4 pm.

Numbers Served with Pack Provisions:

Pack Provisions has seen growth in the number of people served. In 2015, the pantry saw 38 visits in the fall, and in fall 2022, the pantry helped 4,104 visitors. Last academic year, Pack Provisions had 8,926 visits, helping the highest amount students (586) in March 2023.

Submitted October 27, 2023

Total number of visits to Pack Provisions by Semester

	'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23
Fall	38	65	309	637	848	1927	1782	4104
Spring	40	119	284	810	1645	2284	2806	4822
TOTAL	78	188	593	1447	2493	4211	4588	8926

Total Unique Individual Visitors by Month by Academic year

	'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23
July	4	4	9	24	29	48	57	42
Aug	3	6	28	15	74	113	104	143
Sep	12	7	52	93	95	157	226	438
Oct	13	12	77	109	68	160	184	376
Nov	5	17	54	96	65	147	164	428
Dec	3	13	34	68	39	39	119	332
Jan	2	9	27	85	50	46	203	373
Feb	4	15	37	90	62	283	242	427
Mar	7	21	41	93	26	224	250	586
Apr	10	29	26	129	235	139	272	414
May	6	22	15	70	152	97	158	486
Jun	7	13	30	39	74	76	171	486
	76	168	430	911	969	1529	2150	4531

Pack Provisions usage since the beginning of the academic year 23-24:

Time frame: 07/01/2023-10/03/2023

Total Visits: 2,913

Academic level:

- First-year students: 334
- Sophomores: 414
- Juniors: 476
- Seniors: 371
- Master Students: 524
- Doctoral or Medical Students: 794
 - Graduate Students: 1,318
 - Undergraduate Students: 1595

Future Plans: Expanding Allotted Space

Pack Provisions started with 40 square feet when the Joe Crowley Student Union opened in 2007. Currently, Pack Provisions is operating in three separate spaces in the student union that ASUN has reassigned for a total of 573 square feet. It is inefficient because the spaces are not close to the distribution point. Therefore, an area designated to house this operation would

Submitted October 27, 2023

greatly benefit our campus operation. As of fall 2021, a modular building has been allocated to expand the service. The current inhabitants will be relocated by Summer 2024.

An expanded 2,000-square-foot space would allow us to centralize this resource and provide the following:

- A point of entry to the service;
- Customer service counter;
- Storage of canned goods and other supplies;
- The housing of two industrial refrigerators and two freezers for perishable goods and meat;
- Small office space for staff and volunteers;
- Must be climate-controlled to ensure food does not go to waste;
- Utilities with electric, phone/internet connections;
- A loading/unloading zone for food drop-off;
- Roll down oversized door to bring in food pallets;
- A parking space dedicated to our food delivery vehicle;
- Handicapped accessible setting;
- A working bathroom;
- A separate sink (to rinse off produce, spills on food cans, etc.);
- Space for shelving and tables to display food choices, fruits/vegetables, and resources;
- A hub for a wrap-around service model that includes SNAP, Job Connect, housing information, and health care resources, etc.

Housing:

- Residential Life, Housing and Food Services covers the cost of the Payment Plan Application Fee for students who sign up for a payment plan for housing, meals, and tuition/fees, if applicable.
- The housing application opens November 15, allowing for 6 months prior to the initial cancellation deadline (June 15) for students to consider living on campus.
- Residential Life, Housing and Food Services developed a housing rate structure driven by equity as a way to provide more access to students who want to live on campus.
- The use of laundry machines is included in rent - students do not need to pay for washing machines and dryers when they do their laundry.
- Residential Life, Housing and Food Services collaborated with the Residence Hall Association (student leadership organization) to assess the physical accessibility of all residential communities resulting in projects placed within the 10-year capital plan.
- Residential Life, Housing and Food Services updated the policy/practice about using a government-issued ID for utilizing residence hall front desk services (i.e. checking out equipment, checking in guests, etc.).
- The housing application was updated to address concerns about using a student's legal/dead name when that is not their preference.
- Residential Life, Housing and Food Services partnered with Admissions and Records to import students' "preferred name" from PeopleSoft into the housing database.

- Virtual housing tours have been created and are available online – students can tour each residence hall and use a virtual measuring tape to measure aspects of residence hall rooms. This is critical for students who can't visit campus in person.
- Residential Life, Housing and Food Services is exploring collaborating with Living Learning Community partners to develop housing scholarships for students who otherwise wouldn't be able to live in more expensive halls if that is where the desired Living Learning Community is located.
- Residential Life, Housing and Food Services will be collaborating with Chartwells to explore the meal plan pricing structure with the goal of creating funds that would support semester-long meal plans for students (to be overseen through the Dean of Students Office).

M. Collaborate with student leadership to formalize communication channels for student feedback on the student experience to leadership

The AVP for Student Life Services meets regularly with the President and Vice President of ASUN and established the Multicultural Council (MCC). The Multicultural Council's purpose is to bring together a dynamic group of diverse students representing the various cultural communities represented at the University of Nevada, Reno. The MCC provides a voice and advocacy for diverse populations that have been historically underrepresented and underserved and serves to bring light to current and potential future opportunities, challenges, successes, and issues that affect these populations within the University community.

N. Implement the internationalization committee's recommendations to increase international exchange and experience opportunities, including study abroad

The Internationalization Committee's recommendations are as follows:

- Recommendation: Increase International Student Enrollment
Action: The University of Nevada, Reno has partnered with Shorelight to recruit, enroll, and support the onboarding of new international undergraduate and graduate students.
- Recommendation: Create the position of Chief International Officer (CIO) to oversee and champion internationalization activities.
Response: Mehmet Tosun was recently appointed the University of Nevada, Reno's CIO.
- Recommendation: Increase administrative support.
Response: The General Counsel's Office has assigned attorney Frank LaForge to review international contracts and agreements.
- Recommendation: Increase study abroad opportunities for University of Nevada, Reno students.
Response: University of Nevada, Reno has secured donor funding to support semester study abroad opportunities through USAC for College of Business students.

O. Expand undergraduate research opportunities equitably for all students in all fields of study

In 2022-2023, Undergraduate Research funded 150 students conducting research, scholarship, and creative activity in disciplines spanning campus foci. Forty of these students are part of the Pack Research Experience Program (PREP) which priorities first-generation and historically underrepresented groups.

In the last year, the University of Nevada, Reno School of Medicine had 71 undergraduate students engaged in a research experience in its laboratories.

Strategy 2 – Become a career destination for diverse faculty and staff

A. Increase the number of faculty and staff as required to support projected enrollment growth and educational demand

With the \$5.2 million in restoration funds approved by the 82nd Legislative Session, forty-two academic faculty positions have been allocated to the colleges. Human Resources has been working very diligently with the colleges to recruit. Thirty-three out of the forty-two positions have been hired. These additions will greatly support enrollment restoration, growth, and increased educational demand.

As new positions are identified and approved, Human Resources is prepared to assist departments with their recruitment strategy and communication to seek out diverse applicant pools for search committees to evaluate and make hiring recommendations. In traversing the return to campus from post-pandemic and the “Great Resignation,” Human Resources, working with hiring managers, has proven to be a dynamic team that is knowledgeable of and responsive to labor market forces and capable of attracting top talent to meet the University’s needs for increased numbers of faculty and staff.

B. Develop a performance pay model and reward structure to recognize achieved goals and objectives

The restoration of a Performance Pay Pool to reward meritorious performance facilitated the delivery of merit on July 1, 2022, and July 1, 2023. The first Longevity Pay for professional employees, and restoring the pay for Classified Staff, will occur in December 2023 for employees achieving satisfactory or better performance. Meanwhile, the University continues to increase the number of annual competitive awards offered to employees.

C. Identify gaps in salary parity and establish a roadmap to achieve compensation equity

Identifying gaps in salary parity is a year-round process administered by Human Resources with Provost Office input. Analyses are run ad hoc as issues are identified in the new hire salary setting, and equity or compression impacts are identified for professionals and staff. Adjustments are made as funding permits. Further, managers can identify an issue and request an equity review of one or more positions. If substantiated by internal and external data, adjustments are

made and reported to the Board of Regents annually. Analyses are run biennially in the spring to identify academic faculty salary compression issues within faculty ranks and pockets where faculty salaries are inconsistent with market data. Salary equity adjustments are completed as funding permits and longer-range salary goals are established. This past year, a funding mechanism was identified to address below-market salaries in the Department of Economics.

D. Adjust, where possible, performance evaluation criteria to include strategic priorities, including, but not limited to, recognition of teaching; research; service; DEI engagement; creative activity; and recruiting, hiring and mentoring metrics

The University ran a pilot program to evaluate completing administrative faculty evaluations in Workday for the 2022 evaluation year in coordination with the Faculty Senate Administrative Faculty Committee. Athletics, College of Liberal Arts, Office of Information and Technology, Administration and Finance, and Libraries participated in the pilot. The evaluation form includes a question for the employee and manager to evaluate the alignment of the employee's activities with strategic priorities. The pilot was successful and will be expanded to include all administrative faculty for the 2023 evaluation year.

E. Increase faculty and staff diversity to achieve alignment with the National Association of System Heads (NASH) Equity Action Framework on hiring, retention, promotions and rewards best practices

The University prioritized faculty and staff diversity within the NASH Equity Action Framework. Faculty and staff diversity is monitored via the University's Affirmative Action Plan (AAP). The University made year-over-year progress in several 2022/2023 AAP goal areas. Goals are set where the number of women or underrepresented race/ethnicity population do not meet or exceed availability. The 2022 plan year goal was eliminated for these categories: 2C - Administrative Professionals Public Rel/Media/Comm/Promotions/Development, 2F - Miscellaneous Professionals Positions and 2J - Computer Professionals. Meanwhile, progress occurred in reducing the goals for Intercollegiate Athletics and Medical School Professors. The next Affirmative Action Plan is in process and will establish revised goals for this plan year.

F. Embed teaching and classroom management skills into the faculty development program that promote mindfulness of the University's values, DEI and the freedom of critical thought and expression

The University's Office of Advancements in Teaching Excellence was developed in 2022 to provide faculty development in teaching. Newly hired academic faculty are required to complete programming through this office within the first two years of service. Advancements in Teaching Excellence is currently facilitating its second cohort in the new faculty learning community, which develops teaching skills in five areas: foundations in student learning, course planning, course climate and student engagement, teaching methods, and improvement. Advancements in Teaching Excellence is currently facilitating its second cohort in the new faculty learning community. Fifteen faculty completed the 2022-2023 cohort program. There are 50 faculty enrolled in the 2023-2024 cohort.

G. Enhance internal communication efforts between faculty, staff and administration, as well as across campus units, using a variety of channels and technology

Our Human Resources Office established the following:

1. Established Labor Management Committees with union representatives to provide an opportunity to discuss and address employee concerns, which is a best practice in union relations.
2. Human Resources partnered with the Provost's Office in offering an Academic Leadership Excellence for department chairs on an annual basis. This program is delivered in a cohort format to allow networking amongst department chairs, identify leadership competencies and develop skills around these competencies and includes interaction on key challenges faced by department leaders.
3. The University is utilizing Academic Impressions online content and professional development resources to enrich the access to leadership and other higher education specific professional development materials. Human Resources is hosting discussion sessions throughout the year to target specific topics of interest.

H. Invest in formalized professional development for faculty and staff, with attention to discipline-specific instructional programming

Human Resources partnered with the Provost's Office to offer an annual Academic Leadership Excellence for department chairs. This program is delivered in a cohort format to allow networking amongst department chairs, identify leadership competencies and develop skills around these competencies. It includes interaction on critical challenges faced by department leaders. The first cohort will meet six times over the 2023/2024 academic year.

Campus is utilizing Academic Impressions online content and professional development resources to enrich the access to leadership and other higher education specific professional development materials. The available content offers discipline-specific materials for department chairs, organizational leaders, faculty, advancement professionals, customer service roles, and other targeted disciplines within higher education. Human Resources is hosting discussion sessions throughout the year to target specific topics of interest.

I. Increase access to resources for faculty and staff for coordinated mental health and wellness, childcare, housing, transit and food insecurity services

Since the pandemic, Employee Assistance Plan (EAP) usage has increased. Our local vendor, Mountain EAP, has responded by increasing their resources. For this calendar year, the University exceeded its annual utilization from prior years three-quarters of the way through the year (September).

J. Develop and execute a strategy for assessing faculty and staff engagement and morale to identify strengths and opportunities for improvement

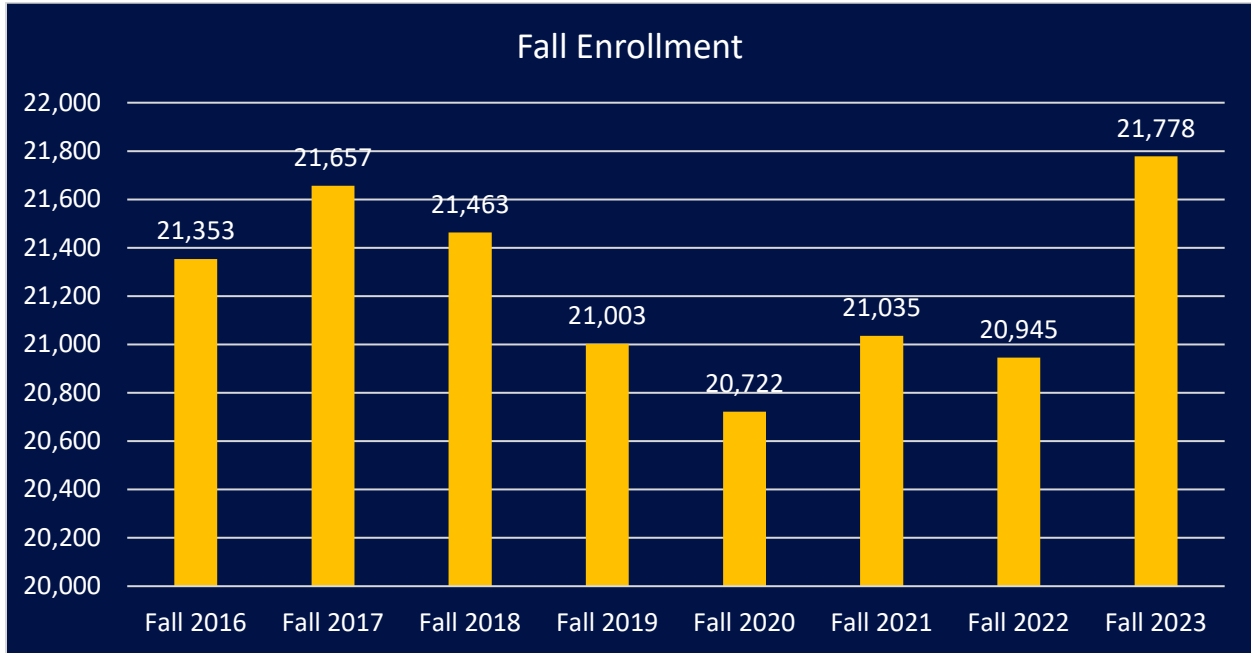
Human Resources is coordinating with the Provost's Office to identify the tools for assessing faculty and staff engagement and morale. The initial phase, scheduled for Spring 2024, will

conduct a series of focus groups to determine baseline data on strengths, weaknesses, opportunities, and threats. Based on this data, plans will be identified.

Directional outcomes and metrics

Students

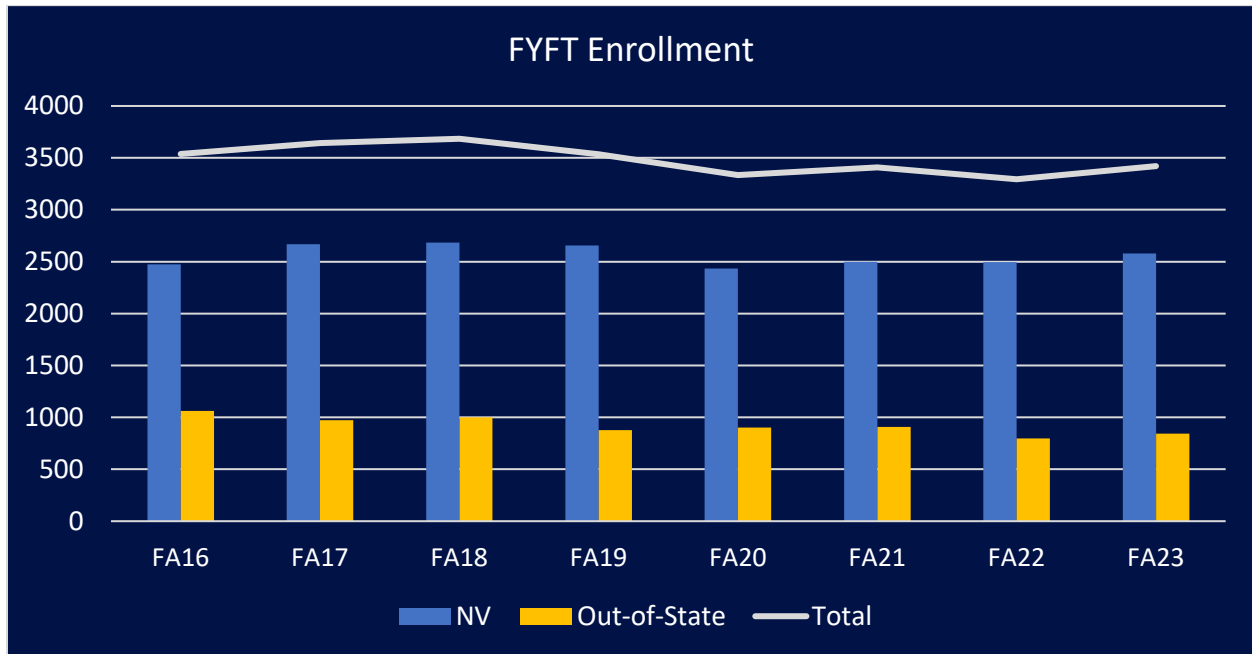
☐ Enroll 23,000 total student headcount by Fall 2025



Additional resources have been directed to enrollment in order to meet this goal, such as additional recruiters, recruiting events, expanded dual enrollment programs, and scholarships.

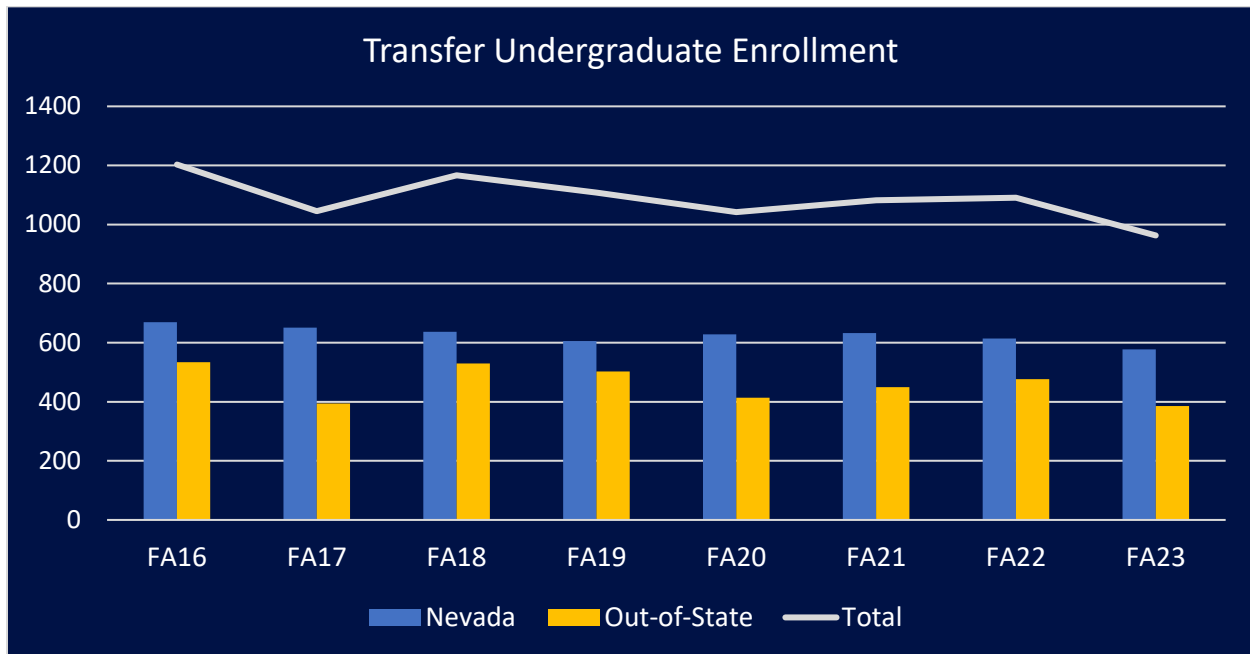
Also see Question 1, Goal 3.

☐ Increase enrollment of first-year, in-state students, including total first-year enrollment to 4,000 by Fall 2027



In fall 2023 we enrolled our largest freshman class from Washoe County (N=1296) and a robust, but still recovering to pre-pandemic high of Clark County students (N=1083). Students from rural counties have not yet recovered to pre-pandemic highs (N=199). New strategies and resource allocations are under review to grow rural and Clark County first-year enrollment.

☐ Increase transfer students to 1,500 total enrollment by Fall 2027

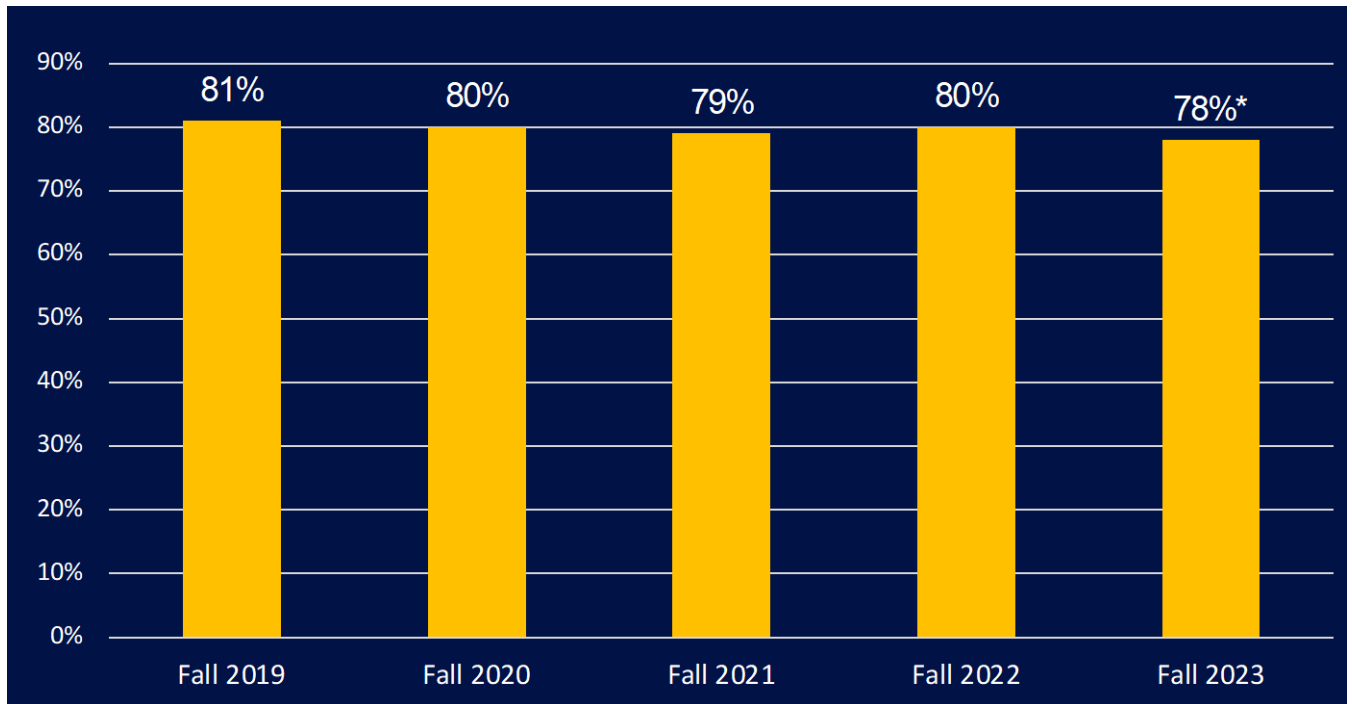


This past year we developed a new transfer operations center that is focused on providing support to campus on transfer initiatives and tools. This includes an organized domestic transfer website, increasing transfer course equivalencies, developing transfer agreements with a number of non-NSHE institutions as well as the College of Southern Nevada (CSN), as well as strengthening our relationships with NSHE community colleges specifically CSN. Nevada will be placing two academic advisors at CSN campuses to support creating a smoother transition for CSN students.

Additionally, we have started partnering with Arizona State University for a grant to build a nation-wide tool to increase transfer equivalencies and understanding how courses apply to specific degrees.

Finally, we are working with the Howard Hughes Medication Institute on a STEM grant to support transfer students coming into STEM majors through developing collaborations across NSHE institutions.

☐ Increase freshman retention to 87% by Fall 2027



First-year retention is a campus-wide collaboration that requires support and engagement from multiple divisions and departments. There will be an increase in the structured approach that we currently have in place to better support student retention. It begins during the recruitment process to ensure students know what is expected of them and what to expect of college life. This message continues as we bring them to campus during orientation and help to build community through the orientation groups and getting them acquainted with campus and the resources that are available. Their orientation experience is followed by NevadaFIT which provides an opportunity to get used to not only the campus and their roommate but also the academic rigor and grit that will be required during the academic year. After NevadaFIT they transition into the first official week of the term where they take part in Welcome Week as well as their academic courses. These initial steps are to build community and a support system for the student. This will be the support system that is there to aid the student throughout their journey.

Students will then be required to meet with their academic advisor to ensure their courses for their first term courses are doing well. During this meeting, advisors will provide specific resources that students might need such as tutoring, math center, counseling center. This proactive advising approach promotes students solving challenges such as holds, financial challenges, or academic struggles prior to enrolling for the next terms. This methodical format of engagement allows for support in wholistic ways to boost retention.

Student Services continues to offer several services and programs that contribute to increasing the freshmen retention rate. Programs like Pack Provisions helped address food insecurity experienced by Wolf Pack students while programs like the Pack Pod program ensured that incoming students felt connected to the University of Nevada, Reno. Units such as the Disability

Submitted October 27, 2023

Resource and First Gen Centers continue to have a significant positive impact on student retention with their services often being utilized by students who are the first in their family to attend college. Key data points include:

1. 81% of students that participated in the Pack Pod program felt more connected to the University
2. There were more than 4,585 visits to Pack Provisions (campus food pantry) in 2021-2022
3. Counseling Services reached more than 14,650 students with their outreach events
4. The Dean of Students Office disbursed \$131,970 in emergency fund awards
5. First-time Full-time Freshmen utilizing Disability Resource Center (DRC) services have an 87% retention rate
6. Student participating in the DRC peer mentor program have a 95% retention rate
7. Nevada students who visit the fitness center at least once have a significantly higher GPA: 3.36
8. First-Gen Center student programs have a combined 92% student fall-to-fall retention rate

☐ Increase retention rates for all students in total and for all minority student cohorts

Topline Numbers		
Category	Status	Directional Change
Total Enrollment	21,778	Up 4.0%
New Freshmen	3,421	Up 3.8%
All Undergrads	17,965	Up 5.8%
Grad Students	3,476	Down 4.6%
New Freshman Retention	80.40%	Up 0.3%

From 2022 to 2023 the retention for Black, Indigenous, and people of color (BIPOC) students remained at 79%. In the same period there was an increase of 80% to 81% for white students. There was a slight decrease in 2023 year in Black students and Pacific Islander freshmen retention. There was a slight increase in the retention of freshmen indigenous students and Latinx students and those identifying with 2 or more races.

In the annual report for The Multicultural Center, the fall to fall retention of new freshmen is drawn from Power BI and reported for each incoming cohort. Table # refers to annual report table position.

Table 7: American Indian & Alaskan Native Fall to Fall Persistence for first-time, first-year students each fall, 2014 to 2023		
Fall to Fall	Total	Percent Persist
Fall 2014 to Fall 2015	20	75%
Fall 2015 to Fall 2016	28	79%
Fall 2016 to Fall 2017	26	77%
Fall 2017 to Fall 2018	23	78%
Fall 2018 to Fall 2019	13	69%
Fall 2019 to Fall 2020	18	67%
Fall 2020 to Fall 2021	13	69%
Fall 2021 to Fall 2022	13	77%
Fall 2022 to Fall 2023	20	70%

The retention rate from fall 2021 to fall 2022 for first-year Indigenous students increased for the first time to 77% after three consecutive years in between 67-69%, but declined again for the retention of the fall 2022 cohort to fall 2023 (70%). Small group sizes (less than 200) often show much more variability from year to year because the outcome for one person has a much greater impact on group outcomes.

Table 42: Black Fall to Fall Persistence for first-time, first-year students each fall, 2014 to 2023		
Fall to Fall	Total	Percent Persist
Fall 2014 to Fall 2015	152	80%
Fall 2015 to Fall 2016	175	75%
Fall 2016 to Fall 2017	119	81%
Fall 2017 to Fall 2018	136	80%
Fall 2018 to Fall 2019	117	84%
Fall 2019 to Fall 2020	118	69%
Fall 2020 to Fall 2021	112	71%
Fall 2021 to Fall 2022	157	75%
Fall 2022 to Fall 2023	122	70%

The retention of Black students decreased from a high of 84% for the fall 2018 cohort to 69% for the fall 2019 cohort. It has yet to improve to the pre-COVID rate. Pre-COVID retention of new Black students (2014-2018) averaged to 79%, while post-COVID retention of new Black students averaged to 71%. This amounts to an 8- percentage point difference pre to post-COVID. Small group sizes (less than 200) often show much more variability from year to year because the outcome for one person has a much greater impact on group outcomes.

Table 16: Asian Fall to Fall Persistence for first-time, first-year students each fall, 2014 to 2023		
Fall to Fall	Total	Percent Persist
Fall 2014 to Fall 2015	260	88%
Fall 2015 to Fall 2016	346	84%
Fall 2016 to Fall 2017	290	90%
Fall 2017 to Fall 2018	362	90%
Fall 2018 to Fall 2019	323	87%
Fall 2019 to Fall 2020	303	90%
Fall 2020 to Fall 2021	270	89%
Fall 2021 to Fall 2022	278	90%
Fall 2022 to Fall 2023	283	91%

The retention of Asian students has hovered around 90% since the fall 2016 cohort, with only one notable dip to 87% with the fall 2018 cohort.

Table 25: Pacific Islanders Fall to Fall Persistence for first-time, first-year students each fall, 2014 to 2023		
Fall to Fall	Total	Percent Persist
Fall 2014 to Fall 2015	15	80%
Fall 2015 to Fall 2016	35	74%
Fall 2016 to Fall 2017	17	82%
Fall 2017 to Fall 2018	16	75%
Fall 2018 to Fall 2019	27	85%
Fall 2019 to Fall 2020	21	62%
Fall 2020 to Fall 2021	13	69%
Fall 2021 to Fall 2022	20	65%
Fall 2022 to Fall 2023	13	77%

The retention of Pacific Islander students declined substantially starting with the fall 2019 new student cohort. Pre-COVID retention of new Pacific Islanders (2014-2018) averaged to 79%, while post-COVID retention of new Pacific Islanders averages to 68%. This amounts to a 11-percentage point difference. Small group sizes (less than 200) often show much more variability from year to year because the outcome for one person has a much greater impact on group outcomes.

Table 33: Hispanic Fall to Fall Persistence for first-time, first-year students each fall, 2014 to 2023		
Fall to Fall	Total	Percent Persist
Fall 2014 to Fall 2015	720	80%
Fall 2015 to Fall 2016	738	77%
Fall 2016 to Fall 2017	823	79%
Fall 2017 to Fall 2018	753	76%
Fall 2018 to Fall 2019	811	77%
Fall 2019 to Fall 2020	858	80%
Fall 2020 to Fall 2021	802	75%
Fall 2021 to Fall 2022	866	75%
Fall 2022 to Fall 2023	858	78%

The retention of Hispanic students was 78% up 3% points from the prior two years, but roughly equal to the retention of the eight prior cohorts.

When comparing pre to post-COVID retention averages, there appears to be no difference in retention of new students of Hispanic origin. Neither does there appear to be much improvement. Specifically, pre-COVID retention of new Hispanic students (2014-2018) averaged to 78%, while post-COVID retention of new Hispanic students averaged to 77%. This amounts to a one percentage point difference.

Retention is a campus wide project that includes both the division of the Provost and Student Affairs. There are a number of collaborative projects that specifically target supporting

Submitted October 27, 2023

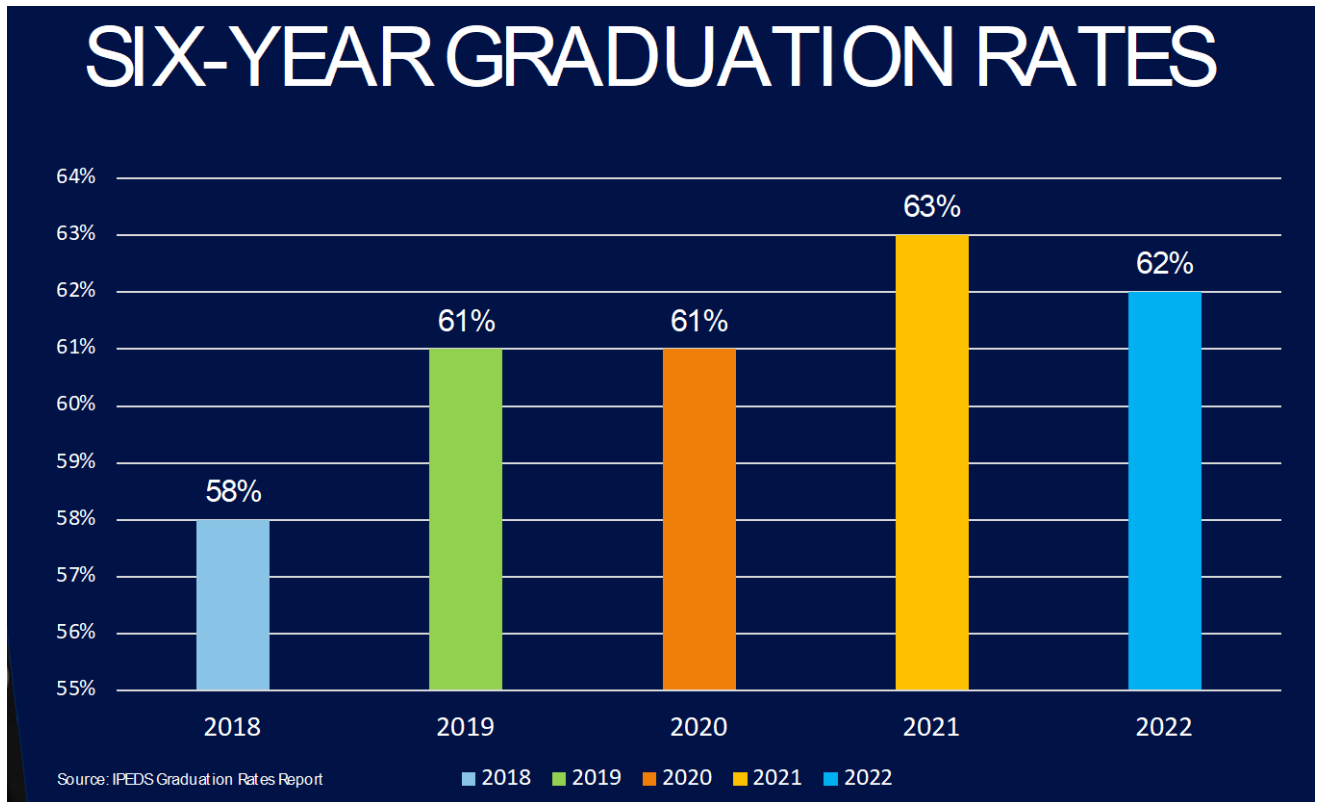
retention. These projects include outreaching to students who have not enrolled in the upcoming term after their enrollment date has passed. This project has allowed us to focus on specific populations and have offices that provide support to those specific populations. For example, the multicultural center reaches out to students of color who have not enrolled, or Veterans are reached out to by Veteran Services. This allows for a meaningful connection between the individual calling and the student to ensure that they can support the student in multiple ways.

Additionally, we have restructured Academic Standing to be termed Academic Recovery and students are no longer placed on probation 1, 2 and then dismissed. There are now structured opportunities for support and education along this path which is more focused on term GPA rather than cumulative GPA.

Finally, to build more collaboration there has been an increase utilization of Navigate to ensure that there is communication about students across support teams.

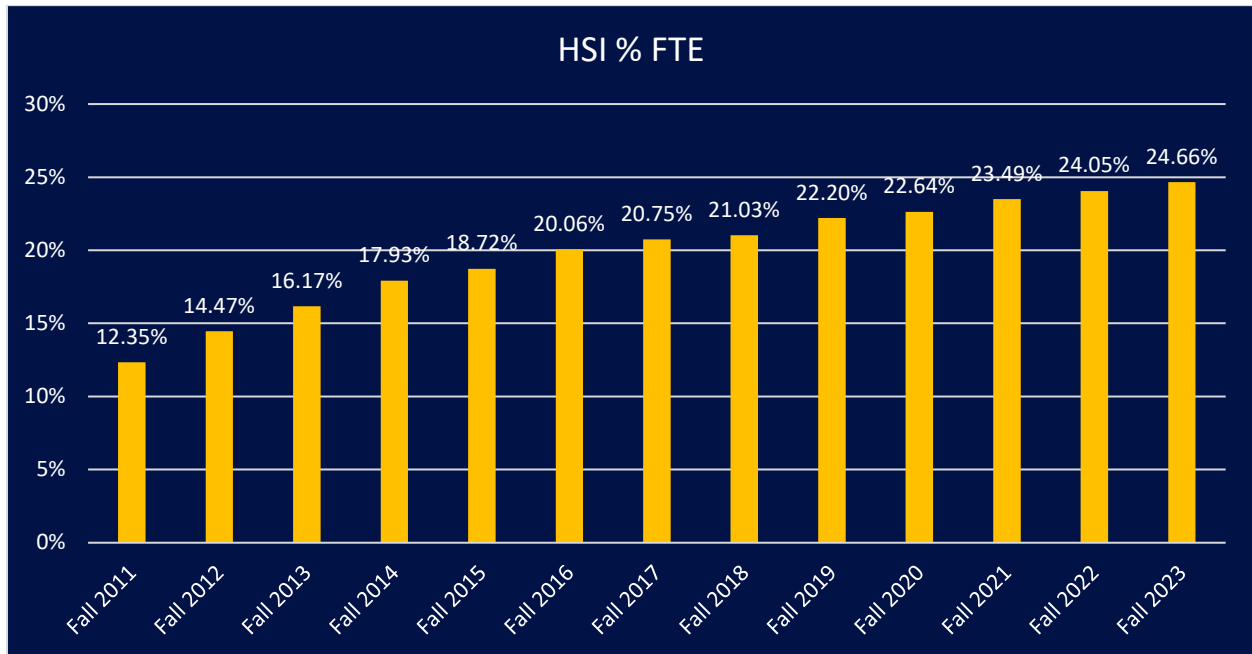
This is happening across multiple divisions and support teams to provide coordinated support for students. This will increase retention as students will receive support and tools as needed to address challenges.

❑ **Increase six-year graduation rate to 65% for Fall 2021 cohort**

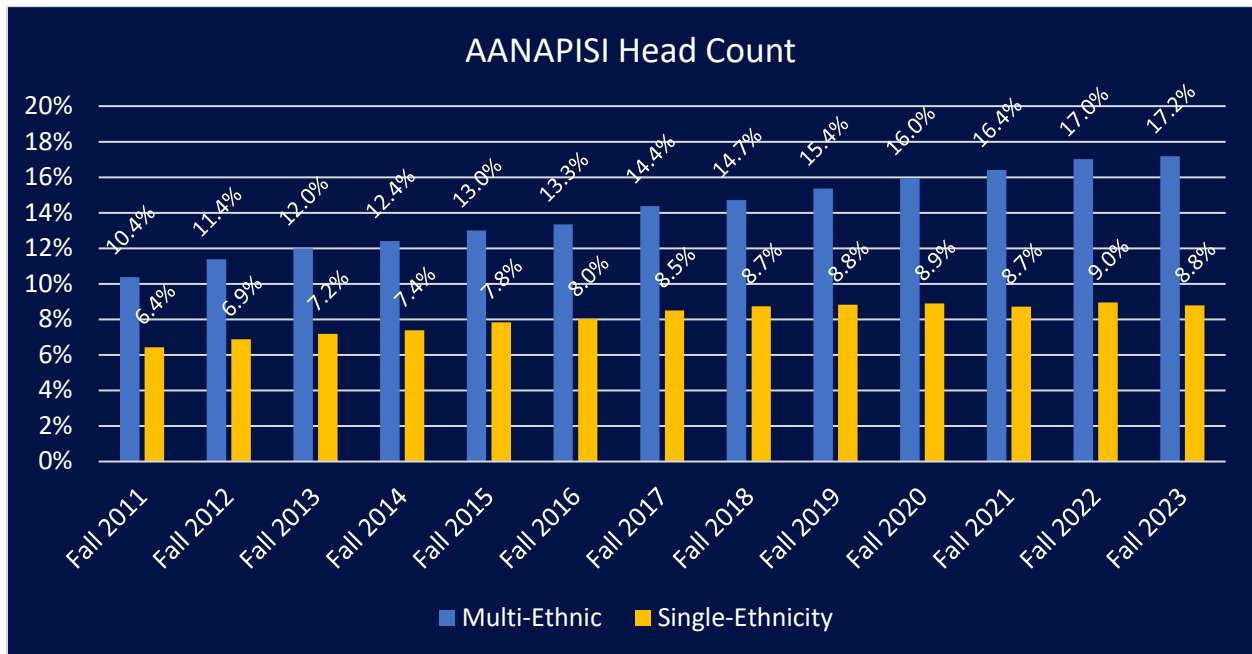


The University of Nevada, Reno academic and student services support offices continue to facilitate our students’ progression to bachelor’s degree attainment. While the University’s 4- and 6-year graduation rates continue to rise, these positive trends are primarily due to the success of our “not-at-risk” student populations. To “move the needle” further, we need to develop strategies to address the needs of our students whose cumulative grade point average hovers in the 3.0 to 2.0 range. These students are referred to the advising community as the “murky middle.” Unfortunately, most of our support resources are directed at gifted students and students in academic distress. These students, while not failing, are very much at risk and often at an inflection point in their academic careers, where even small stressors could move them into academic distress. Currently, college academic advising teams from various colleges, including the College of Liberal Arts, have employed different support strategies with varying success to address the needs of these students. Over the next year, our academic advisors and student life service office will work together to better understand this at-risk student population and develop best practices that can facilitate their successful timely progression to degree completion.

☐ Achieve U.S. Department of Education designations of Hispanic-Serving Institution and Asian American, Native American and Pacific Islander-Serving Institution by Fall 2027.



An institution must have 25% full-time equivalent enrollment of Hispanic students to be eligible for HSI status. The University is well on its way to meeting HSI and is in the process of completing the HSI application.



Unlike HSI, the 10% for AANAPISI designation is head-count not full-time equivalent. Criteria for AANAPISI designation are under review, specifically clarity on the ability to include

students who identify as multi-ethnic (i.e. Asian American/Native American Pacific Island plus another ethnicity). This method of including multi-ethnic is allowable for HSI.

☐ Maintain at a minimum or outperform the NSHE required student-to advisor ratio of 350:1

Across the University we are at 380:1, this elevated ratio is due to open positions that will be filled. The 380:1 ratio is an average as we have some colleges which are at 514:1 due to open positions where we have other colleges where we have been able to reach our goal of 350:1. Additionally, we have a few colleges that are outperforming the NSHE required ration and are at 316:1 or 289:1.

Faculty and staff

☐ Launch a performance pay model by FY2023

See Strategic Plan Goal 1, Strategy 2 B

☐ Increase retention rates for all faculty and staff

The University of Nevada, Reno's retention rates for faculty and staff have stabilized following the impacts of the COVID pandemic. The University has aggressively acted to retain nationally competitive faculty by adjusting individual faculty salaries based on market and providing additional support for scholarly work. This work has been administered by academic leadership (deans and department chairs) and overseen by the Provost's Office.

Also see Strategic Plan Goal 1, Strategy 2 B, 2 C and 2 D

☐ Increase annual engagement and sentiment scores for faculty and staff

See Strategic Plan Goal 1, Strategy 2 J

☐ Maintain or decrease existing student-faculty ratio of 19:1 concurrent with expected enrollment growth

The University of Nevada, Reno is maintaining a 19:1 student to faculty ratio and continues to explore ways to reduce this ration within current budget limitations.

As budgets stabilize and enrollment begins to grow, we will use department level student enrollment and budget data to make targeted strategic investments in faculty positions using enrollment projections to anticipate areas with the most significant growth.

Goal 2 - Invest in Our Future

Deliver the services, organization, and infrastructure required to support a growing, top-tier university

Strategy 1 – Enable our success with an agile organizational model and leading business operations

A. Identify potential benefits of and investments required to improve the University’s efficiency and effectiveness, potentially including shared services to optimize administrative functions and execute leadership initiatives (e.g., human resources, budget and finance, IT, marketing and communications, etc.)

In Spring 2024, the University plans to start an exhaustive evaluation of our administrative functions and shared service capacities. This initiative aims to streamline operations, optimize resource allocation, and enhance service delivery across our institution. The process will unfold in several planned phases:

1. Initiating a Thorough Present-State Evaluation:
 - Critically examine the current operational functions, focusing on the efficiency and effectiveness of existing administrative functions.
 - Spotlight and catalog any duplicative efforts, procedural delays, or inefficiencies pervasive in departmental processes, particularly in areas such as HR, Finance, and IT.
 - Scrutinize the adequacy and contemporariness of our technological resources and system infrastructures.
2. Benchmarking and In-Depth Best Practices Study:
 - Perform benchmarking with institutions of similar standing to decipher prevalent practices, instrumental procedures, and administrative configurations that facilitate operational excellence.
 - Undertake extensive research into industry-standard best practices for shared services models, extracting the essentials of successful executions.
3. Executing a Detailed Cost-Benefit Examination:
 - Pursue a detailed financial analysis, quantifying the economic feasibilities, expenditures, and advantages of transitioning to shared services.
 - Consider the spectrum of costs, encompassing both direct expenditures, incidental costs, and one-off investments (such as technological refurbishments), alongside continuous financial obligations (e.g. staffing or maintenance overheads).
 - Anticipate the intangible and tangible benefits, ranging from monetary savings to qualitative enhancements in collaborative efforts or stakeholder contentment.
4. Formulation of a Strategic Implementation Blueprint:
 - Synthesize findings from the comprehensive assessment, stakeholder insights, and financial implications to craft a strategic roadmap for the adoption of shared services.
 - Design a phased timeline for the initiative's execution, incorporating preliminary pilot programs as a prudent step before any expansive deployment. This systematic approach ensures a balance between ambitious strategic improvements

and the nuanced realities of comprehensive institutional change, positioning us for a seamless transition to optimized, efficient, and effective operations.

B. Implement enhanced budget and revamped recruitment and retention HR model to enable a more proactive campus that improves responsiveness to dynamic priorities and needs

Starting in November 2023, we will initiate the development of enhanced budget reports that integrate student enrollment data. This project, targeted for completion in spring 2024, is pivotal for enabling the University to make informed, data-driven decisions regarding budget allocations and staffing levels.

By leveraging these comprehensive insights, the University will strategically direct investments into initiatives that support the objectives articulated in our strategic plan. Such precision in resource allocation is fundamental to our commitment to excellence and the ongoing betterment of the educational experience we offer.

C. Assess the University's organization structure against leading public land-grant research institutions to identify potential adjustments required to enable future growth

After an evaluation and data driven process, supported by an external consultant, the University of Nevada, Reno has reorganized our offices associated with student recruitment and online learning. A new office of online learning was created, and a Vice Provost for Online Learning was hired following a national search. The new Vice Provost is restructuring and reorganizing the offices affiliated with online learning and creating an organization based on best practices at leading public land grant universities.

The University also created a new Senior Vice Provost for Student Recruitment and placed the following organizations under her leadership: Office of Prospective Students, Registrar, Financial Aid and Office of International Students and Scholars. This reorganization aligns student recruitment with the University's academic programs and aligns the University with structure's based on best practices at leading land-grant universities.

In addition to these changes, in the Spring of 2024 the University plans to embark on a strategic comparison of our institution's operational practices and structural organization against top-tier public land-grant research universities. This detailed comparative analysis will proceed using the following structured phases:

1. Define Objectives and Scope:
 - Clearly outline the specific objectives we hope to achieve with this assessment.
 - Establish the scope of our benchmarking by deciding which aspects of other institutions' organizational structures we will examine (e.g., research output, funding, administrative efficiency, faculty support).
2. Selection of Benchmark Institutions:
 - Identify public land-grant universities that are recognized as leaders in research and other areas relevant to our objectives.

- Criteria for selection could include research output, innovation, funding, rankings, or specific programs that align with the University's strategic goals.
3. Data Collection:
 - Gather data on the organizational structures of the selected universities using publicly available resources, academic publications, institutional reports, and direct inquiries.
 - Focus on aspects such as hierarchical structure, decision-making processes, departmental collaboration, funding allocation, faculty incentives for research, and administrative support systems.
 4. In-Depth Analysis:
 - Analyze the collected data to understand the strengths and weaknesses of the University compared to its counterparts.
 - Identify unique innovations or structures employed by benchmark institutions that contribute significantly to their success.
 - Use qualitative and quantitative measures for a comprehensive analysis. For instance, how do faculty research incentives at peer institutions compare, and what has been the quantifiable impact on research output?
 5. Stakeholder Engagement:
 - Engage with internal stakeholders, including faculty, department heads, and administrative staff, to gain insights into current perceptions, experiences, and suggestions regarding the organizational structure.
 6. Gap Analysis:
 - Conduct a gap analysis to identify discrepancies between the current state of the University and the practices observed in leading institutions.
 - Highlight areas requiring improvement and potential barriers to adopting new structures or practices.
 7. Develop Recommendations:
 - Based on the analysis, develop detailed recommendations for organizational changes or enhancements.
 - Consider potential challenges in implementing these recommendations and propose strategies to manage them, including resource implications, change management strategies, and timelines

D. Create an implementation plan that incorporates the requisite changes to and investments in policy, business processes, organization and resources to improve University service and operations

The University is currently developing a Strategic Enablement Office under the guidance of a Senior Vice Provost with engagement through committees of university leadership, Faculty Senate and the Staff Employees Council. These committees are developing the metrics for evaluating the success of the University as it executes the Strategic Plan. These metrics will inform the University's process for exploring changes in policy, business processes and organization to better serve our student and faculty and meet the goals of the Strategic Plan.

Please also see Strategy 1 A above.

Strategy 2 – Deliver the physical and technological infrastructure necessary to support our future

A. Identify the infrastructure and associated investments necessary to support a top-tier research University, including IT infrastructure, hardware and software; data systems; libraries; creative spaces; and classrooms/labs

Our Vice President for Information Technology, Dr. Sasi Pillay, joined the University on February 1, 2023. Pillay is an experienced senior leader for information technology services serving for over 26 years in various positions across academia and government agencies. He excels in building high-performance organizations inclusive of diversity and in developing information technology-based strategies to provide end-user-focused products, solutions and services that advance organizational mission objectives, reduce institutional risks and provide cost-effective IT services and products securely.

Prior to his current position at Washington State University, Pillay served as the chief information officer for the National Aeronautics and Space Administration (NASA) John H. Glenn Research Center and then as the chief technology officer for NASA.

During his time at the University, he has identified several initiatives / goals to contribute to this strategy of the strategic plan. They are as follows:

1. Design, implement and provide cloud-based environments to conduct research with regulated and controlled unclassified information. Regulated data includes, but not limited to, data such as Protected Health Information and Export Control Data.
2. Increase the adoption of Microsoft Teams for academic and administrative use, thereby improving collaboration in research and increasing the effectiveness of administrative functions.
3. Architect and implement the next generation of High-Performance Computing both on premise and in the cloud.
4. Promote the use of computing environments for research by hosting a national colloquium on campus.
5. Standardize and simplify the IT infrastructure and eliminate duplication of services across the university.
6. Improve IT governance to maximize IT investments.
7. Implement a Data Management Program that democratizes the use of data for increasing student success, increasing enrollment and increasing administrative efficiencies.
8. Explore the use of Artificial Intelligence and Machine Learning in how it can be best used for improving teaching and learning, and improving student success.
9. Improve Cybersecurity across the University thereby reducing threats and risks to the University in carrying out its operations and obligations.

B. Identify opportunities for space optimization with a Facilities Master Plan that identifies the strategic infrastructure and capital resources needed for education, research, IT administration, creative activity, athletics, childcare, parking and student housing

The University is currently exploring and implementing the following:

Multi-Use Spaces: Incorporate multi-use spaces that can serve different functions at different times. For example, a lecture hall could be designed to convert into a creative activity space or a conference center.

Flexible Classroom Design: Create flexible classrooms that can accommodate various teaching methods, from traditional lectures to interactive workshops. This reduces the need for separate specialized spaces.

Shared Research Facilities: Establish shared research facilities that can be used by multiple departments or research groups, promoting collaboration, and reducing redundant equipment and space.

Virtual Labs and IT Infrastructure: Consider virtual labs and cloud-based IT infrastructure to reduce the physical footprint required for IT administration and data storage. This can also allow for remote access and 24/7 operation.

Athletic Facilities Sharing: Maximize the use of athletic facilities by allowing community access during non-peak hours, sharing resources with local sports clubs, and optimizing scheduling.

Childcare Facilities Integration: Integrate childcare facilities within or near student housing to provide convenience for student-parents and optimize space.

Green Building Practices: Incorporate sustainable and energy-efficient design principles to reduce the overall space needed for heating, cooling, and power generation.

Parking Structures: Optimize parking facilities with multi-level or underground structures to minimize the land area required for parking, freeing up more space for other purposes.

Student Housing Efficiency: Design student housing with efficient layouts and shared amenities to accommodate more students in less space.

Transportation Alternatives: Promote alternative transportation options like biking and public transit to reduce the demand for parking space.

Online Learning: Promote online learning opportunities, which can reduce the demand for physical classroom space.

Data-Driven Planning: Use data analytics and utilization studies to monitor and optimize the use of space continually. This can help identify underutilized areas that can be repurposed or shared.

Modular Construction: Consider modular or prefabricated construction methods that can be more space-efficient and cost-effective for adding new infrastructure as needed.

Strategic Land Acquisition: If additional space is needed, consider strategic land acquisition to expand campus boundaries.

Collaborative Spaces: Create collaborative spaces that foster interaction between students, faculty, and staff, encouraging cross-disciplinary work.

Co-Locating Services: Co-locate administrative services, like counseling, career advising, and health services, to reduce the physical footprint and provide more convenient access for students.

Archibus Space Management Software: Implement Archibus space management software to track space utilization and make real-time adjustments to optimize space.

Adaptive Reuse: Consider adaptive reuse of existing buildings or repurposing underutilized spaces to reduce the need for new construction.

Student Housing Alternatives: Explore partnerships with private developers to provide off-campus student housing, reducing the pressure on campus housing.

Long-Term Sustainability: Ensure that the Master Plan includes long-term sustainability measures to adapt to changing needs and reduce the overall space footprint.

C. Implement principles of inclusive design for all new and modified physical and digital spaces

The University is currently exploring and implementing the following:

1. Physical Spaces:

- a. **Accessible Buildings and Facilities:** Ensure that all buildings and facilities, including classrooms, libraries, labs, and recreational areas, are designed to be accessible to individuals with disabilities. This includes features like ramps, elevators, wide doorways, and accessible restrooms.
- b. **Universal Design:** Apply universal design principles to create spaces that are usable by people of all abilities without the need for special adaptations. This involves designing spaces that are inherently accessible and intuitive to use.
- c. **Wayfinding and Signage:** Implement clear and consistent wayfinding signage, including Braille and tactile signs, to guide individuals with visual impairments through the campus.
- d. **Accessible Parking:** Provide accessible parking spaces in convenient locations and ensure they are compliant with ADA standards.

- e. **Outdoor Spaces:** Consider the accessibility of outdoor areas, such as pathways, seating, and recreational spaces. Ensure that they are wheelchair-friendly and offer features like shaded areas for individuals with sensory sensitivities.
- f. **Assistive Technology:** Install assistive technologies in classrooms and public spaces, such as hearing loops, adjustable lecterns, and captioning systems.

2. Digital Spaces:

- a. **Website Accessibility:** Ensure that the institution's website and online resources comply with Web Content Accessibility Guidelines (WCAG). This includes providing text alternatives for non-text content, keyboard navigation, and accommodating screen readers.
- b. **Accessible Learning Management Systems (LMS):** Choose or develop a Learning Management System that is accessible to all users. This includes compatibility with screen readers and assistive technology.
- c. **Digital Content Accessibility:** Ensure that digital learning materials, including documents, videos, and interactive content, are accessible to students with disabilities. This may involve providing alternative formats and closed captions.
- d. **Accessible Online Communication:** Use accessible communication tools for virtual meetings and webinars, such as captioning services and live sign language interpreters for events.
- e. **User-Friendly Interfaces:** Design digital interfaces with clear and intuitive navigation, making it easy for all users to find and use online resources.
- f. **Training and Awareness:** Provide training to staff, faculty, and content creators on creating and maintaining accessible digital content.

3. Inclusivity in Planning and Decision-Making:

- a. **Include Diverse Perspectives:** Ensure that individuals with disabilities are involved in the planning and decision-making process related to the design of physical and digital spaces. Their insights can be invaluable in identifying barriers and solutions.
- b. **Regular Audits and Assessments:** Conduct regular audits and assessments of physical and digital spaces to identify areas where improvements are needed. Implement a process for addressing issues and making necessary changes.
- c. **Feedback Mechanisms:** Establish a feedback mechanism for users to report accessibility barriers and make suggestions for improvements in both physical and digital spaces.
- d. **Legal Compliance:** Familiarize the institution with relevant accessibility laws, such as the Americans with Disabilities Act (ADA) and Section 508, and ensure compliance.
- e. **Inclusive Policies:** Develop and enforce policies that promote inclusivity in design and construction projects, as well as in the creation of digital content.

D. Provide the technological resources to achieve digital equity across the University community including expanding the Digital Wolf Pack Initiative

The University of Nevada, Reno's Digital Wolf Pack Initiative is the keystone of our efforts to achieve digital literacy and equity across the University community. The program continues to evolve and expand, but a number of successes to date include:

Submitted October 27, 2023

- Over 13,000 iPads have been distributed to the Classes of '25, '26, '27, and a variety of teaching and administrative faculty.
- The University of Nevada, Reno was awarded Apple Distinguished School status (2023-2026).
- Dr. Britni Adams was awarded Apple Distinguished Educator status.
- Dr. Lindsay Diamond was established as an Apple Learning Coach.
- A Cohort of 25 Faculty Ambassadors has been established.
- University undergraduate student Vedant Malhotra won the 2022 and 2023 Student Swift Challenge at the Apple World Wide Developer Conference.
- Three successful cohorts of students have completed App Dev at the University.
- 7,000 student, faculty, and staff have participated in leading edge technology enhancing workshops.
- 92% of the students surveyed are positive about the DWPI and believe the experience will lead to greater success in the academic endeavors and careers.
- The technology associated with DWPI has been extensively integrated into courses and curriculum across the University.

E. Finalize the design and build of the new College of Business and Life Sciences buildings

College of Business Building:

1. Design Completion: The design phase for the new College of Business building has been successfully finalized. This phase includes architectural plans, interior layouts, and infrastructure design, ensuring that the building is well-suited to meet the educational and administrative needs of the College of Business.
2. Construction Schedule: The construction phase for the College of Business building is currently underway, with an expected completion date in August 2025. This phase involves bringing the architectural plans to life, including site preparation, foundation, structural construction, and interior finishing.

Life Sciences Building:

1. Pre-Design Completion: The pre-design phase for the new Life Sciences building has been completed. This phase involves initial project scoping, feasibility studies, and conceptual planning. It lays the foundation for the design and construction phases that follow.
2. Project Status: The Life Sciences building project is currently on hold. The primary reason for this hold is the need to identify funding sources to initiate the construction phase. Funding is a critical component in progressing from the pre-design stage to the actual construction.

To move forward with the Life Sciences building, the following steps will need to be considered:

1. Fundraising and Budgeting: Explore various funding sources, such as grants, donations, partnerships, and University resources, to secure the necessary budget for the construction phase. This may involve a comprehensive fundraising campaign.

2. **Design Phase Initiation:** Once funding is secured, initiate the design phase for the Life Sciences building. This phase will build upon the pre-design work, further developing architectural plans, layouts, and infrastructure requirements.

3. **Construction Planning:** After the design phase is complete, establish a detailed construction plan, including timelines, contractor selection, and project management strategies.

4. **Construction Commencement:** Begin construction once all aspects are in place, ensuring that the project proceeds smoothly and on schedule.

F. Maintain the facilities and infrastructure required to enable individual student-athlete and team athletic excellence across all sports

The University is currently implementing the following:

1. Regular Maintenance and Upkeep:

- Implement a routine maintenance schedule for all athletic facilities, including sports fields, courts, gyms, and stadiums.
- Prioritize safety inspections and necessary repairs to keep facilities in optimal condition.

2. Investment in Upgrades and Renovations:

- Seek funding and support for renovation projects to modernize facilities, enhance training areas, and improve spectator experiences.
- Consider renovations or construction of new facilities to address the evolving needs of athletic programs.

3. Accessibility and Inclusivity:

- Ensure that athletic facilities are accessible to all athletes, regardless of their physical abilities.
- Consider facilities that accommodate athletes with disabilities and promote inclusivity in sports.

4. Environmental Sustainability:

- Implement green and sustainable practices in facility management, including energy-efficient lighting, water conservation, and waste reduction.
- Explore renewable energy sources and eco-friendly building materials for facility construction and maintenance.

5. Sports Medicine and Recovery Centers:

- Maintain and upgrade sports medicine and recovery centers within athletic facilities.
- Invest in necessary construction or renovation to provide state-of-the-art medical facilities for athletes.

6. Practice and Training Facilities:

- Offer dedicated practice and training facilities tailored to each sport, including indoor and outdoor spaces, specialized courts, tracks, and pools.
- Ensure that facilities are available for extended hours to accommodate rigorous training schedules.

7. Safety and Compliance:

- Regularly review and update safety protocols and ensure that all facilities meet necessary codes and requirements.

- Invest in construction or improvements that enhance safety and compliance with athletic regulations.

8. Alumni and Donor Relations:

- Seek support from alumni and donors for facility construction, renovation, or maintenance projects.
- Engage with stakeholders who can contribute to the improvement of athletic facilities.

9. Long-Term Planning:

- Develop a long-term strategic plan for facility maintenance and construction that aligns with the university's overall athletic goals.
- Continuously assess the evolving needs of student-athletes and teams to adapt to changing demands.

10. Collaboration:

- Collaborate with architects, contractors, and facility managers to ensure that construction and maintenance efforts align with the objectives of the athletic program.
- Coordinate with coaches and athletes to address specific facility needs that can enhance athletic performance.

Over the course of the last 18 months the following facility maintenance and infrastructure enhancements to better serve and develop our student athlete population to increase success across all sports program:

- Resurface tennis courts
- Resurfaced track
- Resurface Lawlor, Sessions and Virginia Street Gym courts
- New turf in Mackay Stadium
- Renovated, enhanced or established locker rooms for the following sports: Swim & Dive, Women's Soccer, Women's Track & Field/Cross-Country, Football, Tennis, Ski, Golf, Softball and Men's Cross Country
- Implemented safety measures at Wolf Pack Park East including motion sensor lights, uncuttable locks, and blue light phone
- Established a tuning room for the ski program
- Renovated the equipment room for Football
- Remodeled the Recovery Zone within Sports Medicine with a comprehensive suite of hyper ice and Normatec recovery modalities
- Increase function in recovery pools
- Remodeled conference room for Women's Basketball
- Renovated the Bitonio Family Strength and Conditioning Center
- Invested in sports performance cardio equipment
- Completed Phase I (of three phases) of the Hixon Softball Park
- Collaborated with the RSCVA to bring a \$5M state-of-the-art track to Reno
- Collaborated with OIT to enhance athletics facilities including AV in Mackay Stadium, Cashell Field House, Lawlor Event Center, Virginia Street Gym, Peccole Park and Hixon Softball Park
- Invested in software to enhance tracking, communication and data metrics in academics, compliance, student athlete development, all sports programs, mental health and sports medicine

Directional outcomes and metrics

Publish a new Campus Master Plan by FY2023

Due to budget cuts, the initiation of our new Campus Master Plan is rescheduled for fall 2024. This extensive project is expected to span 12 to 18 months, projecting a completion timeline of either fall 2025 or spring 2026.

Develop a policy, process and organizational change implementation plan by FY2024

See Strategy 1, A and C above.

Implement a flexible and dynamic budget model by FY2025

See Strategy 1, B above.

Implement a responsive recruitment and retention approach

The University is in the process of implementing the Grant Thornton Enrollment Strategy (included in NevadaBox) evaluating best practices, and reviewing responsive activities employed by our peer and aspirant institutions.

Implement recommendations from organizational assessment by FY2025

See Strategy 1, A, C and D above.

Goal 3 – Lead for Nevada

Enhance the delivery of our land-grant mission

Strategy 1 – Enrich our academic portfolio

A. Increase support for and emphasis on interdisciplinary instruction, experiential learning, and entrepreneurial and creative activity

Office for Service Learning and Civic Engagement. The Office of Service-Learning and Civic Engagement (OSLCE) is the hub for service-learning and civic engagement at the University of Nevada, Reno and within the Reno community. They strive to co-create democratically engaged partnerships that meet the immediate and long-term needs of the community, students and faculty. OSLCE facilitates relationships between University faculty and community organizations for the purpose of providing structured experiences outside of the classroom that align with the curricular learning taking place inside the classroom. The integration of an academically rigorous model of learning and meaningful service with the community assists the student in achieving learning outcomes that help encourage civic responsibility. Recent achievements include:

- Eight new service-learning courses were introduced in 2022-2023, reflecting the growing recognition and importance of integrating service into academic curricula.
- During the 2022-2023 academic year, students reported placements with a total of 229 diverse organizations, both on and off campus.
- Through the Community Engaged Teaching (CET) program, University trained faculty to put theory and pedagogy into practice in their newly develop service learning courses.

Research Designation for Courses. Research designation for courses constructed by interdisciplinary committee led by Undergraduate Research. Infrastructure will allow for courses to be allocated as “Research Intensive” for 100 - 400 level classes in all disciplines offered by the University.

Professional development workshops at NevadaFIT. Undergraduate Research provides a professional development workshop at NevadaFIT for new freshmen, “Learning to talk and meet with faculty,” where students from all disciplines are provided context about the importance of meeting with faculty for courses, research, and professional development. Resources about how to contact faculty in-person and email communications covered. Strategic benefit of office hours and meeting with faculty in-person discussed.

Research lifecycle skill workshops. Undergraduate Research runs workshops on research life cycle skills including [1] grant preparation and proposal writing workshops, [2] dissemination of research in publications and conferences, [3] poster design workshops.

Wolf Pack Discoveries. Wolf Pack Discoveries (<https://www.unr.edu/wolfpackdiscoveries>) is a symposium for research, scholarship, service, entrepreneurship, and creative activity running three times annually led by Undergraduate Research and seven campus partner offices. Open to all curricular and co-curricular undergraduate projects, this event featured the work of 450 students in the 2022-2023 academic year.

Working group for Undergraduate Research Activity. Undergraduate Research launched a working group with faculty across campus supporting undergraduate research activity in all forms on campus. This group will be looking for silo reduction as well as process and concept innovations for how research activities on campus are understood, tracked, and executed.

Harnessing the Data Revolution for Fire Science (HDRFS). Undergraduate Research serves as the campus and Northern Nevada lead on the Education Workforce Development (pathway 2) and undergraduate mentoring (pathway 3) through the HDRFS grant. The grant activity supports experiential learning for data analytics for students across the state.

Nevada State Undergraduate Research Journal (NSURJ). Undergraduate Research manages the NSURJ (<https://scholarworks.unr.edu/handle/11714/132>), a peer-reviewed research publication for undergraduates, and solicits research, scholarship and creative activity from University undergraduates as well as community college students and high schoolers from the state of Nevada. This interdisciplinary journal increases student skillsets in writing for an interdisciplinary audience and seeing a project from lifecycle to publications.

B. Emphasize career preparedness across the academic curriculum and within advising to bridge skill gaps for students

Pre-Professional Advising



At a glance

The University's Pre-Professional Advising Center serves students who are pursuing a pre-health or pre-law track. The role of the center is to assist students in understanding what the academic preparation looks like, help navigate the application process, and provide insight into what admissions committees are looking for in their prospective applicants.

Key metrics



50%
Acceptance rate to medical schools in the United States, compared to the national average of 41%.



148
Number of applications submitted to medical schools, the highest across the mountain west conference



~1,500
Serving approximately ~1,500 students all over the university from different colleges and disciplines



**PRE-PROFESSIONAL
ADVISING OFFICE**

OUR TEAM

Our staff advisors are recognized and awarded leaders within the National and Western Association of Advisors for the Health Professions (NAAHP, WAAHP) as well as the Western Association for Pre-Law Advisors (WAPLA).

"Amazing staff who go above and beyond to help students succeed!"
• Gabrielle Nucci-Serafin, Graduate, UNR 2022

SERVICES

The Pre-Professional Advising Center provides students with opportunities to grow and prepare themselves to be a well rounded applicant. The mission of the center is ensure student's success and help student overcome barriers in pursuing a health or law related profession.



**Application
Preparation**



**Peer Advising
Program**



**Student
Development**

STUDENT ENGAGEMENT

- ACE 101: Pre-Health Profession's Preparation**
A nationally recognized course among institutions with pre-professional advising services. This is a 6 weeks course that gives students the roadmap into the health professions.
- Pre-Law Caravan**
The WAPLA Pre-Law Caravan brings about 50 schools to campus yearly to connect with students to bring about vital connections to the law representatives nationally.
- Pre-Health Conference**
The annual pre-health conference brings a multitude of medical, physician assistant, dental and other health professional schools to campus. In addition, workshops that aid application preparation and strategies for success are highlighted to help students reach their goals.

Academic Advisors / Faculty Mentors. In 2021 the University of Nevada, Reno changed its advising model by increasing the number of professional advisors to meet the NSHE guideline of 350:1 and shifted our faculty advisor roles to be a faculty mentor role. This change in the faculty roles allowed for a move away from them advising on specific core or graduation requirements to a focus on career development with students. Faculty mentors are specifically there to help students learn more about their disciplines, focus on specific areas within their discipline and allow them to explore careers in academic, and in the field. This specific change was developed to better bridge the gap between curriculum and careers.

College Specific Staffing. In addition to faculty mentors some colleges have an individual that supports students in arranging internships, externships, research opportunities, or other types of opportunities to connect them to career options. These opportunities include field studies courses

Submitted October 27, 2023

as well. These colleges are: College of Business, College of Engineering, College of Education and Human Development, School of Social Work, Reynolds School of Journalism, College of Liberal Arts, and the School of Public Health.

Nevada Career Studio. The Nevada Career Studio is fully committed to empowering students in achieving career and life success. We recognize that partnering with faculty to integrate career readiness into classes is critical to meeting this objective.

To support this endeavor, we have already presented in 65 undergraduate and graduate courses in 2023, supporting faculty efforts to incorporate career skills into academics. Our online career tools and events are available for faculty to integrate into assignments. Furthermore, we provide colleges and schools with information on their graduates' outcomes, which they can use in advising current students about career opportunities. Our workshops, resources, and events are designed to help students realize their full potential, and we are grateful for the partnership with faculty in assisting students reach this goal.

C. Identify opportunities for and invest in programmatic growth by conducting a comprehensive competitive assessment of academic programs

The University is currently creating dashboards to evaluate the academic success of departments and programs based on key performance indicators. The key performance indicators are tied to the University's Strategic Plan and have been vetted by the academic leadership. The dashboards will be completed in FY24 and shared with colleges and departments. The dashboards will be used for evaluating of academic performance for colleges and departments in FY25 and be the basis for programmatic investments.

D. Establish a comprehensive online education strategy to complement the on-campus quality of education and deliver a consistent, engaging student experience

See Question 1, Goal 1

E. Increase focus on social justice, diversity, equity and inclusion issues in the curriculum

In October 2022, the Office of Diversity and Inclusion debuted a four-part workshop certificate series titled Foundations for Advancing Belonging. This series is intended to increase common understandings of concepts foundational to the work of creating inclusive spaces, both in and out of the classroom, covering topics such as implicit bias, genuine dialogue, trauma and de-escalation, micro and macroaggressions, bystander intervention approaches, advocacy, and equity-mindedness.

In the summer of 2023, the Office of Diversity and Inclusion and Advancements in Teaching Excellence also started developing a campus-wide equity-minded teaching workshop series. The process began with conducting focus groups with students, faculty, and staff across campus, with the Office of Indigenous Relations, the Latino Research Center, ASUN's IDEA Department, Residential Life Staff, the College of Education and Human Development, the Gender, Race, and Identity Department, and the Disability Resource Center. All faculty/staff affinity groups were

Submitted October 27, 2023

also consulted and invited to share feedback. Currently, the workshop series is in development and on a timeline to be shared with campus by spring 2024.

F. Enable the implementation of inclusive pedagogies, such as Universal Design for Learning (UDL), throughout the curriculum

In fall of 2022, The Office of Diversity and Inclusion also partnered with Advancements in Teaching Excellence and the Office of Digital Learning to develop a campus-wide [Recommendations for a Welcoming and Inclusive Syllabus \(https://www.unr.edu/teaching-excellence/teaching-resources/syllabus-design\)](https://www.unr.edu/teaching-excellence/teaching-resources/syllabus-design) resource, intended to support faculty in creating inclusive syllabi. This resource was discussed and shared at a conference session at the Northern Nevada Diversity Summit in the spring of 2023, and continues to be shared in email, web, and in person meetings.

The Office of Advancements in Teaching Excellence offers a fall reading group focused on inclusive teaching and open to faculty. Each semester, a book on inclusive instruction is chosen and discussed amongst the group. Books have included *What Inclusive Instructors Do* and *Grading for Growth*.

The Office of Advancements in Teaching Excellence new faculty learning community includes a module on course climate and student engagement, which includes the principles of Universal Design for Learning among other strategies for promoting equity and inclusion.

The Office of Advancements in Teaching Excellence partnered with the Writing and Speaking in the Disciplines program to develop a Course Redesign for Writing and Speaking workshop with emphasis on equity-minded teaching for student learning and student success. A small-scale pilot of this program was offered in summer 2023.

Office of Advancements in Teaching Excellence / Writing and Speaking in the Disciplines course redesign workshop – 7 faculty members from 7 departments across 5 colleges participated in the pilot course redesign workshop in summer 2023 and are currently implementing equity-minded design changes into their courses.

G. Explore expanding the Dean’s Future Scholars program with a University-wide approach beyond the College of Education and Human Development

The University of Nevada, Reno continues to believe this program can be expanded across the university’s academic programs to increase accessibility and university attainment for Nevadans. Unfortunately, resources are not currently available to expand this program.

H. Explore opportunities to expand dual-enrollment programs to more K-12 school districts

Please see Question 1, Goal 2

I. Develop strategic partnerships with other institutions to complement academic offerings and research opportunities

The University of Nevada, Reno's scientific cores provide research services and trainings (genomics, proteomics, bioinformatics, etc.) to faculty and students at UNLV, TMCC, NSU, CSN, WNC, GBC as well as research universities, PUI's, and community colleges throughout the mountain west.

The University's Research & Innovation Division participates in research events and meets regularly with students and faculty at all NSHE institutions to help develop and support inter-institutional research collaborations with our students and faculty.

Nevada Idea Network of Biomedical Research Excellence (NV INBRE) funds research collaborations between University of Nevada, Reno faculty and faculty at other NSHE institutions as well as at Universities throughout the mountain west. NV INBRE also supports research opportunities at the University for undergraduate students at all NSHE institutions and at Universities throughout the mountain west.

Strategy 2 – Increase service to and collaboration with communities across the state

A. Increase partnerships with local community leaders and organizations to increase access to healthcare and drive civic engagement locally and across the state

The **Office of Service-Learning and Civic Engagement** has accomplished the following:

1. Establishing the Community Engaged Teaching Program during the 2020-2021 academic year. This program teaches current faculty members about what community engagement is, its purpose in higher education, and ultimately provides them with a vast variety of resources and opportunities to enhance their Community Engaged Toolkit as professional staff at the institution.
2. Institutionalized the Community Partner Process. This process has made it easier to establish a critical community partnership with non-profits and local community organizations, in addition to partners that exist outside of Nevada. This process has allowed the students and faculty to engage in a safe and critical manner in their learning opportunities while having the ability to reflect on their work within the community and its impact.

The **Latino Research Center** (LRC), as part of its mission, includes serving as nexus between the University and the Latino community. In 2022, it helped found the Nevada Latino Stakeholders Council, which engages more than 100 Latino leaders (predominantly Northern Nevada but inclusive of southern Nevada via Zoom technology). The Council's mission is to create a space to empower leaders, promote effective dialogue, and advance the needs of Nevada communities. It is an inclusive, action-oriented council that cultivates alliances with community partners and sees itself as Latino-driven but not necessarily Latino focused. This has positioned the LRC to enhance partnerships through the University. The Latino Research Center's director also recently accepted the opportunity to serve on the Latinx subcommittee for the Nevada Minority Health Equity Coalition, which engages numerous partners and maintains a focus on

access to healthcare and needs. Overall, many of its ongoing projects include partnerships with numerous entities. While this list is not exhaustive, it is important to show the broad scope of focus with its many local leaders and organizations – Join Together Northern Nevada, Community Health Alliance, Walmart Distribution Center, Greater Nevada Credit Union, Tu Casa Latina, Northern Nevada Public Health, etc. These and other organizations support the engagement of others, which led to the creation of the Latino Research Center’s Resource Guide: <https://www.unr.edu/latino-research-center/resources-and-partnerships/resource-guide>. Additionally, the LRC’s newsletter supports engagement from numerous entities, with more than 500 organizations as subscribers to its content.

Engagement of the **Nevada First-Gen network** with our local, state, and federal elected officials is a priority of the 2023 Nevada Legislative Session through First-Gen Day at the Nevada Legislature. Additionally, the Nevada First-Gen Network led a summer camp in 2023 with middle school youth from Washoe County.

Between February 2021 and October 2023, the School of Public Health established and led the **Nevada Health Care Workforce and Pipeline Development Workgroup** in collaboration with High Sierra AHEC and the Division of Public and Behavioral Health (DPBH) of Nevada’s Department of Health and Human Services. The statewide initiative worked to improve, grow, and diversify Nevada’s public health, behavioral health, and primary care workforces and workforce pipelines to ensure the state has a workforce capable of meeting current and future health care needs. It brought together more than 40 leaders from throughout the state representing the fields of public health, behavioral health, primary care, traditional workforce development, K-12 and higher education, minority health and equity, and community-based organizations to enhance education and awareness of health care workforce development initiatives across the state, connect non-traditional partners, identify opportunities for cross-sector collaboration, and maximize resources statewide. The Workgroup’s priorities included numerous policy proposals considered during the 2023 Legislative Session, and the group’s collective action and engagement with the Legislature on these issues provided support for the passage of four key health care workforce development bills (AB 37, AB 45, SB 117, SB 118), which will improve access to health care.

In fall 2022, the School of Public Health began developing the state’s first **State Health Improvement Plan** in collaboration with numerous partners and organizations throughout the state, and with funding from DPBH. The Plan identifies four key priorities to improve the health of Nevadans through 2028, including access to health care, public health infrastructure, social determinants of health, and mental health and substance use. It provides a roadmap for state and local agencies, community-based organizations, private businesses, nonprofit organizations, health care systems, academic institutions, and other stakeholders to work together to improve the health of all in the Silver State. It is a resource for all Nevadans that can be used as guidance for prioritizing existing activities or setting new priorities, allocating resources, and implementing programs and policies.

The School of Public Health held a very successful advocacy day at the Nevada Legislature during the 2023 Legislative Session, promoting civic engagement among more than 50 students and faculty. Attendees met with legislators, watched committee bill hearings, presented research

posters, and shared information about the School of Public Health. In addition, partners from state and local health departments shared information about their agencies.

The School of Public Health led the University of Nevada, Reno's efforts to establish an **Academic Health Department** with the state's Department of Health and Human Services (DHHS), and the formal agreement was finalized in February 2023. Similar to a teaching hospital, the Academic Health Department will provide opportunities for University students and faculty to engage and collaborate more closely with all divisions of DHHS for mutual benefit around education, training, research, and service delivery.

University of Nevada, Reno School of Medicine (UNR Med) has explored expansion of its educational affiliations with Northern Nevada HOPES and the Community Health Alliance (two Reno-based Federally Qualified Healthcare Centers). The Student Outreach Clinic continues to provide care to indigent patients in the Reno area and secured new funding. UNR Med is in active discussion with two rural Northern Nevada hospital providers to support the development of a new rural residency track in Family Medicine, as we aim to increase the supply of rural providers. In addition, UNR Med is working toward the development of a new Addiction Medicine fellowship program, as the region has a relative dearth of providers in this area despite escalating community need.

B. Enhance Nevada's community-focused health programs through engagement and leadership

In September 2023, the School of Public Health convened and hosted a meeting of key state and local public health leaders to discuss the future of public health in Nevada. This was the first in a series of meetings to enhance engagement and collaborations statewide, and discussion included identification of future public health threats, areas of alignment and shared work across the public health system, and opportunities to strengthen collaboration.

Under the leadership of Dr. Mark Pandori, the Nevada State Public Health Laboratory received recognition by the Centers for Disease Control as the Western U.S. Bioinformatic Regional Resource for Public Health based on its strength in bioinformatics for pathogen genomics.

Nevada Health Service Corps currently supports loan repayment for 63 providers in exchange for service in medically underserved areas of Nevada; UNR Med's Office of Statewide Initiatives secured more funding for loan repayment through AB45. Project ECHO, which for the last ten years has been instrumental in helping to educate rural providers with timely updates on both general and specialty care, reviewed 119 cases last year, partnered with over 1,300 health care subject matter experts and hosted over 250 sessions. This approach allows UNR Med to bring the expertise of specialists to the patients in rural communities without requiring them commute.

C. Establish a physical footprint and academic, research, arts, library and service offerings in the Lake Tahoe area

On July 1, 2022, the University of Nevada, Reno acquired the Sierra Nevada University and introduced the Wayne L. Prim Campus in Incline Village to the Wolf Pack community. Since the acquisition, the new location has moved through a phase of transition and, more recently, into one of growth. In 2023, the University of Nevada, Reno at Lake Tahoe launched a summer full of academic, scholarly and creative programs, workshops and community engaged activities and is preparing for a robust, interdisciplinary first Semester at Lake Tahoe in the fall 2024 semester.

Graduation Dreams Achieved. Since July 1, 2022 142 SNU legacy students (96 graduate and 46 undergraduates) have graduated from the University, including eight earning Cum Laude, Magna Cum Laude, or Summa Cum Laude academic recognitions. Eighty-four of the graduate students were degree recipients in either the Master of Education or Master of Art in Teaching – helping meet the teacher education needs of the state of Nevada.

In May 2023, the University of Nevada, Reno at Lake Tahoe celebrated the graduation of SNU legacy undergraduate students at the first University graduation celebration held at the Wayne L. Prim campus. Two students received the Dr. Lin M. Nelson Leadership and Civic Engagement award, five students received Preger-Tahoe Prize Creative Idea Challenge awards, and Outstanding Student award recipients were named for Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Business Administration.

Additionally, many of the students who transferred to the main campus have done so successfully and graduated in 2023, including two SNU legacy student athletes Sixtine Piccard and Viivi Hamalainen, who graduated as University Westfall Scholars having achieved the highest GPAs in their home department (psychology). Sixtine and Viivi were members of the University’s NCAA Division I Alpine Ski Team.

University’s Commitment to Research, Scholarly, Creative and Entrepreneurial Activities. The Wayne L. Prim Campus was honored to play host to an extensive list of cutting-edge scholarly conferences and intensive seminars and workshops and many community-focused educational and engagement experiences throughout the summer and into the fall semester.

Highlights include:

- The annual Nevada Tribal Food Summit which occurred on May 31 - June 2. The Summit welcomed Nevada’s Native American Tribal communities to Incline Village where Tribal leaders work with Tribal partners, especially in remote places, to improve access to healthy food and food security.
- On June 8 - 9, the University’s Hitchcock Center for Chemical Ecology hosted nationally recognized speakers on interdisciplinary research topics across biology, chemistry, mathematics and ecology.
- On June 12 - 14, faculty within the University’s College of Science and Nevada Bureau of Mines and Geology hosted a NASA sponsored workshop to bring together PIs, program managers and leaders of the Surface Topography and Vegetation (STV)

Incubation Study Team. The workshop will be a key milestone in the process of defining the science, targeted observables, and architecture of upcoming satellite missions.

University's Commitment to Education. The University is committed to increasing equitable student outcomes and are pleased to offer summer programs on the Wayne L. Prim campus for elementary, high school, and college students.

Highlights include:

- The University of Nevada, Reno's Nevada First-Gen Network will provide an early intervention and community outreach four-week summer program (June 10, 2023 – August 4, 2023), modeled after the Dean's Future Scholars program, targeting 45 rising 6th, 7th, and 8th graders from Incline Middle School.
- The University of Nevada, Reno's Upward Bound program (July 21, 2023), a federal program to prepare low-income students for college, brought 90 high school students and 12 facilitators to our campus for a day of outdoor science activities aimed at creating interest in STEM-based fields.

University's Commitment to Community Engagement. The University is excited about the opportunity to expand upon our land-grant mission by collaborating with and engaging with the Incline Village and surrounding greater Lake Tahoe communities.

Highlights include:

- A new public speakers' series, *Talks at Tahoe*, was created to bring local people from Incline Village and surrounding communities to join together for engaging conversations. Recent presentations topics included Monster Fish, Forest Bathing, Meeting the Tides of Life Through the Practice of Poetry, and Legacy of James E. Church's snow science research preserved.
- On June 10, author, retired wildland firefighter and Low-Residency Master of Fine Arts in Creative Writing program graduate, Clare Frank, read from her book, "Burnt: A Memoir of Fighting Fire" at the Prim Library. Following the reading, Frank engaged in conversation with a panel of experts from the Climate and Wildfire Institute to discuss how to better protect and serve the Lake Tahoe region and Sierra Nevada which are being impacted by increasingly severe wildfires.
- During the period of June 26 through July 28, the Holman Arts and Media Center invited artists of all skill levels to Lake Tahoe for its 39th season of the Summer Arts Workshops, (<https://www.unr.edu/lake-tahoe/research-and-creative-activities/holman-arts-and-media/summer-arts-workshops>) carried over from SNU. Attendees spent five days in an intensive creative experience led by internationally recognized sculptors, painters, videographers, photographers and mixed-media artists.
- The University of Nevada, Reno at Lake Tahoe again collaborated with Classical Tahoe (<https://classicaltahoe.org/>) on its annual music festival held on the Wayne L. Prim campus. The event occurs every year from early July through mid-August and celebrates summer with five weeks of outdoor orchestra, jazz, chamber music, and family concerts in stunning settings on Lake Tahoe's North Shore.

- The University Extension Master Gardeners of Nevada and Living with Fire Program have begun planning for future outreach and educational activities and programs that utilize and improve/develop the existing North Lake Tahoe Demonstration Garden.

Semester at Lake Tahoe. Beginning fall 2024, the University of Nevada, Reno at Lake Tahoe will welcome other University students to live, learn, and play at the Wayne L. Prim Campus as part of the Semester at Lake Tahoe. Students from other NSHE institutions may also apply to participate in this “study-abroad” like experience and the opportunity to earn a Certificate in Sustainability. Interdisciplinary courses will allow students to continue with their chosen major while incorporating unique coursework that is environmentally immersive and hands-on. Faculty from the University will teach for the first time at the Wayne L. Prim campus alongside faculty who transferred to the University from SNU. The Semester at Lake Tahoe will incorporate the best of the Digital Wolf Pack Initiative and all students will receive iPads to use for their education.

D. Promote the University's archives, museums, libraries, music and theatre performances and science centers to enrich the lives of Nevadans, the University's community and visitors

The University Libraries plays a key role in the research, learning, and outreach mission of the University of Nevada, Reno. With the University's Wolf Pack Rising 2023-2027 Strategic Plan as its foundation, the Libraries completed its strategic plan that serves the basis for actions, investments, and future developments.

One of Libraries' primary goals is to promote student success by integrating information, digital, data, and maker literacies into learning initiatives. In the past year, the Libraries enhanced teaching, learning and discovery by providing nearly 11,000 individual help sessions in person and remotely across all departments; giving 630 in-person, online or asynchronous presentations to 13,500 people; managing 12.4 million digital objects; welcoming 1.3 million users to its website which had more than 4.2 million pageviews; providing access to 1.1 million e-books and 274,415 streaming videos, and much more.

To contribute to creating equitable student outcomes, an important component of student success, the Libraries is leading an initiative to reduce the cost of textbooks by collaborating with faculty to adopt, adapt, and integrate open educational resources (OERs). To date, librarians have worked with approximately 20 faculty members and have had an impact on approximately 1,000 students, who were able to take advantage of no cost materials for courses taught by these faculty members. Librarians also support the University's dual enrollment initiative by making available information about the resources and services to students participating in dual enrollment courses, more information about which can be found on this website:

<https://library.unr.edu/help/specialized-help/dual-enrollment>. The dual enrollment students have the same access to materials and services as on-campus students.

In alignment with the University's R1 status, the Libraries provides and creates innovative resources and services that meet the diverse and evolving needs of researchers. In 2023, the Libraries expanded its Data Services unit to enhance research across campus. This specialized team of library faculty offers consultations and instructional services for faculty and students on

a wide range of topics from data literacy to the processing, analysis, visualization, and management of data. The team has actively grown the data community on campus through hosting events and training sessions with an emphasis on GIS (geographic information systems) and R (a language and environment for statistical computing and graphics). In addition, the Libraries contributed to building out the research infrastructure by becoming institutional members of ORCID and the Dryad Data Repository. ORCID profiles allow the University and others to more easily track the research output of University faculty members while Dryad is an open access data repository where researchers can publish and publicly share their final research data sets to help meet funder requirements. This tool can help researchers increase the visibility of their data, get their data cited, and ensure its preservation for future research.

The Libraries reached a significant major milestone this past year. Approved through a ballot proposal conducted in March 2023, the Greater Western Library Alliance (GWLA) invited the Libraries to become a member. GWLA is a project-oriented consortium of research libraries predominantly in the central and western United States. The Alliance is recognized nationally as a leader in the transformation of scholarly communications and a facilitator in the application of new information technologies. To be considered for GWLA membership, an applicant library must be classified as a Research University (High Research Activity) by the Carnegie Foundation for the Advancement of Teaching, have distinctive collections and services that add value to the Alliance, and meet quantitative measures related to the library's materials budget and ratio of students to library faculty and staff. Membership in GWLA helps raise the Libraries' and University's profile and position the University so that it is on par with the public, land-grant members of the Association of American Universities (AAU).

E. Identify opportunities to expand offerings, both degree and non-degree, to serve Nevada's education, creative and workforce development needs

Graduate Medical Education (GME) funding was supported at \$8.5 million through Senate Bill 350 to the Account for Graduate Medical Education during the 2023 Nevada Legislative session. Further, this bill creates the Advisory Council on Graduate Medical Education. The dean of each medical school within the state is included on this council.

Assembly Bill 226 in the 2023 Nevada Legislature requires the NSHE board of Regents to provide in-state tuition for students who have DACA status if they have graduated from a Nevada high school. This bill is instrumental in further widening student access to our institution and sustaining funding for undocumented students.

Senate Bill 342 in the 2023 Nevada Legislature appropriated \$8M to the Interim Finance Committee. The Nevada Office of Western Interstate Commission for Higher Education (WICHE) will contract with Utah State University (USU) to cover out-of-state tuition for 70 Nevada students to USU Veterinary School, over a 10-year period. This investment is key for our growing demand for veterinarians in Nevada.

Senate Bill 375 in the 2023 Nevada Legislature appropriated \$10M each year of the biennium to NSHE for a grant program to expand undergraduate and graduate nursing programs.

Assembly Bill 45 in the 2023 Nevada Legislature created a program to repay the student loans of providers of health care, specifically in underserved communities and rural areas.

Assembly Bill 150 in the 2023 Nevada Legislature revised provisions prohibiting NSHE from assessing tuition charges against certain students who are Native American and part of a federally recognized tribe that may cross Nevada lines.

The University of Nevada, Reno's School of Public Health's *Community Health Worker (CHW) Pilot Program* aimed to improve access to health care and bridge the gap between faith-based congregants and health and social services systems. Community health workers provided one-on-one consultations with community members in various settings including tabling events, before and after faith services, and theology group studies. The program aimed to provide leadership, outreach, and administration of the Nevada Faith-Based Intervention Plan related to its goal of reducing health disparities through a coordinated approach with the faith-based community, particularly focused on the impact of COVID-19 and other co-compounding conditions. The funding supported health promotion and protection in faith-based communities, as well as working more holistically on other diseases and conditions to improve the quality of life of citizens throughout Nevada. This project aspired to support grassroots organizing and mobilization of communities throughout Nevada to elevate the issues surrounding minority health and equity. The CHW Program is in its third year of funding and employs eight community health workers. Since the implementation of this program, several other supplemental grants have been received to support additional CHWs bringing health information and internet connectivity to rural communities, training CHWs to work with refugee and resettled populations, and training CHWs to conduct well water testing in rural communities.

The Latino Research Center supports efforts toward workforce development in supporting diversification needs by engaging five undergraduate student interns each semester in order to support skills related to research ethics, office administrative support, linguistic diversity, and inclusive culturally-focused opportunities. The Latino Research Center also engages in workforce development through the mentor-mentee model of the Community of Bilingual English-Spanish Speakers grant, designed to develop a STEM and health workforce.

A grant for \$250,000 over a two-year period was awarded for foster youth pursuing degrees in higher education. This funding went to First in the Pack to support First-Generation students.

Extended Students has moved under the College of Agriculture, Biotechnology and Natural Resources (CABNR). This intentional move and some restructuring allow this unit to capitalize on non-credited learning provided to Nevadans.

Tribal Engagement has expanded through CABNR, Extension and Experiment Station. CABNR's Tribal Students Program began a "Discover Your Path!" college preparatory camp that the objective of getting high school students ready for college by enhancing their curiosity of discovery in several areas, hosted at the 4-H camp at Lake Tahoe. The program collaborates with the Federally Recognized Tribal Extension Programs (FRTEP) across the nation, the Nevada Department of Education – Indian Education, and tribal communities across the state with participants from other states such as Oklahoma, California, and Arizona.

Extension co-hosted the first Nevada Small Agriculture Conference in partnership with Nevada Farm Bureau in fall 2023, elevating the existing and emerging field of agriculture producers, businesses and industries within agriculture in Southern Nevada with over 100 people in attendance. Extension is serving as the main facilitator and collaborator of a number of subcommittees with a focus on further evolving and supporting this growing community.

Extension expanded to two new facilities in Southern Nevada. The first with a new office in North Las Vegas (across from North Las Vegas City Hall). In addition to offices, this facility offers large classroom and community spaces, as well as an Early Childhood Professional Development Learning Lab, a small business incubator (anticipated in spring 2024), and the beginning research facility for indoor/urban agriculture growing. The second facility is the Nevada 4-H Camp at Alamo, located in Lincoln County. Through a unique county-Extension partnership wherein Clark and Lincoln counties entered an agreement to purchase the facility together, Extension is the proud lessee to a new camp facility with large indoor and outdoor classroom spaces, overnight accommodations for up to 75 individuals, a small pond and more. Extension opened doors in spring 2023 for day and overnight camps and continues to build new experiences for youth and adults alike.

Wolf Pack Meats through Experiment Station provides meat harvesting service to area farmers, ranchers and the community. Wolf Pack Meats operations were restructured to increase quality service and efficiency of operations.

Extension has expanded efforts in K-12 engagement throughout the state through 4-H Youth Development, Youth Horticulture Education Program, Youth Workforce Development programs, and more reaching over 27,000 youth statewide – and growing.

The University has expanded partnership efforts with UNLV to build on the expertise of faculty from both universities and shared efforts of community engagement. In September 2022, Extension hosted a joint UNR-UNLV reception with both Presidents, Provosts, leadership and faculty from both institutions to serve as a kick-off to further partnerships to come. In November 2022, Extension led three focused roundtables with over 100 individuals in attendance to the three events. Faculty from both institutions attended and presented briefly on areas of research where they would be open to collaboration from the other institution in Clark County. Faculty were invited to submit proposals to be considered for funding opportunities on joint projects. A total of 55 proposals were submitted and 9 projects funded for joint UNR-UNLV research and community education projects centered in Clark County. UNR Extension and UNLV continue to discuss collaboration opportunities.

F. Enhance the growth of an entrepreneurial ecosystem by collaborating with industry and government agencies to accelerate economic and workforce development in Nevada

During the 2023 Nevada Legislative session, the Small Business Development Center (SBDC) was awarded \$1 million to expand support for small businesses throughout Nevada, primarily in Southern and rural Nevada.

Extension's Small Business Education Program (SBEP) partners with Southern Nevada chambers of commerce, particularly the Latino Chamber of Commerce, to provide free business education to small business owners and entrepreneurs. SBEP provides this education in-person and a virtual classroom, which consists short videos in a variety of business topics and available in both English and Spanish. The virtual classroom was a concept that was developed in 2020 and has grown to 150 videos, reaching populations across the state.

Extension's Nevada Economic Assessment Project (NEAP) aims to provide county, state, and federal agencies and their partners, with quantitative and qualitative baseline data and analyses to better understand trends in each county's demographic, social, economic, fiscal and environmental characteristics. Over the last three years, NEAP has completed economic assessments on each of Nevada's 17 counties and has expanded to partnerships with state agencies, organizations and businesses including Nevada State Parks, Nevada Association of Counties, and Lithium Americas, along with others.

The Latino Research Center has strong relationships with government entities, local and nationally, to support the needs of the Latino community within and outside of the University. For example, frequent communication occurs with local government offices, as well as national known organizations like the Hispanic Association of Colleges and Universities, the Hispanic Scholarship Fund, the Inter-University Program for Latino Research, and the American Education Research Association & its Special Interest Group, Latinx Research Issues (SIG 46).

G. Explore formal and informal community partnerships to maximize economic impact of students' volunteer efforts in Reno-Lake Tahoe

The Office of Government & Community Engagement has coordinated activities for University faculty, staff, and student engagement on-campus and in the Reno-Lake Tahoe Community including the following efforts:

- On-campus polling location for two election cycles
- Two *Huellas* Mentorship Programs
- Working with University students and Nevada Department of Transportation (NDOT) on I-11 improvements.
- Community Clean-up with Reno City Council
- International Education Week events
- Wolf Pack Discoveries Poster Symposiums – three semesters
- Civics in Action Summit tabling opportunity
- WCSD Reading Week – coordinating readings to two schools
- Dementia Free Nevada – a two-day workshop
- Veterans Service Academy with Congressional offices – 50 University of Nevada, Reno Students
- 2022 Campus Food Drive with Reno Catholic Charities – collected 500 pounds of food

The Latino Research Center has facilitated the engagement of numerous campus events, which support student volunteer needs. These include student volunteers for tabling at certain events, such as a local community event during Hispanic Heritage Month, Fiesta on Wells, which

Submitted October 27, 2023

engages more than 4,000 community participants. Student volunteers are able to help support messaging for the University and the Latino Research Center (LRC). In other events, volunteers support data collection for survey evaluation, family greeting, or food contributions. For example, in its more recent effort, Dia de los Muertos 2023, nearly 50 student volunteers supported event setup and implementation needs, which reflected approximately 300 student service hours. Given the LRC's ongoing formal and informal community partnerships, many outside organizations look to the LRC to identify student support. For example, entities from Sparks, Reno, and Carson City have looked to the LRC to engage the university's Mariachi Lobos de Plata, a student-led mariachi club. Other examples, have been through Latinos at Tesla or the Walmart Distribution Center in identify volunteers who could help support their Hispanic Heritage Month celebration by identifying guest speakers, helping to connect to university admissions needs, or learn more about campus opportunities.

Assembly Bill 151 in the 2023 Nevada Legislature created a special license plate commemorating the 150th anniversary of the opening of the University of Nevada, Reno. In addition to the creation of this license plate, proceeds from the sale of the license plate will be provided to Pack Provisions, the University's food pantry that provides food and basic necessities to our faculty, staff and students in-need.

H. Expand the partnership with Renown Health to advance health and health care through world-class medical education, clinical research and patient care for the Reno-Sparks-Lake Tahoe community and Nevada

UNR Med has increased the number of joint faculty with Renown and is in active discussions with regard to participation in the UPL (Upper Payment Limit, or "Uplift" program) designed to improve access for patients with Medicaid. A new pediatric residency program was launched in July 2023. There has also been a growth of the clinical trials enterprise, providing patients with oncologic, cardiovascular and other prevalent diseases an opportunity to gain access to experimental therapeutic approaches that they would not otherwise have.

I. Build upon affiliation with the Kenny Guinn Center for Policy Priorities to provide expertise on a broad range of public-policy issues that are critical to Nevada and the nation

The University of Nevada, Reno's partnership with the Guinn Center for Policy Priorities has accelerated in 2023. The Guinn Center has found a home in the South Side School in central Reno which is operated by the University. The Center currently has five interns from the University of Nevada, Reno in communications, education policy, and health disparities and has developed research projects in education and governance in collaboration with university faculty. The Guinn Center is hiring a public lands director and has been working with faculty at the University to develop research projects on public lands and the impacts on Nevada's economy, environment and communities.

J. Enhance partnerships between athletics and the Reno-Sparks and Lake Tahoe communities to drive community engagement, including with local schools and Boys and Girls clubs, among others, and serve as an important asset for the state of Nevada

Nevada Athletics' coaches, staff, and student athletes are committed to being active and engaged in our community. Through volunteering our time, we are instilling values of service in our student athletes, and showing them the importance of giving back. Our role as volunteers, models, mentors, and contributors allows our Wolf Pack team to inspire and motivate others. Nevada Athletics commitment to serving Northern Nevada is paramount to our successes, which include:

- University of Nevada has won six out of the last ten Mountain West Community Service Awards
- On July 26, 2023 Reno Mayor Hillary Schieve issues a proclamation declaring Reno Nevada's College Town and that year-round Fridays in the Reno Tahoe community are *Wolf Pack Fridays*.
- Flag initiative where hundreds of flags were sold to area businesses and homes
- Coaches and staff regularly speak to community groups including rotaries, schools, EDASN, Chamber, NCET, RSCVA, non-profits and several other local organizations
- Coaches, staff and student athletes are active on campus attending countless campus events, announcements and celebrations
- Sports teams regularly have community leaders speak to our student athletes
- *When I Grow Up Game* drives thousands of WCSD students to Lawlor for a basketball game
- Athletics hosts several area events, competitions and graduations in campus facilities including NIAA championships, WCSD graduations and TMCC's graduation
- Engaged in multiple licensing opportunities with area businesses to enhance brand awareness and community engagement including Dorinda's Chocolate, Brother's BBQ, Big Truck Hats, Hub Coffee, Frey Ranch Whiskey and Three Fat Guys Winery

Specific student athlete community service:

- 2,195.5 hours of community service were completed by student-athletes
- 41 different organizations (below are some of the highlighted events student-athletes volunteered at and what they did at the event)
 - Renown Health – Signed posters and handed them out to the children along with stuffed animals
 - Catholic Charities – Students helped prepare and serve food
 - Girls on the Run – Ran 5k with participants, cheered on participants and did face painting
 - Challenger Baseball League – Helped youth with varying disabilities learn the fundamentals of baseball
 - Special Olympics – Helped organize, score events, and cheer on participants
 - Boys and Girls Club – Played with children at the center
 - Pack Provisions – Students helped to unload and organize food for the campus food pantry

- Various local elementary schools – Participated in multiple reading days, talked with kids about the importance of education, played with kids at recess
- Kings Row Community Life Center – Played with children at the center
- Nevada Children's Cancer Center – Took photos and interacted with children and their families
- Northern Nevada State Veterans Home – Students spent time playing games and interacting with the residents
- San Rafael Park clean up – entire football team cleaned park
- Nevada Humane Society – Helped with clerical work and other office duties
- Pen Pal Program – Students wrote themed letters back and forth with second graders at Libby Booth Elementary School for an entire semester

Student athletes have participated in numerous internship opportunities with local entities such as:

- Manufacturing Controls Development Engineering Intern at Tesla
- Juvenile and Family Law Clerk
- Research Technician in a Mountain Ecohydrology Lab on campus
- Intern with Child and Family Research Center
- Intern with Awaken, a local non-profit working with survivors of sex trafficking
- Reno courthouse

Directional outcomes and metrics

Reaffirm Carnegie Community Engaged designation

The University's Carnegie Community Engaged designation will apply for re-classification in 2026. To align the University's efforts towards a 2026 application, a group of campus-wide stakeholders have been identified to serve as part of the Carnegie Classification for Community Engagement 2026. Subcommittees have been formed from this task force with a focus on specific sections of the application, along with a timeline and scope of work

Develop and begin executing the University-wide online strategy by Spring 2023

Please see Question 1, Goal 1. It took some time to find the right person to serve as Vice Provost for Online Learning, so the implementation of this goal is delayed.

Create a bridge program to increase enrollment pathways for Nevadans

Please see Question 1, Goal 2.

Increase number of faculty members trained on and courses employing inclusive pedagogies (i.e., UDL)

Foundations for Advancing Belonging Training – So far, 59 Academic Faculty and 40 Administrative Faculty have completed the first workshop, 53 Academic and 45 Administrative Faculty have completed the second workshop, 58 Academic and 46 Administrative faculty have Submitted October 27, 2023

completed the third, and 30 Academic and 37 Administrative faculty have completed the fourth workshop. Across all employee and student types, 94 people have completed the entire series, and more than 425 have participated in at least one workshop session.

Recommendations for a Welcoming and Inclusive Syllabus (<https://www.unr.edu/teaching-excellence/teaching-resources/syllabus-design>) resource – Continues to be shared in email, web, and in person meetings.

Campus-wide equity-minded teaching workshop series – The workshop series is in development and on a timeline to be shared with campus by spring 2024.

Office of Advancements in Teaching Excellence fall reading group – 35 faculty members have participated in this reading group in fall 2022 and 2023.

Advancements in Teaching Excellence is currently facilitating its second cohort in the new faculty learning community. Fifteen faculty completed the 2022-2023 cohort program. There are 50 faculty enrolled in the 2023-2024 cohort.

Office of Advancements in Teaching Excellence / Writing and Speaking in the Disciplines course redesign workshop – 7 faculty members from 7 departments across 5 colleges participated in the pilot course redesign workshop in summer 2023 and are currently implementing equity-minded design changes into their courses.

☐ Increase the attendance at or engagement with Nevadans through community-focused programs for health, civic engagement and workforce development and training

See Strategy 2 A, B, E, F, H and J

☐ Increase number of employers participating in workforce development programs

Increasing the number of employers participating in workforce development programs at the University requires a strategic approach that involves understanding both the needs of the employers and the goals of the university's programs. Below are some of the steps necessary to achieve this goal.

1. Understanding Employer Needs:
 - Conduct surveys or host roundtable discussions with current and potential employers to understand what skills they are looking for in graduates.
 - Identify the gaps or challenges employers face when hiring new graduates, which could be addressed through tailored workforce development programs.
2. Curriculum Enhancement:
 - Based on employer feedback, collaborate with academic staff to integrate the desired skills and knowledge areas into the program curriculum.
 - Ensure that the programs are flexible and dynamic enough to keep up with the rapidly changing needs of various industries.
3. Strengthening Industry Relationships:

- Assign a dedicated team or liaison to foster relationships with industry partners and maintain ongoing communication.
 - Host regular networking events, workshops, and seminars featuring industry experts and university alumni now in the professional world.
4. Developing Internship and Apprenticeship Opportunities:
 - Collaborate with industry partners to develop or expand internship and apprenticeship programs that allow students to gain hands-on experience.
 - Ensure these opportunities are mutually beneficial: companies get fresh ideas and potential talent while students gain practical experience.
 5. Showcasing Success Stories:
 - Highlight successful partnerships and student success stories in university publications, websites, and local media.
 - Use these stories to demonstrate the tangible benefits of employer participation in workforce development programs.
 6. Offering Incentives:
 - Work with local government bodies or industry associations to provide incentives for businesses that participate in workforce development programs.
 - Incentives could include scholarships or recognition awards.
 7. Hosting Job Fairs and Recruitment Events:
 - Organize job fairs and other recruitment events on campus, inviting a diverse range of employers to participate.
 - Use these events to showcase the talent and skills of students and recent graduates.
 8. Leveraging Alumni Networks:
 - Engage alumni working in various fields to act as ambassadors for the university's programs.
 - Alumni can provide valuable connections and credibility in the professional world.

☐ Equitably increase the internship and job placement rates for all students

The Nevada Career Studio (NCS) at the University of Nevada, Reno, is dedicated to increasing internship and job placement rates for all students in an equitable manner. To achieve this goal, NCS works strategically and collaboratively with campus partners to ensure that underrepresented students are not left behind. NCS conducts outreach and provides programming for a variety of groups to achieve this aim, including:

- First-Generation Center
- Multicultural Center
- Women in Science and Engineering Program
- Student clubs, including affinity groups
- Orientation and NevadaFIT
- Student Athletes

Our outreach included career popups, social media, email, and general marketing campaigns. Through our programs and classroom presentations, we emphasized the benefits of internships, such as developing valuable skills, gaining real-world experience, and building social capital.

Submitted October 27, 2023

We also conducted career preparation workshops that provide students with the necessary tools and guidance to succeed in finding and entering their future careers.

Additionally, in 2022-23 academic year and fall 2023 we accomplished the following:

A. Employer and Community Relations

- Six Career and Internship Fairs and one Graduate and Professional School Fair
- 350 Companies/Organizations attended on-campus fairs
- 2,303 Students Attended Fairs
- Showcasing Advance Manufacturing Careers in partnership with Manufacture Nevada

B. Oversight and management of successful Internship Programs

- Pack Internship Grant Program (PIGP) funded by ASUN
 - 38 student interns and 30 employers (including eight new ones)
 - 624 students applied for the 38 positions (lots of interest in the program)
- New \$1.4 Million Wolf Pack STEM internship program supported by GOED grant. Program focused student recruitment on underrepresented populations in STEM
 - 10 student Interns and 8 STEM Employers
 - 136 students applied for the 10 positions (lots of interest in the program)

C. Jobs and internship postings for University of Nevada, Reno students on the Handshake online job platform

- 919 Internship Postings in Nevada
- 22,710 Internship Postings Nationwide
- 3566 Part-time & Full-Time jobs in Nevada
- 90,470 Part-time & Full-Time jobs in Nationwide

Goal 4 – Transform the World – Elevate our top-tier research and contributions

Strategy 1 – Progress toward becoming a top 100 R1 institution and a top 50 NSF public research and development university

A. Establish a multi-disciplinary task force to identify gaps and associated investments needed in programmatic, physical and technological requirements; utilize findings to expand and modernize core research facilities and infrastructure, and achieve research objectives

Research & Innovation continues to gather data and keeps track of our progress towards achieving Goal 4. R&I will generate report similar to [“Achieving the University of Nevada, Reno’s Strategic Plan 2015 – 2021, Theme 2 – “Discovery””](https://www.unr.edu/main/pdfs/verified-accessible/divisions-offices/provost/home/strategic-plan.pdf) (<https://www.unr.edu/main/pdfs/verified-accessible/divisions-offices/provost/home/strategic-plan.pdf>)

In addition, a faculty working-group is being established that will include representatives from the Faculty Senate, University Research Council, each College/School, Associate Vice President for Research and the Associate Vice President for Research Administration and Compliance.

B. Leverage partnerships with Renown, VA and other community health partners to increase opportunities for clinical and translational research, residency programs, internships and fellowships

University of Nevada, Reno is partnering with UNLV on a NIH Clinical and Translational Research Network (CTR-N) award application. In case this application is not successful, the University is pursuing a new application for FY25 submission in collaboration with UNLV School of Medicine.

Research & Innovation is supporting efforts of faculty researchers in the School of Social Work in pursuit of joint programs with the VA hospital.

School of Public Health – Renown Research Collaboration examples below:

1. Dr. Wei Yang is the Biostatistician and Methodologist for the NIH Mountain West Regional Clinical and Translational Research Network (CTR-IN) which has sponsored projects for the collaborations between Renown and the University of Nevada, Reno. Two Public Health PhD students are working at University of Nevada, Reno School of Medicine Office of Medical Research to provide statistical and epidemiological support under supervision of the School of Public Health faculty. One Public Health PhD student is working as the Renown’s Senior Data Analysis Specialist.
2. CTR-IN pilot collaboration with Renown. Dr. Jennifer Pearson is working with the Renown Stacie Mathewson Behavioral Health & Addiction Institute to recruit people engaged in substance use treatment to a smoking harm reduction study featuring provision of e-cigarettes and tailored instructions to switch. Roughly 80% of individuals in treatment for opioid use disorder (OUD) smoke cigarettes (compared to 13% of adults nationally); however, people with an OUD are nearly five times less likely to successfully

quit smoking than people without an OUD, suggesting that current conventional behavioral and medical treatments are insufficient. In collaboration with Mathewson Center leadership and clinicians, Dr. Pearson recruits and collects data on their campus and is exploring the possibility that one of their clinicians will join her research team.

3. Cancer Care for People Experiencing Homelessness: spring 2023, three School of Public Health (SPH) faculty members (Sung-Yeon Park, Sarah Friedman, Dan Cook) and two faculty in Pennington Cancer Institute (PCI) at Renown (Max Coppes, Harry Menon) began a collaboration to investigate cancer care for people experiencing homelessness in Nevada. The project team also includes one SPH doctoral student (funded by PCI at Renown) and one medical resident at PCI. The project is part of a larger collaboration with a team of researchers at Huntsman Cancer Institute investigating the same topic in Utah. The overarching goals are (1) to compare cancer epidemiology between homeless vs. general populations in the two states and (2) to develop a cancer care protocol for patients experiencing homelessness.

School of Public Health Internship Collaboration:

We have very good relationships with all of our local clinical facilities, such as Renown Health, Saint Mary's, Northern Nevada, Community Health Alliance, Northern Nevada HOPES, and Carson Tahoe Health. Approximately 63 public health graduate and undergraduate students have conducted internships at these locations totaling 4,523 hours of community service (from SY20-SY23). This does not include hours also conducted in private health facilities, doctor's offices, and out-of-state clinics to which students have also interned at. COVID-19 did have a great impact on our internship opportunities, particularly in these types of facilities.

C. Expand external partnerships to increase research, creative and innovation opportunities, including driving research efforts within Nevada and the southwest region

- Pacific Northwest National Laboratory (PNNL) – University of Nevada, Reno Distinguished Graduate Research Program Agreement was fully executed. An inter-institutional agreement was put in place in 2021 for University faculty and PNNL scientists to work collaboratively, and faculty to have joint (Adjunct) appointments. In addition, site visit and planned reverse site visit with PNNL are ongoing.
- National Laboratory personnel visits to the University of Nevada, Reno to meet with faculty were organized to enhance researcher-to-researcher linkages:
 - In person, full day workshop with Pacific Northwest National Lab on the topic of Climate Extremes: Wildfire resilience and mountain hydrology
 - Pacific Northwest National Laboratory (PNNL) Associate Laboratory Director of Earth and Biological Sciences,
 - Idaho National Laboratory (INL) Deputy Director of National University Consortium and Research Scientist, and
 - Lawrence Livermore National Laboratory (LLNL) Deputy Director for Science and Technology.
- Continued discussions of the University of Nevada, Reno's research capabilities and collaborations with NNSS/MSTS
- Ongoing research collaborations, including on NSF Engines Development award with INL

- Research Development collaboration with University of Idaho, Montana State University, University of Nebraska, Lincoln, and Utah State University to increase regional EPSCoR competitiveness.
- The University has conducted annual and quarterly meetings of the Great Basin Consortium Ecosystem Studies Unit (GB CESU). Continued membership to the National CESU Council. The Great Basin Cooperative Ecosystem Studies Unit (GB CESU) award for a 5-year term was made in 2021. Since its inception in 2001, the GB CESU has facilitated 632 research projects for a total of \$108 million. The University is now represented at the National CESU Council.
- University leadership team member serves as Chair of the *National EPSCoR/IDeA Coalition Board*, which represents 27 jurisdictions (24 states and three territories). The University advocated for the passage of the CHIPS and Science Act.
- The United States Geological Survey (USGS) *Cooperative Research Unit (CRU)*, first such new unit in almost 20 years is now established at the University of Nevada, Reno – The cooperating members of the effort are the University of Nevada, Reno, USGS, Nevada Department of Wildlife (NDOW), US Fish and Wildlife Service (USFS), and the Wildlife Management Institute (WMI).
- The University of Nevada, Reno Innovation Center and the Nevada Center for Applied Research have translated an investment of \$8.7 million (from the Knowledge Fund) into: \$318M of venture capital raised by affiliated startup companies, 766 new jobs created by affiliated companies, 40 companies (external to the University) with University-based operations and \$165 million in grants, contracts, and gifts.

D. Establish a centralized focus group that promotes interdisciplinary research and scholarship

Research & Proposal Development Services (RPDS) within Research & Innovation organizes faculty seminars where researchers who work on similar topics, but reside in different departments and colleges, can meet and learn about each other's research activities. Likewise, those who work in different, but synergistic areas get to meet at various sessions during the year to attempt to form multi-disciplinary teams. In fall 2023, RPDS is also hosting Dr. Katie Plaisance, a leader within the International Network for the Science of Team Science (INSciTS), to introduce our research community to best practices in team science. The topic of her talk is "The Science of Team Science – How to foster productive interdisciplinary collaboration in research".

The Intelligent Mobility group has been very successful and it comprises faculty from Computer Science and Engineering, Civil and Environmental Engineering, Geography, Electrical and Biomedical Engineering and Nevada Center for Applied Research.

Some of the more successful multidisciplinary research groups are the Environmental Ecology and Conservation Biology (EECB) group and the Mick Hitchcock Center for Chemical Ecology. Faculty in these two groups collaborated to win the highly competitive NSF Research Traineeship (NRT) award.

In addition, RPDS conducts:

- “Research Conversation” series on substance use research and policy
- All-campus proposal trainings
- Planned research collaboration hub to highlight and support activities across campus

The Latino Research Center was restructured in fall 2023 to serve under the Office of the Provost with the opportunity to ensure it meets its potential to foster research and enhance interdisciplinary research collaborations. Over 15 research and grant initiatives have occurred within the first year of its restructuring, including having its historic academic journal, *Border-Lines*, move to an online platform. In doing so, scholars across the country will have direct, open access to the Border-Lines articles. There are numerous scholarship endeavors that reflect the centralized focus in promoting interdisciplinary research and scholarship. For example, its recent National Institutes of Health award (aforementioned as CBESS, \$1.2) involves interdisciplinary research between the LRC and the university’s School of Medicine.

Several awards in progress include internal and external interdisciplinary collaborations. For example, the Liljenblad award reflects a partnership with a professor in College of Liberal Arts regarding Paiute language (Numu) documentation, and an internal Dimensions grant, reflects a Bilingual English-Spanish Language structure study with two external collaborators, one linguist from the University of Arizona and another linguist from the University of New Mexico. Other exemplary interdisciplinary endeavors include a Spencer Vision grant in the planning stages with the Washoe County School District, a professor from Penn State University, and another collaborator from Villanova University aimed to explore how student voice in school districts impacts their long-term educational outcomes.

Strategy 2 – Move toward achieving American Association of Universities’ membership indicators

A. Launch a working group to identify actions required to mitigate gaps to and guide the University's progress towards demonstrating achievement of current AAU indicators

While a working group has yet to be established, the various AAU indicators are being tracked by different departments / divisions across the University. The working group will be formally convened in the near future.

B. Assess the existing policies, processes and systems to identify priorities for optimizing growth across research and creative activities

The University is moving towards achieving the following AAU membership indicators:

AAU Membership Indicators¹. The AAU presidents and chancellors have adopted the following set of membership indicators to use in assessments of current and potential new members. All indicators will be tabulated as both actual values and normalized, per-faculty measures where feasible.

¹ aau.edu/who-we-are/membership-policy
Submitted October 27, 2023

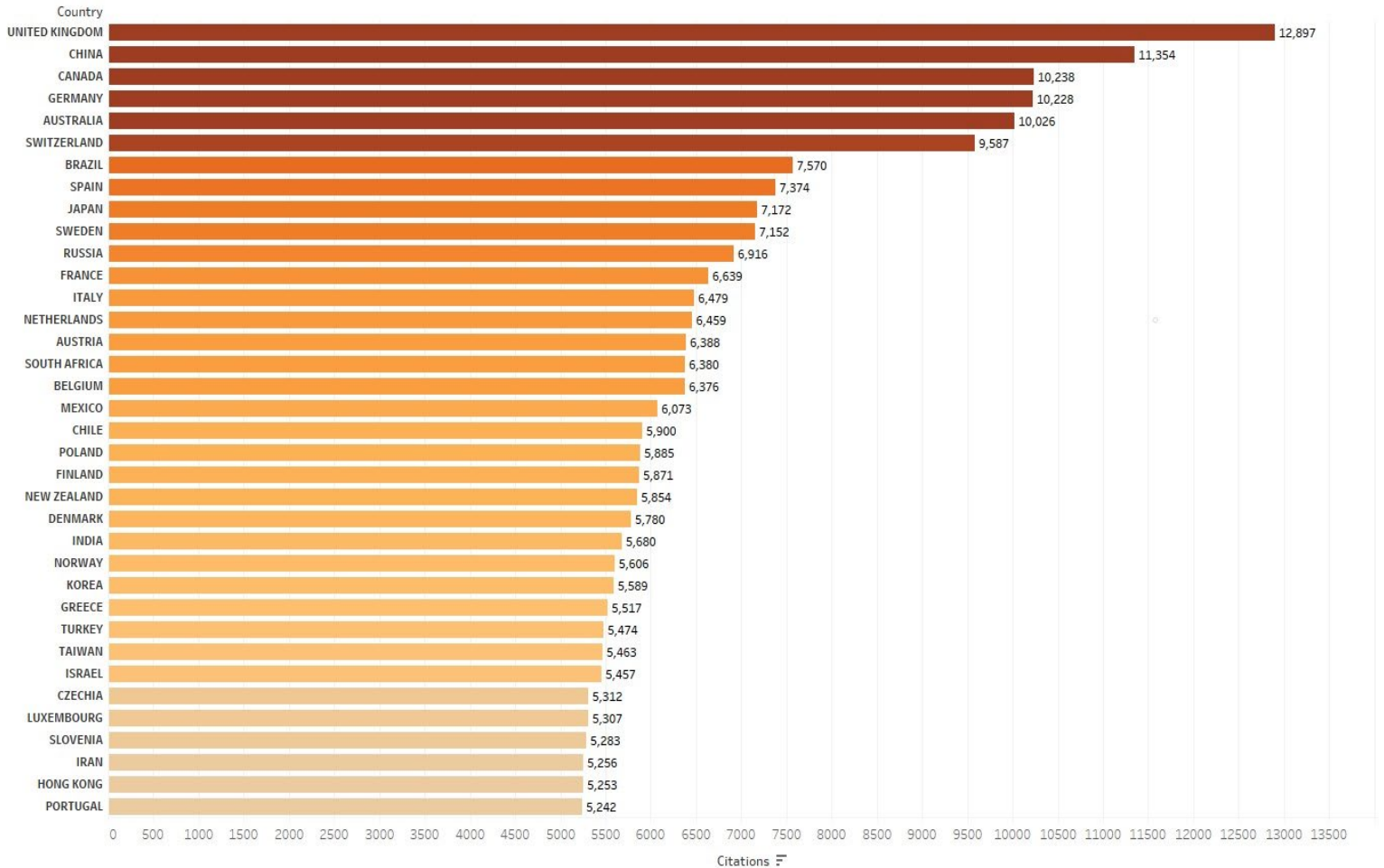
These indicators are divided into **Phase I indicators**, which will be used as the primary indicators of institutional breadth and quality in research and education, and **Phase II indicators**, which will be used to provide additional important calibrations of institutional research and education programs.

Both the Phase I and Phase II indicators constitute the **first stage** of membership assessment. The **second stage** involves a more qualitative set of judgements about institutions and their trajectories.

Phase I Indicators

1. **Competitively funded federal research support:** National Science Foundation (NSF) research expenditure data (HERD Survey), excluding formula-allocated USDA research expenditures. Funding for the Agriculture Food and Research Initiative (AFRI), a competitively funded USDA research support program, is included in the Phase I research support indicator.
 - Research & Innovation keeps track of funding opportunities, funding received and R&D Expenditures. A report is sent to senior leadership on a monthly basis.
2. **Membership in the National Academies (NAS, NAE, IOM):** The National Academies' membership database maintains the current institutional affiliation of its members.
 - Recently, the University hired a Research Professor who is a member of the National Academy of Engineering.
 - The University is also prepared to provide competitive startup packages if and when we initiate the hiring process for faculty who are members of the National Academies.
3. **Faculty awards, fellowships, and memberships:** Data is gathered on faculty awards, fellowships and memberships as an additional assessment of the distinction of an institution's faculty.
 - Please see the narrative in Strategy 2 D below.
4. **Citations:** Thomson Reuters InCites™ citations database provides an annually updated measure of both research volume and quality and will provide a valuable complement to the first four indicators listed above.
 - Research & Innovation has a subscription to the Academics Analytics platform. This provides us with data on citations of our researchers. The following graphic illustrates citations worldwide between 2016 and 2022:

President Brian Sandoval Periodic Evaluation
University of Nevada, Reno



Phase II Indicators

1. **USDA, state, and industrial research funding:** Though these three sources of academic research support fund important, high-quality research, they are treated as Phase II indicators since they are generally not allocated through competitive, merit-review processes. Competitively funded USDA research programs, such as AFRI, that can be separately identified in reported data are included in Phase I data.
2. **Doctoral education:** The Committee uses number of research/scholarship Ph.Ds. granted annually, using IPEDS (Integrated Postsecondary Education Data System) data. These data are treated as Phase II indicators to de-emphasize the quantitative dimensions of Ph.D. programs and avoid sending an unintended signal to institutions to increase Ph.D. output.
3. **Number of postdoctoral appointees:** NSF-compiled data from institutions on postdoctoral appointees is used. Most appointees are in the health sciences, physical sciences, and engineering. Postdoctoral education is an increasingly important component of university research and education activities that the committee believes should be tracked in AAU membership indicators. However, because postdoctoral activity is highly correlated with university research and because self-reported postdoctoral data are less

uniform than data on federally funded research, postdoctoral appointees are treated as a Phase II indicator.

4. **Undergraduate education:** The Committee assesses the institution’s undergraduate programs to determine that the institution is meeting its commitment to undergraduate education. Recognizing that differing institutional missions among research universities dictate different ways of providing undergraduate education, the committee will be flexible in this assessment. A number of measures have been suggested, including some that focus on input and others that look primarily at output variables. These are at this time imperfect, but may provide some guidance to the committee in making its judgments on this topic.

C. Establish a framework to objectively allocate resources to research programs

Investments in the University’s research enterprise are based upon a deliberate plan that includes the faculty members’ expertise, federal and state government priorities, our existing areas of strength and future national priorities, and the available funding in various sponsoring entities – federal, state and industry.

The current analysis is based upon FY19 HERD data as the basis (\$152M in R&D expenditures). We considered the average and median expenditures for the 25-104 top public institutions.

Projections were based on the number of Tenured / Tenure Track faculty in 2020 – 678.

The total R&D expenditures goal was set at \$200M with 670 tenured/tenure-track faculty who have research in their portfolio. That translated in the extramural expenditures of \$130M and institutional expenditures of \$70M. The breakdown of extramural source of expenditures was further broken down into federal, state, business and non-profit categories. We considered what the current (as of 2020) levels were and what level of increase would be necessary.

• Extramural: \$130M	Current: \$85M	Increase: \$45M
○ Federal: \$94M	Current: \$63M	Increase: \$31M
○ State: \$17M	Current: \$10M	Increase: \$7M
○ Business: \$10M	Current: \$3M	Increase: \$7M
○ Non-profit: \$8M	Current: \$2M	Increase: \$6M

Considering only the federal R&D expenditures; numbers were further broken down by agencies:

• Federal: \$94M	Current: \$63M	Increase: \$31M
○ USDA: \$7M	Current: \$5.5M	Increase: \$1.5M
○ DoD: \$12M	Current: \$6.2M	Increase: \$5.8M
○ DoE: \$7M	Current: \$4.4M	Increase: \$2.6M
○ HHS: \$36M	Current: \$25.6M	Increase: \$10.4M
○ NASA: \$4M	Current: \$1.0M	Increase: \$3M
○ NSF: \$16M	Current: \$10M	Increase: \$6M
○ Other: \$12M	Current: \$10M	Increase: \$2M

An outcome of increased R&D expenditures is an increase institutional F&A

With an effective rate of 25%, and base extramural expenditures of \$85.4M the F&A cost recovery was \$21.4%. The target expenditures of \$130M and an effective F&A rate of 25% would yield an F&A cost recovery of \$32.5M. The additional \$11M would be invested back in the research enterprise. A high-level investment target would be:

For science and engineering disciplines:

- Larger startup packages, and infrastructure support
- Research faculty, Postdocs and Graduate Students
- Laboratory support staff

For non-science and engineering disciplines (scholarly and creative activities)

- Doctoral students
- Infrastructure support

D. Formalize a process for providing faculty the world-class infrastructure, resources, mentorship and support needed to receive honorific awards, fellowships and membership in national academies

Since Research & Innovation (R&I) hired the first administrative faculty member with significant time committed to addressing this goal (.45 FTE), we have made meaningful progress toward supporting faculty in being nationally and internationally recognized for excellence:

- Though not within this reporting period, R&I has supported awarded applications to prestigious Carnegie Fellowships, Sloan Fellowships, NEH Summer Stipends.
- Provided faculty trainings and individual consultations to chart pathways to prestigious awards and prepare competitive applications.
- Distributed regular, all-campus communications aimed at bringing awareness to the importance of honorific awards and the services available to support applications.
- Engaged in campus-wide outreach to chairs, deans, and faculty members to increase awareness in the importance of honorific awards and the services available to support competitive applications.
- Purchased Academic Analytics, a powerful database tool that assists in identifying awards and faculty members who are eligible for them.

E. Develop a prioritization plan for hiring graduate research assistants and graduate teaching assistants that identifies existing, future and target candidate programs

Through enhancements to the budget during the 2023 Nevada Legislative Session, the University is receiving funding for significant increases for graduate student stipends for doctoral and master's students.

The budget also includes funding for an additional 42 graduate students positions on our campus in both 2024 and 2025, for a total of 84 new graduate student positions at the University. This is a critical piece in improving our ranking as a Carnegie R1 “Very High Research” institution.

Research & Innovation and the President’s Office instituted the Nevada Doctoral Research in Innovation, Vision and Excellence (DRIVE) program to enhance the number of doctoral students at the University. For the past three years, a total of \$660,000 per year has been invested in doctoral student assistantships. The DRIVE program is managed by the Graduate School.

The Latino Research Center’s increased activity in research and scholarship is creating new pathways for increases in student enrollment, particularly with graduate assistants. Ongoing grant efforts are thoughtfully designed to identify ways to enhance graduate assistantship positions. For example, its current NIH grant includes the hiring of a project manager and a graduate assistant, both bilingual (English-Spanish speakers). Additional endeavors are centered on the inclusion of graduate assistant positions with forthcoming grants.

Directional outcomes and metrics

□ Maintain Carnegie “very high research activity” classification

R1 represents a mature, comprehensive university where all fields of academic, scholarly and research endeavors matter. The R1 Carnegie Classification was a culmination of a quest that began years ago and was made possible through significant contributions of our community and commitment to elevating our research excellence and graduate education.

The University is committed to the pursuit of knowledge that addresses the important issues of our time, promotes innovation and drives Nevada’s economic prosperity. The University is contributing to research-based advancements, generating jobs and infrastructure for Nevada.

The University of Nevada, Reno’s FY22 research & development (R&D) expenditures are now formally accepted by the NSF and we are at an all-time high of \$181,782,000 in R&D expenditures. The per faculty expenditures in FY22 were \$287K. Since official data from the federal government for all universities will not be available till December 2023, a comparison cannot be made yet. The University of Nevada, Reno was ranked 61 among public institutions with \$264K per faculty in R&D expenditures in FY21.

Increase federally funded research grant applications and awards annually

Applications Submitted

		Research/Federal	Research/Non-Federal	Other/Federal	Other/Non-Federal
FY24 Q1	Applications Submitted	122	53	34	53
	Total amount proposed	\$82,627,013	\$12,824,785	\$44,809,717	\$9,359,828
FY21	Applications submitted	568	309	145	214
	Total amount proposed	\$326,149,746	\$143,820,860	\$80,422,405	\$64,234,215
FY22	Applications submitted	562	198	159	209
	Total amount proposed	\$336,920,372	\$46,997,212	\$63,382,218	\$81,658,744
FY23	Applications submitted	585	203	171	178
	Total amount proposed	\$394,297,361	\$87,824,377	\$254,280,132	\$56,231,084

The higher number of applications in FY21 and a few years prior to that was a result of a larger number of Assistant Professor who were submitting lots of applications. However, as they advanced in their career, the proposals were focused on larger projects and the amount proposed was higher. The COVID-19 pandemic had an adverse effect on the number of proposals submitted.

Research Awards Received from Federal/Non-Federal Sources

		Research/Federal	Research/Non-Federal
FY24 Q1	Award Count	72	30
	Total awarded	\$ 30,149,749	\$ 7,370,552

FY21	Award Count	307	95
	Total awarded	\$ 96,196,560	\$ 16,463,454
FY22	Awards Count	316	95
	Total awarded	\$ 78,470,449	\$ 12,637,352
FY23	Award Count	322	87
	Total awarded	\$ 85,210,913	\$ 10,418,041

☐ Increase applications for and awards of federal grants specific to the National Science Foundation’s public research rankings

NSF rank for UNR by R&D expenditures

Fiscal Year	NSF Rank
FY19	139
FY20	136
FY21	136

FY22 ranks will be released by the federal government in December 2023.

NSF Research Proposals Submitted Summary

		Research/Federal
FY24 Q1	Applications Submitted	44
	Total amount proposed	\$ 28,611,690.13
FY21	Applications submitted	196
	Total amount proposed	\$ 125,554,022.28
FY22	Applications submitted	152
	Total amount proposed	\$ 87,193,053.93
FY23	Applications submitted	151
	Total amount proposed	\$ 85,166,483.02

NSF Research Awards Summary

Fiscal Year		Research Awards from NSF
FY21	Award Count	73
	Total Amount Awarded	\$22,354,946
FY22	Award Count	85
	Total Amount Awarded	\$20,951,045
FY23	Award Count	89
	Total Amount Awarded	\$19,987,447
FY24 (Q1 only)	Award Count	9
	Total Amount Awarded	\$3,010,493

Submitted October 27, 2023

☐ Increase number of faculty honorific awards, fellowships and memberships

Since July 1, 2022, University faculty have received the following prestigious or highly prestigious honorific awards, fellowships, and memberships:

- (4) American Association for the Advancement of Science Fellows
- (7) National Science Foundation CAREER Awards
- (2) National Endowment for the Humanities Fellowship
- (6) Fulbright U.S. Scholars
- (1) NEH Summer Stipend
- (1) Department of Energy Early Career Award
- (1) Charles F. Richter Early Career Award, Seismology Society of America

And work during this reporting period continues. With a new faculty member hired in June to serve as the campus-wide resource for honorific awards, institutional expertise, and faculty support, Research & Innovation has supported nine applications to four awards since July 1, 2023, including 6 Sloan Fellowships, an NSF Alan T Waterman Award, and a Hartmann Prize.

☐ Increase the number of faculty invited to membership into the national academies

- The University recently hired a member of the National Academy of Engineering. Dr. Danny Or as a Research Professor in the Department of Civil and Environmental Engineering.
- Dr. Catherine Fowler, Professor Emerita of Anthropology is a member of the National Academy of Science and National Academy of Arts and Sciences.
- Dr. Mridul Gautam, Vice President for Research and Innovation and Professor of Mechanical Engineering is a Fellow of the National Academy of Public Administration.
- National Academy membership cannot be applied for or submitted to. Any kind of lobbying or discussion is frowned-upon and strongly discouraged. New members are nominated by existing members, and selection is made through a rigorous, secretive review process.
- Research & Innovation regularly works to increase Academy memberships
 - Research & Proposal Development Services (RPDS) helps faculty increase their visibility by applying for other awards given by the Academies.
 - RPDS works with faculty to identify and apply for “pathway awards.” Academic Analytics has data on which awards were won by Academy members prior to membership. This provides a map of awards to pursue now to increase our membership changes down the line.
 - RPDS encourages faculty to participate on committees and in other Academy activities in order to make connections and increase their visibility among Academy members.

RPDS encourages faculty to be aware of Academy members in their networks and to stay in touch about their research and service.

☐ Increase the number of graduate research assistants and teaching assistants annually

Between fall 2022 and fall 2023, the number of graduate assistantship positions (.50 FTE) on campus increased from 1,150 to 1,196. Whereas the numbers indicate the number of 20-hour positions, the number of *students* who received at least some graduate assistantship funding increased from 1,209 in fall 2022 to 1,279 in fall 2023. Whereas in fall 2022 about a third (33.2%) of our graduate students received graduate assistantship funding, that number has increased to 36.8% in fall 2023.

Focusing on the kinds of position available to our students, the number of state-funded assistant positions (which are typically GTA positions) increased from 550 to 593 year over year. This increase reflects the additional number of graduate assistantships funded by the Legislature. At the same time, the number of grant-funded positions (.50 FTE) increased from 382 to 403 suggesting that the University's faculty continue to be successful in attracting competitive grants. However, the category of non-state funded, non-grant funded graduate assistantships declined from 218 to 200.

Zooming out, the overall number of our graduate assistantship positions remains very strong even though the per-person cost has increased for employer. In FY24, the University increased the minimum assistantship stipends and expanded the tuition benefit for graduate assistants.

☐ Increase the number of non-tenure track research faculty and post-docs each year to achieve a minimum of 250.

In line with national trends, we witnessed a decline in the numbers of post-doctoral scholars. Whereas in fall 2022 we had 109 post-docs (100 in research), in fall 2023 we only have 84 (76 in research).

For non-tenure track research faculty, in fall 2022 we had 85. Final updated numbers for fall 2023 will not be available until November 2023, but at the present time 92 is our best estimates.

When combining non-tenure track research faculty and research-focused post-docs, in fall 2022 we had 185, whereas in fall 2023 we have an estimated 168.

Based on the same preliminary numbers, the University of Nevada, Reno currently has 162 employees who are active in research, but who are neither tenure-track faculty nor post-docs (these numbers include NTT faculty, LOAs and classified staff). This is close to the same number (161) as last year. Combined with research-focused postdocs, these numbers amount to 238 in fall 2023 (down from 261 during the previous year).

Fiscal Year	T/TT Faculty	non-tenure track research faculty and post-docs
2021	678	246^
2022	664	261^
2023	633	238^

^ To calculate the total non-tenure track research faculty and postdocs, we use the same definition as from Carnegie Classification. All the non-tenure track research faculty have doctorates.

GSS reported data	
	2022 revised
Postdocs (A)	100
Research Assistant Professors	35
Research Associate Professors	18
Research Professors	11
Research Scientists	20
Total Research Faculty (B)	85
Administrative Faculty, classified staff, and LOAs with doctoral degree doing research	
	2022 revised
Admin faculty	49
Classified	6
LOA	22
Total (C)	77
2022 TOTAL	261

☐ Increase the number of tenure / tenure-track faculty positions each year to achieve a minimum of 900 by 2027

The number of tenure and tenure track faculty has decreased slightly over the last year as the University of Nevada, Reno adjusts its budget due to enrollment challenges, budget reductions during the COVID pandemic and the impacts of the State’s funding for the 12% COLA for University employees. The university has eliminated 21 faculty positions in the last fiscal year and is holding more than twice that many positions vacant as we plan for the FY25 fiscal year.

☐ Increase the number of journal citations from University faculty each year

Citations received from articles published by our faculty from Academic Analytics dataset and they are as follows. The 2022 dataset was just released on 10/11/2023.

Academic Analytics Dataset	Total Citations	Citation Data Coverage
2021	567,386	2004-2022
2022	605,704	2004-2023

☐ Increase research expenditures to \$250M in total and \$18M total outside of science and engineering

- The increase in research expenditures up to \$250 million was based upon hiring 900 faculty. On a per faculty basis the research expenditures would need to be \$278,000.
- In FY23, the faculty count was 633. Research expenditures were \$182 million. The research expenditures per faculty were \$287,000.
- Hence, we the University remains on track to hire 900 faculty, then we could possibly surpass the \$250 million target in research expenditures.
- The achievement of the target of \$250 million is contingent upon reaching the goal of 900 faculty count.

☐ Increase Ph.D. graduates to 200, including 115 STEM; 20 Humanities; 22 Social Sciences; and 45 Others (Professional Degrees)

	FY23	FY22	Diff.	Diff. (%)
STEM:	112	89	22	24.72%
Social Sciences:	14	17	-3	-17.65%
Humanities:	6	3	3	100.00%
Other/professional:	58	50	8	16.00%
TOTAL:	190	159	30	19.50%

The number of doctoral graduates increased from 159 in FY22 to 190 in FY23 – an increase by almost 20%. This is evidence that the University of Nevada, Reno’s continuous investment in doctoral education is bearing fruit. The increase was particularly pronounced for STEM

Submitted October 27, 2023

doctorates but also for professional doctorates. The numbers were roughly the same for the social sciences and remained in the single digits for humanities degrees.

Although STEM doctorates exhibited the fastest growth, the largest increase within a particular degree can be found in the doctorate in nursing practice. With 42 graduates during FY23 (compared to 34 in FY22) the Orvis School of Nursing is the single largest contributor to the total number of University of Nevada, Reno's doctorates, having generated over 20% of them for two years running.

❑ Achieve ranking as one of the top 50 NSF public research and development universities

- NSF rankings are based upon HERD (Higher Education Research & Development) Survey, and it considers the total R&D expenditures of an institution. Hence, universities with large faculty count typically rank higher. The University of Nevada, Reno had only 633 faculty members in FY23 compared to 900 to 2,000 to 4,000 at some other larger universities.
- In FY21, the University was ranked 94 amongst public universities in the NSF rankings of R&D expenditures. In FY19, the University was ranked 96.
- Currently, the University was ranked 136 amongst all universities (public and private) in the FY21 reports; up from 139 two years prior to that.
- The University of Nevada, Reno is ranked 61st among public institutions with \$264K in R&D expenditures per faculty member in fiscal year 2021. (<https://www.unr.edu/nevada-today/news/2023/college-rankings-2024>)

Goal 5 – Make Silver and Blue the New Green – Lead in environmental expertise and campus sustainability

Strategy 1 – Establish Reno-Tahoe as an epicenter of sustainability education, research and leadership

A. Enhance our interdisciplinary centers for research, education, advocacy of climate change, water preservation, drylands agriculture and environment sustainability

The Global Water Center and interdisciplinary graduate programs (Hydrologic Sciences and Evolution, Ecology, and Conservation Biology) have promoted the cross disciplinary training of early career trainees (students and post-doctoral researchers) while solving some of the grand challenges associated with the environment including climate, water and connections to agriculture. Enhancement of these programs occurs through a number of processes, including extramural support, University support to the programs, and connections with external organizations.

Accomplishments include facilitating the intellectual leadership and training associated with management of carbon sequestration in the meadows of the Sierra Nevada and Great Basin. Led by Associate Professor Ben Sullivan (NRES Department), the sequestration of carbon is key to reducing greenhouse gas emissions which promote a changed climate. Multiple graduate students and early career researchers have been trained from these efforts. The Global Water Center faculty (Sudeep Chandra, Biology and Joanna Blaszczak, NRES) led efforts to address the impacts of wildfire smoke on Lake Tahoe by partnering with nonprofits and agencies in the region to implement projects. Two post-doctoral researchers were training on the process of implementing emergency response scientific efforts that guided public policy in the Tahoe basin. Additional studies (David Hanigan, Engineering) led to the measurement of per- and polyfluorinated alkyl substances (so called legacy contaminants called PFAS) from soil matter from Caldor and the American River fires which has implications for drinking water users. A graduate student was trained from this effort.

The Global Water Center faculty (Ebrahimian, Engineering; Chandra, Biology; Singletary, CABNR; Sullivan, NRES; Shriver, NRES; Lareau, Physics; Koebele, Political Science) led an effort to develop cross disciplinary proposals to address wildfire and water issues in Lake Tahoe and/ or the Western United States. Proposals that will enhance cross university and outside of university engagement include:

1. NSF EPSCOR Track 2 (awarded \$6m total, \$1.8 to UNR) which addresses wildfire issues in underrepresented communities in Nevada
2. Army Corps of Engineers ERDC (\$6 million, anticipated award December) which develops new tools for addressing wildfire
3. NSF Engineering Research Center focus on wildfire and societal resilience (\$25 million, pending review)
4. Lake Tahoe Tools for our Future (\$2 million and a partnership with the Desert Research Institute) which creates a high-resolution network of sensors and an open data platform to address the environmental challenges at Lake Tahoe

A number of activities continue that were developed in the Global Water Center and/ or with faculty from the Hydrologic Sciences interdisciplinary graduate program. Outreach continues from previously awarded funding to Singletary through a \$5.2 USDA NIFA proposal called Native Waters on Arid Lands. An NSF CAREER award was funded to address challenges in the Colorado River Basin (Koebele). This work has been highlighted through a number of media outlets.

The Center also continued to implement the cooperative project with USAID called Wonders of the Mekong project. The project is an 8-year, \$9.7 million project which has generated about \$2 million in indirect costs for the University and funds the full time or part time salary of several faculty, staff, and students at the University of Nevada. Partners include Utah State, UCSB, the University of Washington, Stanford, WWF, Conservation International, the Nature Conservancy, and National Geographic. The project supports approximately 15 students and over 50 people in the United States and Cambodia. The project has provided data and research products that help inform water, fisheries, and biodiversity management. The activities of the project have been covered by over 1,000 media outlets and have reached over 100 million people globally. Staff and students affiliated with the project have received many grants, awards, and leadership recognition and have participated in several academic and professional exchanges included Fulbright, Boren, and other State Department programs. The University and Global Water Center signed a memorandum of understanding to engage with the Royal University of Agriculture of Cambodia. The University has a USAID supported office and labs with the government of Cambodia in the Inland Fisheries Research Institute which allows researchers to continue to address grand challenges in the region.

The Global Water Center hosted a visiting scholar from University of Milano and early career research trainees (Nava, Chandra, Scordo, Seitz) engaged the Global Lakes Ecological Observatory Network and completed the 65th year of data collection from a field station at Castle station. The work has been highlights in prominent scientific journals in Nature, Ecosystems, with additional submission in review in Science and Proclamations of the National Academy of Sciences.

B. Partner with community organizations, leveraging proximity to Lake Tahoe, to provide sustainable tourism education

A number of new and ongoing partnerships to address challenges and sustain the environment from visitation or other activities. Partnerships and / or collaborations ongoing within the region including Lake Tahoe include those with regional institutions (Tahoe Regional Planning Agency), local state governments (California Tahoe Conservancy, Lahontan Water Quality Control Board, Tahoe Science Advisory Council, Nevada Division of State Lands, Nevada Department of Wildlife, Truckee River Fire Protection District), Tribal governments (Washoe, Summit, Pyramid), non-governmental organizations (Truckee River Watershed Council, South Yuba River Citizens League, American Rivers, The Nature Conservancy-Nevada, League to Save Lake Tahoe, Tahoe Fund), and federal governments (U.S. Forest Service, National Park Service), local community groups (Glenbrook Homeowners Association).

C. Extend on a global scale the faculty’s proven thought leadership on the impacts of climate change, including those specific to Nevada and western states, as well as international concerns (i.e., fires, droughts, clean water scarcity, earthquakes, etc.)

Faculty at the University of Nevada, Reno lead in the development of a more green and sustainable society. Leadership includes the development of major scientific recognition through publication and presentation at scientific and policy meetings. Leadership occurs in the areas of soil and carbon dynamics and sequestration (Sullivan), wildfire and drought (Ebrahimian, Lareau, Csank, Chandra, Hanan, Keobebe), water quality impacts from wildfire or other major disturbances (Hanigan, Chandra, Blaszcak, Pagilla), and changes in freshwater biodiversity (Hogan, Chandra).

Highlights from faculty that have addressed issues of international concern include:

1. Internationally reported discoveries of the changes in the Mekong River and the collection and release of the world’s largest freshwater fish (BBC, NY Times, Economist, Fox News, Science News)

<https://www.nytimes.com/2023/07/21/climate/giant-stingray-mekong-river.html>

<https://www.nationalgeographic.com/animals/article/megafishes-biggest-freshwater-fish-stingrays>

<https://www.nature.com/articles/d41586-022-01597-z>

2. Colorado River Basin drought conditions and policy developments

<https://www.upr.org/utah-news/2023-03-24/western-lawmakers-form-caucus-to-talk-colorado-river-in-congress>

<https://www.newsweek.com/lake-powell-water-level-projections-revealed-1775351>

3. Changes in the mighty Mekong river and implications for Southeast Asia

<https://e360.yale.edu/features/mekong-river-cambodia-recovery>

<https://www.nature.com/articles/d41586-022-01597-z>

4. Global study on plastics lakes

<https://www.sfchronicle.com/tahoe/article/plastic-pollution-18189271.php>

<https://www.smithsonianmag.com/smart-news/lake-tahoes-clear-water-is-brimming-with-tiny-plastics-180982587/>

<https://www.latimes.com/california/story/2023-07-14/lake-tahoe-troubling-concentration-microplastics>

<https://www.nature.com/articles/s41586-023-06168-4#:~:text=Given%20the%20relatively%20high%20concentration,they%20may%20retain%2C%20process%20and>

D. Retain and add to the University’s environmental sustainability-related external designations, such as Tree Campus USA, Bicycle Friendly University designation, among others

The University of Nevada, Reno has been recognized as a state arboretum by the Nevada Legislature since 1985. And the Arbor Day Foundation continues to recognize the University of Nevada, Reno as a Tree Campus USA through a partnership with the University Arboretum and Facilities Services/Grounds (<https://www.unr.edu/nevada-today/blogs/2019/arboretum-board-and-arbor-day>).

The Bicycle Working Group (<https://www.unr.edu/bicycle>) persuaded the League of American Bicyclists to grant the University a one-year extension on the University’s current Bicycle Friendly University Bronze designation in order to prepare an application during 2024 targeting a BFU Silver designation.

Strategy 2 – Amplify our environmental sustainability, biodiversity and climate change leadership

A. Develop an action plan to decrease the University’s carbon footprint and make progress towards achieving an Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System (STARS) rating

The University hired Phoebe Judge as its Sustainability Manager on June 30, 2023. Since then, Phoebe has spent the first quarter of her employment in over 60 meetings with campus constituents and has developed a communications strategy and branding package. In the future, she has the following goals:

- Website (Launch by Dec 1)
- Social media (in process)
- Present to student and staff groups (Oct 17/18 and on)
- Facilities Sustainability Committee (pending Faculty Senate Committee progress)

In terms of measuring and reporting the University's sustainability plan, here is what has been completed and what is planned:

Progress:

- NZero data collection and meter mapping (nearly complete).
- Researching campus metering, rate structures, demand and costs (in process).
- Project planning workbook (created).

Planned:

- Support building performance and track progress
- STARS reporting (Goal: submit for Silver designation by end of FY2025)
- Archibus utility data

Obstacles:

- Limited metering at building site

In addition to the above, we have site-specific sustainability strategies for the Joe Crowley Student Union and Lake Tahoe campus:

Progress:

- Landfill diversion improvements at Tahoe Campus and JCSU (in process)

Planned:

- Review and recommend updates to Campus policies and procedures
 - Recycling guidelines
 - Design and Construction Standards (by FY 2025)
 - Purchasing (future)
- Identify financing mechanisms, grants, funding
 - E-Builder to identify rebate eligible projects
 - NDEP Recycling Grant (due Nov 17th)
 - Performance Contracting through GOE: EE + Renewables
- IRA Federal funding opportunities (local and federal) – 2024

B. Embed sustainability within the University’s policies, procedures and operations, beginning with updating the University’s environmental and sustainability policies

These efforts have yet to begin at the University, but will be a part of the Sustainability Manager’s duties.

C. Establish an advisory body that includes students, faculty, staff and local leaders to inform sustainability efforts

The University Administrative Manual provides for a permanent Sustainability Committee; however, this committee has been inactive for several years. At the request of the Provost, the Faculty Senate convened an ad hoc Sustainability Planning Committee charged with updating the composition and charges of the Sustainability Committee. The ad hoc committee considered past practices and UAM directives as well as this specific Wolf Pack Rising item. The resulting report is currently under review by the Provost’s Office and will be presented to the Faculty Senate later this semester with the aim of reestablishing a permanent Sustainability Committee as soon as practical.

D. Increase access to and incentivize the use of eco-friendly modes of transit on campus and around the Lake Tahoe region

The University is supportive of eco-friendly transportation and has a well-developed plan to encourage alternative transportation, such as bicycling/scooter, mass transit, carpooling, etc. (<https://www.unr.edu/parking/alternative-transportation>). We provide, through Parking Services, bike and scooter racks for safe storage on campus. Additionally, Parking Services has installed electric vehicle charging stations located on third floors of the Brian J. Whalen Parking Complex, the West Stadium Parking Complex, and on level 4 of the Gateway Parking Complex. Additionally, a charging station is located in the ADA access spaces on level 4 of the Gateway Parking Complex.

For the Lake Tahoe Campus and Greater Tahoe Basin, the University is currently working with Mt. Rose Ski Resort to establish a ride share lot at the Redfield Campus.

With support from Facilities Services, student organizations, the Faculty Senate, local businesses, the Bicycle Working Group has been increasingly active in promoting safe bicycling on and around campus. Examples of this include recreational bike rides, a two-day training workshop on safe riding and maintenance, distribution of bicycling gear, engagement with community transportation planning, and promoting bicycle registration.

E. Assess embedding Leadership in Energy and Environmental Design (LEED) principles into the development or modification of physical spaces on campus

Our University Facilities team consistently consider using LEED principles in their various projects. Here's an assessment of the advantages and considerations when applying LEED principles to campus development:

Advantages:

1. **Environmental Sustainability:** LEED-certified buildings are designed with a focus on environmental sustainability. This includes energy efficiency, water conservation, waste reduction, and the use of environmentally friendly materials. Incorporating LEED principles, will contribute to a more sustainable future for the University.
2. **Cost Savings:** While the initial investment for LEED certification can be higher, it often leads to long-term cost savings. Energy-efficient buildings reduce operational costs, and the use of sustainable materials can decrease maintenance and replacement expenses.
3. **Health and Well-being:** LEED-certified buildings typically have better indoor air quality, natural light, and thermal comfort. This can positively impact the health and well-being of students, faculty, and staff, which is particularly important in educational settings.
4. **Positive Reputation:** An institution that commits to LEED principles demonstrates environmental responsibility. This can enhance its reputation and appeal to environmentally conscious students, faculty, and donors.
5. **Educational Opportunities:** LEED-certified buildings can serve as valuable educational tools. They provide real-world examples of sustainable design and operation, which can be integrated into curricula and research projects.
6. **Government Incentives:** Some governments offer incentives, tax credits, or grants for sustainable building projects, which can help offset the upfront costs of pursuing LEED certification.

Considerations:

1. **Initial Costs:** Designing and constructing LEED-certified buildings may have higher upfront costs. Institutions must weigh the initial investment against the long-term benefits and available funding.
2. **Project Complexity:** Pursuing LEED certification adds complexity to the design and construction process. This may require additional time and expertise from architects, engineers, and construction professionals.

3. **Ongoing Commitment:** Maintaining LEED certification requires ongoing monitoring and adjustments to building systems and operations. Institutions should be prepared for the long-term commitment to sustainability.
4. **Local Climate and Conditions:** LEED standards are not one-size-fits-all. Consider the local climate, site conditions, and community needs to ensure that the design aligns with the unique circumstances of the campus.
5. **Adaptation to Changing Needs:** Ensure that LEED-certified spaces can adapt to changing educational and research needs. Flexibility is crucial to maximize the long-term utility of these spaces.
6. **Balancing Priorities:** Striking a balance between environmental sustainability and other campus priorities, such as affordability, safety, and accessibility, is essential. Be sure that LEED principles align with the institution's overall goals.
7. **Community Engagement:** Involving the campus community in sustainable initiatives is vital. Encourage student and staff participation in green practices, recycling, and energy conservation.

F. Establish the University as a research and policy leader in sustainability in the mountain west region

The research at the University is leading to the sustainability of the mountain west region. An example of this effort includes the research efforts by our faculty at Lake Tahoe. Researchers from the University's Global Water Center published a high-profile paper in the journal *Nature* which includes the documentation of some of the highest concentration of plastics of lakes measured on the globe. As a result, there have been discussion related to improving policies which will minimize the use of and entry of plastics into the lakes. Research on aquatic invasive species impacts and their distribution (Chandra and team) has led to one of the most robust management and prevention programs of invasive species in the United States. Our scientists (Harpold and Chandra) are members of the Tahoe Science Advisory Council which provides direct advice to managers and policy makers who need to address environmental and sustainability issue of the day. One recent study commission by the Council highlights the connections between climate change and tourism in Lake Tahoe (Kelly, Geography Department) suggesting that substantial visitation from outside of the basin occurs when temperatures are above a threshold in the Central Valley. This will be important information when planning how to tackle visitation at Lake Tahoe and other lakes facing a warming climate.

G. Partner with nonprofit policy centers and institutions to inform government agencies and educate and train undergraduate and graduate students in environmental and public land policy

The University of Nevada, Reno's partnership with the Guinn Center for Policy Priorities has accelerated in 2023. The Guinn Center has found a home in the South Side School in central Reno which is operated by UNR. The Center currently has five interns from the University of Nevada, Reno in communications, education policy, and health disparities and has developed research projects in education and governance in collaboration with university faculty. The Guinn Center is hiring a public lands director and has been working with faculty at the

University to develop research projects on public lands and the impacts on Nevada’s economy, environment and communities.

Highlights of work The Guinn Center did in the climate and sustainability space over the past two years include:

1. In August of 2022, GOED contracted with UNLV’s Center for Business and Economic Research (CBER) to partner with The Guinn Center in the hosting of a roundtable with representatives of pertinent companies and interest groups to identify the opportunities and challenges for Nevada’s efforts in the development of that clean energy economic cluster. The event was held at the University of Nevada, Reno, and Interim Director, Dana Bennett, facilitated the conversation with about 30 people who represented mining, manufacturing, Tribal, and conservation entities.
2. In 2021, The Guinn Center published two reports, in collaboration with the Morrison Institute at ASU on “[Strengthening Heat Resiliency in Communities of Color in Nevada and Arizona](https://guinncenter.org/wp-content/uploads/2021/07/Guinn-Center-Heat-and-Health-Community-Forum-June-2021.pdf)” (<https://guinncenter.org/wp-content/uploads/2021/07/Guinn-Center-Heat-and-Health-Community-Forum-June-2021.pdf>) and “[Strengthening Heat Resiliency in Communities of Color in Southern Nevada](https://guinncenter.org/wp-content/uploads/2021/09/Guinn-Center-Strengthening-Heat-Resiliency-in-SNV.pdf)” (<https://guinncenter.org/wp-content/uploads/2021/09/Guinn-Center-Strengthening-Heat-Resiliency-in-SNV.pdf>).

Directional outcomes and metrics

Complete an update of the University’s environmental sustainability policies by FY2023

Due to budget limitations the University has not initiated a review of our sustainability policies. We will work with our Faculty Senate, Staff Employees Council, ASUN and GSA to begin this work in 2024.

Begin STARS reporting to AASHE by FY2025

Our plan is to submit our STARS report to AASHE for Silver rating by FY2025.

Decrease the University’s greenhouse gas emissions to mitigate climate change

This initiative is being explored and budget limitations are being considered.

Increase the number of climate-specific media segments or publications featuring faculty and/or staff

As stated in Goal 6’s “directional outcomes/metrics,” it is an ongoing strategy to enhance and increase awareness of the University by procuring earned media in local, regional and national publications to tell the institution’s extraordinary stories highlighting faculty, staff and students. This remains consistent in Goal 5’s “directional outcomes/metrics” with the focus on climate-specific stories in the media featuring faculty and staff. According to Cision, the University’s media tracking tool, the University of Nevada, Reno was a part of 3,438 media stories using key

term “climate” in connection to the environment. Through the first nine months of calendar year 2023, the University was a part of approximately 1,820 media stories using key term “climate” in connection to the environment.

☐ Increase number of and enrollment/attendance at programs offered through interdisciplinary center (re: sustainability)

The University has developed an interdisciplinary certificate program in sustainability that we will begin offering as a residential program at the University of Nevada, Lake Tahoe in the fall of 2024. This will be the focal program in our Semester at Tahoe program. We have developed the academic program and will be recruiting students into the program over the next four months.

Semester at Lake Tahoe. Beginning fall 2024, University students will be able to live, learn, and play at the Wayne L. Prim Campus as part of the Semester at Lake Tahoe while pursuing a new Certificate in Sustainability (<https://www.unr.edu/lake-tahoe/education/sustainability-certificate>). Students from other NSHE institutions may also apply to participate in this “study-abroad” like experience and the opportunity to earn a Certificate in Sustainability.

Interdisciplinary courses will allow students to continue with their chosen major while incorporating unique coursework that is environmentally immersive and hands-on. Faculty from the University will teach for the first time at the Wayne L. Prim campus alongside faculty who transferred to the University from SNU. The Semester at Lake Tahoe will incorporate the best of the Digital Wolf Pack Initiative and all students will receive iPads to use for their education.

Gallery Visiting Artist collaboration. In 2023, the University developed a new program aimed at bringing interdisciplinary artists and scholars together throughout the year to collaborate on sustainability issues through research, exhibits, and performances. The initial effort included a groundbreaking fusion of art and music from visual artist Emily Ward Bivens and jazz musician Josh D. Reed (<https://www.unr.edu/lake-tahoe/research-and-creative-activities/holman-arts-and-media/events-and-exhibits>).

Summer Arts Workshops. Through the Holman Arts and Media Center at the University of Nevada, Reno at Lake Tahoe artists of all skill levels are invited to attend the Summer Arts Workshop programs (<https://www.unr.edu/lake-tahoe/research-and-creative-activities/holman-arts-and-media/summer-arts-workshops>). Attendees spend five days in an intensive creative experience led by internationally recognized sculptors, painters, videographers, photographers and mixed-media artists. The workshop participants leave having expanded their creative skillset through interdisciplinary artistic methods and approaches while in a stunning natural setting. Lake Tahoe and the Sierra Nevada have long been sources of creative inspiration for artists of all mediums.

Goal 6 – Expand the Wolf Pack Impact – Reinforce our impact to Nevada and beyond

Strategy 1 – Strengthen the University’s reputation and brand recognition nationally and globally

A. Perform a comprehensive study to assess the University’s brand positioning to identify and address gaps, and improve brand recognition

Following the completion of the strategic plan, Wolf Pack Rising, the University sought the assistance of Grant Thornton to help identify strategies and actions that would help achieve our total enrollment goals (headcount) of 23,000 students by 2025, and 25,000 students by 2030 by undertaking an assessment of the functions associated with marketing, enrollment, and persistence activities. The assessment resulted in numerous Marketing and Communications recommendations centered around “evolving the University’s views and strategy for marketing and communications.” One significant recommendation includes gaining a better understanding for what resonates with our target audiences most, determining the value propositions to highlight, and aligning the appropriate channels and mediums to leverage for a brand marketing campaign. In order to effectively devise and deploy such a campaign, a dedicated budget for market/brand research must be carried out in order to study and assess the University’s brand positioning. The last time the University was able to conduct any type of market/brand research was in 2016.

B. Devise and deploy a marketing campaign for national and international exposure of the University’s academic and research accomplishments

The University’s “Go Where Knowledge Leads” (<https://www.unr.edu/go>) campaign highlights faculty and their research initiatives helping to recruit new faculty and graduate students.

“The Wolf Pack Way” (<https://www.unr.edu/wolf-pack-way>) is a new campaign that promotes when we use what we have learned and experienced at the University and provide it for the benefit of others. In the sharing of the opportunities that have helped us along our own paths, we help lift our friends, our neighbors and our communities from challenges and seek the prospect of a better future together. The Wolf Pack Way also provides bridges to current students/campus community to alumni who have gone on to make notable strides in society. Recently, we launched a dedicated webpage (<https://www.unr.edu/wolf-pack-way>) for “The Wolf Pack Way” which includes a video and manifesto to help visitors understand and begin to adopt this mantra as part of the University brand. We intend to flush this webpage out further and add academic, research, and community-based accomplishments by students, faculty and staff. The campaign was also recently deployed at the [Reno-Tahoe International Airport as, Live Learn Play - The Wolf Pack Way](https://nevada.app.box.com/s/ltnrj7rdbzh2f6myongaze4zqiyyzd4c) (<https://nevada.app.box.com/s/ltnrj7rdbzh2f6myongaze4zqiyyzd4c>).

In order to effectively devise and deploy a marketing campaign that garners national and international exposure, a dedicated budget for research and the actual campaign will be needed. The last time the University conducted any type of market/brand research was in 2016.

C. Leverage our notable alumni as a means of increasing brand awareness

The University of Nevada, Reno encourages living the Wolf Pack Way. This is the knowledge that we aren't in this alone and that the more people we bring along with us, and the more communities we create through goodness and hope, the better off all lives can become. The Wolf Pack Way is the understanding that we are stronger when we work together, and that our successes are richer and more everlasting when they are done with "community" in mind.

With that in mind, the University created the Wolf Pack Way – a path through the University where we feature light pole banners with photos of our most inspirational graduates (chosen through nominations from each College/School). They represent the very best of the Wolf Pack Way.

The purpose of this Wolf Pack Way banner campaign is to send out a message to the world that when you graduate from the University of Nevada, Reno, our graduates have something incredibly powerful: the knowledge that they are talented, driven, and are part of the Wolf Pack Family. They can share their dreams of others and make a significant impact. We want this to serve as an inspiration to our current and future students.

D. Implement the ACE Internationalization Lab Committee's recommendations to enhance the University's global engagement and international reputation, and develop a centralized, institutional vision for internationalization efforts and initiatives

The Internationalization Committee's recommendations are as follows:

- Recommendation: Increase International Student Enrollment
Action: The University of Nevada, Reno has partnered with Shorelight to recruit, enroll, and support the onboarding of new international undergraduate and graduate students.
- Recommendation: Create the position of Chief International Officer (CIO) to oversee and champion internationalization activities.
Response: Mehmet Tosun was recently appointed the University of Nevada, Reno's CIO.
- Recommendation: Increase administrative support.
Response: The General Counsel's Office has assigned attorney Frank LaForge to review international contracts and agreements.
- Recommendation: Increase study abroad opportunities for University of Nevada, Reno students.
Response: The University of Nevada, Reno has secured donor funding to support semester study abroad opportunities through USAC for College of Business students.

Also see Question 1 Goal 3

E. Enhance international profile of the athletics department and student-athlete alumni to highlight transformative contributions within and outside of sports to the University, state of Nevada, the country, and the world

Efforts in this regard include the following:

- The Nevada women's basketball team traveled to Canada for an international competition
- Communications strategies were used to amplify the announcement of the \$1M gift from former Nevada football alumnus and current Cleveland Brown player nationally and internally
- The announcement by the Grand Sierra Resort to invest \$1B into the community highlighted by a state-of-the-art arena where the Wolf Pack will play men's basketball was a national story.
- Numerous sports recruit internationally
- Student athletes have competed in international and Olympic competition across several sports

Strategy 2 – Enhance connections to and pride in The Wolf Pack Way

A. Develop a student and alumni engagement plan to increase affinity and lifelong connections, as well as develop a culture of ongoing alumni community and philanthropy

Alumni Engagement focused on connecting students and alumni with a focus on career engagement (<https://www.unr.edu/alumni/pack-connect>). The Pack Connect program, launched in July 2022, is part of the overall engagement strategy. All students were loaded into the software platform which provided them with the option of communicating directly with alumni on career advice and mentoring. Each semester the program is refreshed. This continuously provides new and transfer students with the opportunity to connect with alumni. From these connections, groups of students and alumni mentors are organically developing. Additionally, the first “Pizza with Professionals” will be hosted in November for individuals to connect in person. Students and professionals in various industries will be invited to a social to meet in person, further develop their connections and engage in conversations may potentially lead to a job or internship.

An additional opportunity to connect with current students was requested through Vice President for Student Services Shannon Ellis who was supportive of the initiative. Starting in the spring 2024 semester, all students will be introduced to the University of Nevada, Reno Alumni Association early in their educational career to create an affinity as they graduate and transition to alumni. They will hear from the organization each semester and there will be a countdown for the graduating seniors with communication increasing the last several weeks of their classes.

B. Identify opportunities to enable alumni-to-alumni engagement and alumni-to-student interactions to improve the overall campus experience, enhance student success and enhance lifelong connections to campus and the University

Pack Connect was started to create alumni to alumni mentoring and engagement and quickly grew to include student to alumni mentoring and engagement.

Submitted October 27, 2023

Alumni Engagement works with 29 different affinity alumni chapter, and produces hundreds of alumni engagement events each year.

C. Recognize alumni and University achievements by extending the on-campus Wolf Pack Way through digital technology and other forms of media to reinforce our impact across the state, nation and world

University of Nevada, Reno alumni are recognized via the Wolf Pack Way and social media channels. University Advancement is revising its social media presence and bringing three previously separate Facebook sites into one more comprehensive site “Nevada Alumni and Friends.” The emphasis on social media will be to highlight the achievements of alumni.

The Nevada Silver & Blue magazine is another tool used to communicate with alumni. The Editorial Board has been reestablished with consistent meetings, the production dates have been adjusted to be timelier with the academic year, and a software platform that meets the University’s accessibility standards has been identified so there will once again be a digital version of the magazine available online starting with the February 2024 issue. All of these changes will help tell the story of what’s currently happening on campus and keep alumni up-to-date in a timely manner on their alma mater’s individual college/school news, current students, research initiatives, athletic events and overall programs in an effort to help graduates remain connected.

D. Assess opportunities to better serve alumni and improve the University’s continued investment in the Wolf Pack post-graduation through lifelong learning and other engagements

For lifelong learning Alumni Engagement provides the virtual book club (<https://www.pbc.guru/UNR>) as well as programs available through the Alumni Learning Consortium (<https://alumlc.org/unr>) with multiple webinars each month. Discounts to Extended Studies programs are available for members.

Directional outcomes and metrics

☐ Increase the number of local, regional and national interviews and published stories featuring University faculty, staff, administrators and students

As part of the University’s ongoing strategy to enhance and increase awareness of the University by procuring earned media in local, regional and national publications, the institution’s communications team works closely with each of the schools, colleges and units on campus. Collaboratively, opportunities are identified to tell the University’s extraordinary stories highlighting the phenomenal faculty, staff and students. In calendar year 2022, the University was a part of approximately 45,909 media stories resulting in a publicity value of more than \$43.8 million (an increase of more than \$1 million year-over-year). This includes local, regional, national and even international media outlets including *National Geographic*, *The Washington Post*, *U.S. News and World Report*, *The New York Times*, *Popular Science*, *Fortune*, *Forbes* and

Submitted October 27, 2023

Newsweek. Many of these media stories feature faculty, staff and students that demonstrate the exceptional work being done on the University's campus and positioning the Wolf Pack Family as subject matter experts in a number of areas. These efforts have increased national and international awareness and what the true "Wolf Pack Impact" is.

Through the first nine months of the calendar year 2023, the University was a part of approximately 39,975 media stories resulting in a publicity value of more than \$32 million.

☐ Increase brand perception score

(See Strategy 1 B above) The University currently does not have a brand perception score and funds would be needed to conduct research and establish a benchmark.

☐ Increase the alumni giving rate

October 1, 2020 to September 30, 2021

\$6,932,870.56

October 1, 2021 to September 30, 2022

\$6,704,843.98

October 1, 2022 to September 30, 2023

\$8,895,716.97

☐ Increase the alumni engagement rate

October 1, 2020 through September 30, 2021

Alumni Engagement Opportunities: 33

Collaborative Events: 1

Total Events: 34

October 1, 2021 through September 30, 2022

Alumni Engagement Opportunities: 115

Collaborative Events: 9

Total Events: 124

October 1, 2022 through September 30, 2023

Alumni Engagement Opportunities: 184

Collaborative Events: 17

Total Events: 201

After the pandemic in-person gathering restrictions were lifted, the Nevada Alumni Association worked diligently to restore in person events. One of the observations that was made is that some alumni enjoyed gathering virtually. Virtual interactions connected alumni from all over the country and world participating. It was clear that moving forward, it would be important to offer both in-person and virtual options for alumni. With this strategy, Alumni Engagement has

President Brian Sandoval Periodic Evaluation
University of Nevada, Reno

consistently offered increased engagement opportunities for Nevada alumni in every part of the country and world.

Submitted October 27, 2023

Page **113** of **125**

c. An assessment of diversity, equity and inclusion initiatives in support of the institutional strategic plan and the Board’s strategic goals;

Strategic Plan Overview. In 2021, the Presidential Diversity and Inclusion Task Force, which included units across campus coordinated by the Diversity and Inclusion Office, developed a 2021-2022 University-wide Diversity, Equity, and Inclusion Strategic Action Plan (included in NevadaBox). This plan identified four main goals: increase inclusive excellence with regards to communication, symbols, and spaces; increase underrepresented student enrollment, retention and graduation rates; increase underrepresented faculty and staff hiring, retention, and promotion; and increase inclusive excellence in the classroom and teaching. In this plan, each unit identified unit-specific goals and actions that build towards the overall four goals of the plan.

In 2023, the Office of Diversity and Inclusion released a 2023-2024 DEI Strategic Plan (included in NevadaBox), which adapts and builds on the four previously identified goals. This plan identifies several strategies of focus for the year: building shared equity leadership across campus through workshops, collaborations, and celebrations; increasing diverse faculty/staff retention and engagement through DEI recognition efforts; developing student data dashboards to increase shared campus usefulness; and supporting equity-minded curricular and pedagogical development.


































Summary of Initiative Assessment. Many units have seen significant progress come from their individual 2021-2022 DEI strategic plans. DEI committees were developed in many units and DEI hires made in other units, which has led to the development and growth of many initiatives. Some of those initiatives are as follows: University Libraries now have book collections and displays for specific populations and sensory items available for checkout in consideration of neurodiverse individuals. The School of Medicine continues to offer a Diversity Health series and an Inclusive Medicine series, and Orvis School of Nursing sponsored the University’s first float at the Northern Nevada Pride Parade. In addition, UNR Med launched a new LGBTQ Health elective for fourth year medical students. The College of Science has had success with their Golden Scholars mentorship program and has an “11% higher 6-year graduation rate for Students of Color than the University average.” The College of Liberal Arts has had success implementing a DEI search toolkit and offering faculty/staff affinity and scholarship groups, and in 2022/23, underrepresented students were the majority population in the Honors College.

Strategic Plan efforts towards shared equity leadership have been successful at reaching a considerable number of faculty, staff, and students. The Foundations for Advancing Belonging series has reached well over 400 people since 2022, while Safe Zone (LGBTQIA2+ ally) workshops have reached over 100 participants (surveys indicate intended key competencies were learned during each session). Implicit bias training for search committees is an ongoing initiative; 1699 faculty and staff have taken the first round of Canvas Implicit Bias Modules required for anyone serving on a search committee, and 134 have taken the two-year required follow up, which was introduced in November of 2022. The 2023 Northern Nevada Diversity Summit had 386 participants check in either in person or on Zoom, and the Northern Nevada Pride Parade and Festival saw 18 units come together in sponsorship and celebration. Diversity, Equity, and Inclusion also held an Affinity Group Community Networking Night at the

Submitted October 27, 2023

Discovery Museum, which had 86 participants, including 12 community groups who were represented. Further efforts to recognize the DEI contributions of faculty and staff are in progress, along with student dashboard development and pedagogical support.

3. An assessment of the degree to which the president’s objectives have been aligned with the goals of the Board, the institution’s strategic plan, and the goals of the State;

		NSHE GOALS				
WOLF PACK RISING GOALS		Access	Success	Close the Achievement Gap	Workforce	Research
	Goal 1: Strengthen the Pack					
	Goal 2: Invest in our Future					
	Goal 3: Lead for Nevada					
	Goal 4: Transform the World					
	Goal 5: Make Silver & Blue the New Green					
	Goal 6: Expand the Wolf Pack Impact					

There is significant overlap between the Wolf Pack Rising Strategic Plan and NSHE’s goals of Access; Success; Close the Achievement Gap; Workforce; and Research. Every one of our goals touches numerous, if not all, of NSHE’s system and statewide goals.

4. An assessment of overall academic quality of the institution;

The University of Nevada, Reno continuously assesses and evaluates the quality of its academic programs through external and internal review processes. The University completed the accreditation evaluation process through its accrediting body, the Northwest Commission on Colleges and Universities. This accreditation process is an overarching evaluation of the university's academic and student serving programs from our core curriculum through the graduate school. The initial accreditation report was very positive noting room for improvement in collecting and acting on course assessment data and the university had initiated programs to address these issues before the visit and is committed to continue to improve in collecting data to evaluate courses and student learning outcomes and to use the data to inform improvement in course and program delivery.

Colleges offering professional degree programs at the University of Nevada, Reno also undergo external evaluations by accrediting bodies to evaluate the rigor of academic programs offered, the quality of the faculty and adequacy of our facilities. at the University of Nevada, Reno. The engineering programs at the University just finished an accreditation visit by the Accreditation Board for Engineering and Technology and their initial report was very positive. The College of Business will have a review visit by the Accreditation Council for Business Schools and Programs this fall as part of the accreditation cycle for degree programs in business.

The following Colleges and Schools also hold accreditation for their degree programs from their national accrediting bodies:

Reynolds School of Journalism – Accrediting Council on Education in Journalism and Mass Communication

College of Education and Human Development – Council for Accreditation of Counseling and Related Educational Programs

Orvis School of Nursing – Commission on Collegiate Nursing Education

School of Social Work – Council on Social Work Education

School of Public Health – Council on Education in Public Health

School of Medicine – Liaison Committee on Medical Education

The University also annually selects degree programs and departments to undergo an external review by faculty members from peer and aspirant universities. In 2023 the following departments and programs went through the external review process:

Human Development and Family Studies

Mathematics and Statistics

Psychology

Biochemistry

Philosophy

English

All of these programs received positive reviews from the external faculty review teams and recommendations for improvement that the University is implementing.

Submitted October 27, 2023

The University of Nevada, Reno continues to emphasize student retention and graduation through programs such as NevadaFIT and First in the Pack. The 2023 retention rate for first-time full-time students continues at 80% and the six-year graduation rate reached 63% in 2023, and continues to trend up from 55% in 2017.

The University of Nevada, Reno continues to promote and enhance the scholarly activities of the faculty and students on our campus. One indicator of success of particular importance in STEM disciplines is in research expenditures. In FY22 research & development expenditures were at an all-time high of \$181,782,000. These funds are used to support scholarly activities including supporting salaries and stipends for graduate and undergraduate students, postdoctoral scholars, research faculty and technicians.

The University of Nevada, Reno was recognized as an Apple Distinguished School for the 2023–2026 program term. The University was selected for this distinction based on its commitment to continuous innovation in education and using Apple products to create exemplary learning practices. This partnership has brought digital equity and opportunities for digital literacy for all of our undergraduate students and significant innovation based on digital advances to the university’s curriculum.

The U. S. News and World Report 2024 Best Colleges Rankings listed the University 195th among “National Universities,” up from 263 last year. The University was also ranked no. 106 among “Top Public Schools.”

The New York Times College-Access index rankings listed the University as no. 48 among the 286 colleges ranked.

In the Wall Street Journal College Plus Rankings 2024 listings, the University ranked no. 209 out of 400 institutions listed.

The Washington Monthly 2023 National University Ranking was a first-time ranking for us. The University ranked 204 out of 442 institutions listed.

And there is one more important ranking that really does speak to the incredible work that our faculty is doing. There is a website known as “Webometrics” which ranks universities worldwide. It uses purely objective data for their rankings. The University’s ranking among all universities based on citation impact and web presence has been steadily increasing since 2020. In the most recent rankings, we were listed 128th out of the more than 3,180 universities in the United States. In other words, the work of our faculty is truly having a global impact.

5. An assessment of the financial status of the institution;

The past three years have posed significant financial hurdles for the University, attributed mainly to sluggish enrollment growth and a downturn in state funding because of the COVID-19 pandemic. In response, the University has activated various cost-saving and control initiatives, including hiring freezes and reduced operating budgets.

In spite of these setbacks, there was a notable 11.7% surge in total operating revenues from fiscal year 2021 to 2023. This uptick has counterbalanced the considerable drop in state funding during this timeframe. Although there was some restoration in state funds in 2022 and 2023, it remained 6.2% below the 2020 fiscal year's state funding.

Unavoidably, operating expenses climbed, impacted by various external factors. The largest single outlay, employee compensation and benefits, saw an 8% increase from 2021 to 2023. This is attributed to escalating costs tied to benefits like retirement, as well as merit-based and cost of living salary increases. Other operational costs also saw increases as well. Utilities, for example, spiked by 45.6% between fiscal years 2022 and 2023.

Owing to diligent financial governance and leadership amid these economic strains, the University stands financially robust. With a cash reserve of \$168.6 million, it can sustain three months of operational costs—aligning with industry standards for public higher education institutions.

The 2023-25 biennial budget approved by the 2023 Legislature contained a considerable increase in state funding. The fiscal 2025 budget showed a 10.6% increase compared to its 2023 counterpart. Most of this augmented state funding, about \$15.3 million, is allocated to reverse the budget cuts from the previous biennial period, reinstating forty-two academic faculty positions that were previously cut. Additionally, the University garnered \$5.9 million for boosting the number of graduate teaching assistant positions and their stipends. There's also a \$1.6 million allocation to support students at the newly acquired Lake Tahoe campus, plus \$265,872 to enhance our summer teacher education programs.

However, challenges persist. While the 2023 Legislature's state funding for 2024 and 2025 is pivotal for restoration and strategic investments, the legislature approved 11% (2024) and 12% (2025) cost of living adjustments for the faculty and staff weren't fully funded, leading to substantial budget deficits. This underfunding results in shortfalls of \$10.7 million and \$21.7 million for fiscal years 2024 and 2025, respectively.

Compounding these challenges, anticipated student fee revenues for 2024 and 2025 are set to underperform. Consequently, the University upheld its hiring freeze and introduced a 5% budget cut across all departments. As demonstrated over the last three years, the University remains committed to preserving fiscal stability through rigorous financial management.

6. An assessment of the challenges and opportunities facing the institution;

The University of Nevada, Reno is facing a budget shortfall due to lower than anticipated enrollment and the partially funded Cost of Living Adjustment passed by the Nevada Legislature and approved by the Board of Regents. Our challenge is to balance our budget, while not cutting essential functions. Leadership hopes to grow our University in strategic ways that will mitigate the budget shortfall and set the University up for success in the future.

For more information on the budget, please see question 5.

For more information on the opportunities for growth, please see question 9.

7. An assessment of the President's relationships with the Board, institutional leadership, faculty, and other key stakeholders;

Board of Regents:

I continue to be grateful for the support of our Regents; not only for my Presidency, but for the University. I know that if I have any issues, concerns, or want to share an urgent University update, the Regents are readily available and willing to help. I also make myself available whenever possible if a Regent has an item to discuss.

Prior to every quarterly Board of Regents meeting, my office team reaches out to every Regent to set up a meeting. My goal in these meetings is to not only give a brief University update and review the University's upcoming agenda items, but also address any questions or concerns the Regents may have. While my office does not receive responses from every Regent, they will continue their efforts to set these update meetings.

Institutional Leadership:

The values I strive to promote amongst our University Senior Leaders are service, collaboration, transparency and integrity. Our leaders expect that of me, and I expect them to emulate those values as well.

Every month, all Vice Presidents, Vice Provosts, Deans and other direct reports meet for our Senior Leadership Team meeting. This gives our leadership the opportunity to get on the same page with updates, initiatives, and concerns at the University. Also, we frequently include a training or discussion regarding diversity, equity and inclusion by a content expert.

I encourage going through the chain of command with any issues but make myself available for any pressing matters.

My core team consists of our University Vice Presidents, Athletic Director and Chief of Staff. We meet once a month for coffee at an offsite location. This is an informal gathering where we can have candid conversations regarding University matters and any interpersonal issues that may be happening.

I meet regularly with my direct reports and other senior leaders at varying frequency, depending on the University's priorities, the amount of oversight requested, and urgency of issues in their portfolio.

Right now, we are working through improving our communication amongst the senior leaders. The pace of our work often leads to missed opportunities to collaborate. I am increasing touch points for the team to convene, encouraging collaboration, and setting up an additional leadership retreat in the Winter in addition to our Summer retreat. My hope is that the summer retreat will be for providing portfolio updates for all, and the winter retreat will be for team building and problem solving. Our team consists of very smart, innovative and passionate people. Using our diversity of thought, we can overcome any issue.

Key Stakeholders:

Shared Governance:

Faculty Senate: I meet once a month with Faculty Senate. The Chair will send me topics that the Executive Committee selected and I address each matter with the full Senate. I have promised transparency from the beginning of my Presidency, and I appreciate the honest opinions our senators provide.

Once a month Provost Jeff Thompson and I meet with the Chair of the Faculty Senate. We use this opportunity to provide updates, insights and troubleshoot University concerns. I rely on the Chair of our Senate to provide me with faculty insights so that I may consider their viewpoint as the leadership makes decisions.

Staff Employees Council (SEC): Provost Jeff Thompson and I alternate meeting with the SEC monthly to provide a University update and address any questions or concerns they have. I also meet every other month with the SEC Chair and Vice President for Administration and Finance, Andrew Clinger. This provides us the opportunity for another touch point, troubleshooting University concerns, and provide insight for SEC on any pressing concerns.

I also host the SEC Employee of the Month for coffee and light refreshments in my office. This is one of my favorite meetings I have in the month. I get the opportunity to meet a valued member of the Wolf Pack Family, learn more about what they do at our University, and gain insight into possible issues facing the University.

Associated Students of the University of Nevada (ASUN) and Graduate Student Association (GSA): Once a month, or more frequently if requested, I meet with the ASUN President, Vice President and Speaker, GSA President, Internal Vice President and External Vice President, along with our Provost, Vice President for Student Services, and Vice Provost and Dean of the Graduate School. Schedules pending, I sometimes meet with ASUN and GSA separately. This is our opportunity to provide updates, share concerns, and gain insight and perspective. I highly value these meetings. While I try to stop and talk to students on campus when I can, this provides me with direct feedback from our students' leaders.

I also frequently receive requests to meet with individual students for interviews and requesting advice. I try to accommodate every request and provide them with insight, encouragement, and

Campus Community: In addition to the University-wide events, colleges, departments, divisions, and student groups often host a myriad of events on our campus and throughout our state. I make every effort to attend and participate in these events when requested.

I noticed that the busyness of campus often impedes cross department interaction. So in 2021, I created the University's Faculty and Staff Lounge to provide a gathering place for our faculty and staff and their guests to enjoy camaraderie while sharing a meal together. This has been very well received and a great success.

A difficult part of leading a University comes in its crisis management. During my tenure as President, together with Senior Leadership and our Issues Management Team, we led the University through an historic global pandemic, several international and social issues, and a cruel swatting incident. Through each issue, our senior leaders guided the campus through difficult incidents, always keeping the health, safety and welfare of our University community at the forefront.

Nevada Legislature: The University of Nevada, Reno had an historic 2023 Nevada Legislative Session. Together with the Office of Government Relations and Community Engagement and various University representatives, we had unprecedented continuous presence in Carson City, advocating for the needs of the University. The Governor and Legislature showed themselves to be very supportive of higher education and our University, ensuring many of our needs were met.

The University was appropriated funding that restored budgets to pre-pandemic levels. Through enhancements to the budget, the University is receiving funding for significant increases for graduate student stipends for doctoral and master's students. The budget also includes funding for an additional 42 graduate students positions on our campus in both 2024 and 2025, for a total of 84 new graduate student positions at the University. The Legislature also appropriated a total of \$23.2 million to our campus for building and campus maintenance. This appropriation will allow us to focus on necessary ADA/accessibility enhancements for older buildings on campus. The Legislature also appropriated \$1.6 million to account for Nevada students who are now University of Nevada, Reno at Lake Tahoe students. And, in the spirit of our 150th anniversary celebration, A.B. 151 provided for the issuance for special license plates commemorating the 150th anniversary of the founding of the University.

Donors:

Our donors have been so generous to our University and have a heart for our University and students. I enjoy meeting with them to hear their stories and learn about their passions. I provide University updates to our Foundation Executive Board monthly, and the full Foundation Board every quarter. Mrs. Sandoval and I host donors at our home approximately once or twice a month. And I frequently make myself available to our donors should they have any concerns or ideas. We also engage with our donors at athletic and arts events to showcase our talented students.

Community Leaders:

I meet monthly with Renown President/CEO, Dr. Brian Erling. We are still in the early years of the Renown Health / University of Nevada, Reno School of Medicine Affiliation Agreement, so there are occasionally issues that arise. These meetings afford us the opportunity to have candid conversations to troubleshoot the issues.

The University's Government Relations and Community Engagement Office regularly arranges meetings with community organizations at least once a year to provide University updates. These groups include Economic Development Authority in Western Nevada (EDAWN), Reno Sparks Chamber of Commerce, Reno Sparks Convention and Visitors Authority (RSCVA), City of Reno, City of Sparks, Washoe County Commission, and Western Industrial Nevada (WIN).

Submitted October 27, 2023

8. The identification of any professional development the President wishes to pursue; and

- Reading about strategy, leadership and managing people. This type of book will expand my perspective and expose me to other ways of thinking and develop my judgment, risk-taking, direction and strategy. My preferred way of learning is through history books, whether biographies or situational histories.
- Winter Retreat with Senior Leaders: This will provide our team an opportunity for team building, getting a status update on University initiatives, and troubleshooting any pressing issues.
- As mentioned in my introduction, I serve on several boards. I will continue my involvement, exposing myself to different ideas and ways of thinking that members of these boards from varying industries bring.

9. Goals the President proposes for themselves over the course of the next year or contract period, as appropriate.

The University is facing a budget shortfall due to the Cost of Living Adjustment passed by the Legislature and approved by the Board of Regents, But as I mentioned in my 2023 State of the University Address, “We have to grow our way to success, not cut our way out of this budget challenge.” Senior Leadership has identified strategic ways to address these budget shortfalls. Our goals include increasing enrollment, increasing international enrollment, build out an online learning portfolio, growing our Collegiate Academies and encouraging donor engagement.

Another primary goal focuses on Title IX. The Wolf Pack women’s athletics teams should each have designated locker rooms, we want to remodel the conference room for Women’s basketball, and continue to explore funding options for other women’s athletics enhancements. I also want to continue our intentional improvement of the performance of our Title IX Office by substantially increasing resources to enhance the visibility, awareness and effectiveness of this office.

Beyond these goals, our Wolf Pack Rising strategic plan addressed several areas where the University needs improvement. Together with Senior Leadership, we will address these areas: Improve undergraduate and graduate enrollment, as well as graduation and retention rates; expand diversity of students, faculty and staff; achieve Hispanic Serving Institute status; expand remote learning offerings; grow our research portfolio; increase our Carnegie rankings; make our campus more ADA accessible; expand dual credit offerings; obtain state funding for a new Life Sciences building; commence “Semester at Tahoe” program for students at University of Nevada, Reno at Lake Tahoe; operationalize a research vessel for research at Lake Tahoe; modernize the atmosphere in the Planetarium; create our first Aeronautics Engineering Department; construct a new fieldhouse for University students and men’s and women’s athletic teams; solidify our joint Mining Center of Excellence with Great Basin College; solidify the “Pack to Pack” program with the College of Southern Nevada; and complete construction on the Mathewson University Gateway Business Building and State Health Lab.