

**2023-2027**

# **Planning Report**

**Institutional Academic, Research, and Student Services Plans**

**December 2022**



# Nevada System of Higher Education Leadership

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## INTRODUCTION

State Law requires that public higher education institutions compile a comprehensive report on program plans. This report is prepared in accordance with state law requiring the Nevada System of Higher Education (NSHE) to prepare a biennial report for submission to the Nevada State Legislature that outlines plans for new programs and expansions of existing programs of instruction, public service and research. Specifically, *Nevada Revised Statutes* 396.505 provides the following:

1. The Board of Regents shall prepare a comprehensive plan for the next 4 years which explains:
  - (a) Any anticipated new programs and expansions of existing programs of instruction, public service or research, itemized by year and by purpose;
  - (b) The anticipated cost of each new or expanded program described under paragraph (a);
  - (c) The amount and source of any money anticipated to be available, from sources other than legislative appropriation, to meet each item of anticipated cost listed pursuant to paragraph (b); and
  - (d) Any further information concerning its comprehensive planning which the Board of Regents may deem appropriate.
2. The Board of Regents shall biennially bring the plan up to date for the ensuing 4 years, and shall present the revised plan to the Legislature not later than February 1 of each odd-numbered year.

This report summarizes the institutions' academic and research plans, also in accordance with Board policy (Title 4, Chapter 14, Section 3.3 of the *Handbook*). These plans must be viewed in the context of an institution's overall budget and fiscal capacity, as well as demand for the program. In some cases, the plans may include academic programs that are being discussed or considered for the future, but they may not ultimately be brought forward for approval for a variety of reasons. However, they are included in the report as an indication of what may come forward within the next four years. Many of the anticipated programs are projected to be funded with federal grants or existing institutional resources, making some programs more likely than others to begin in times of limited state resources. To that end, these lists may be viewed as "wish lists" based on resource availability.

Because this report is updated and published every two years, it is often the case that institutions may have programs on the list from several years back and continue to roll them forward in the hope that eventually resources will be available to develop such programs. The plans are intended to notify various constituencies, including the Board of Regents and the Legislature, of what institutions are hoping to develop and believe is needed for them to meet their mission and the needs of the state, but they should not be construed as definitive in terms of the date of implementation.

The current NSHE Strategic Goals can be accessed [here](#).

# UNIVERSITY OF NEVADA, LAS VEGAS

The University of Nevada, Las Vegas (UNLV) is a public urban research institution committed to excellence and impact in teaching, research, and public service. UNLV is recognized by the Carnegie Foundation for its very high research activity as well as for its community engagement. Through progressive curricular offerings, interdisciplinary scholarship, and cooperative engagement with its local and extended communities, the university seeks to create, disseminate, and apply knowledge for the improvement of society – and to prepare a new generation of citizens and leaders who are equipped with the knowledge and skills to fortify the workforce and lead lives of impact in the world.

Accredited by the Northwest Commission on Colleges and Universities (NWCCU), UNLV attracts top students and faculty, educates a diversifying population and workforce, and drives economic activity through innovation, research, and community partnerships. The university has the only School of Law and School of Dental Medicine in Nevada, a fully accredited School of Medicine, and is a charter member of the Mountain West Conference, a collegiate athletic conference affiliated with the National Collegiate Athletic Association (NCAA).

With more than 70% of its degree-seeking undergraduate students identifying as part of a racial or ethnic minority, UNLV is one of the nation’s most diverse institutions. The university meets federal Minority-Serving Institution (MSI) requirements as an Asian American, Native American, and Pacific Islander-Serving Institution (AANAPISI), and as a Hispanic-Serving Institution (HSI).

## Strategic Objectives

UNLV has been designated an R1 institution for “very high research activity” by the Carnegie Classification of Institutions of Higher Education since 2018. Of approximately 4,000 institutions nationwide, UNLV is one of approximately 146 with this distinction. In addition, UNLV holds the Carnegie Foundation’s national elective community engagement classification. Both designations are the gold standard for university metrics. Maintaining these distinctions continues to be central to the Top Tier 2.0 Strategic Plan (2022-2029), which envisions UNLV as “improving the lives of diverse students and transforming our communities through education and engagement.”

The university’s mission guides campus efforts and states: “As a minority-serving institution rich with diversity and committed to equity, UNLV:

- provides access to world class educational experiences that are responsive to the needs of our students and stakeholders;
- engages in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and

- offers high value, cutting-edge interdisciplinary physical and mental health care to support our community.

We create value for the individuals and communities we serve by fostering a climate of innovation, stimulating economic diversification and workforce development, promoting social justice and inclusion of all voices, and enriching cultural vitality.”

Values help communicate the university’s identity and mission to stakeholders and inform practice and decision making.

- Access and Equity: To foster a sense of belonging by valuing transparency and fairness, while honoring and embracing diverse voices, skills, experiences, and abilities.
- Excellence and Integrity: To hold ourselves to the highest standards in all that we do to cultivate a world class educational experience and workforce.
- Compassion and Inclusion: To extend respect and understanding to our students and colleagues, allowing everyone to fully engage in all aspects of the university.
- Collaboration and Stewardship: To responsibly share and use UNLV’s human, financial, physical, and education resources including our people’s knowledge and ideas.

UNLV recognizes the importance of infrastructure and shared governance in all aspects of its operations and activities. A strong infrastructure and a healthy model of shared governance are essential to the university’s core areas and their associated objectives.

### Core Areas and Strategic Objectives

**Student Achievement** is focused on students who come to UNLV with the expectation that the time they spend here will help improve their life after they leave. Students are valued and the university community considers their success our mission. UNLV recruits, retains, and graduates a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and opportunities to engage with the vibrant campus community. There are three key areas of focus, each with a set of strategic objectives.

#### Undergraduate Education

- Improve student outcomes and maintain and strengthen our access mission.
- Improve undergraduate retention rates.
- Improve 4-year and 6-year graduation rates and close graduation gaps.

#### Graduate and Professional Education

- Engage in strategic recruitment, retention, progression, and completion to grow and diversify our graduate student body and promote equitable outcomes.
- Cultivate a diverse, inclusive, and equitable campus environment that optimizes support for graduate student success.
- Align programs to promote career success and provide students with academic curriculum and co-curricular experiences to prepare them to become experts in their disciplines and leaders in their fields.

## Career Development and Progression

- Offer degree and certificate programs for the 21st century economy that are valued by employers and associated with high-demand occupations in the region.
- Integrate workforce readiness into all academic programs.
- Promote active student participation in career planning through a lifecycle approach to workforce readiness.

**Research, Scholarship, and Creative Activity** are all integral to the university. This core area seeks to increase innovation and excellence in research, with multiple interdisciplinary opportunities, especially those opportunities that capitalize on specific aspects that make us unique and further support scholarly and creative activity. In addition, student research and scholarly, creative, and professional opportunities promote student success. Our objectives are to:

- Identify and develop UNLV's strength in selected areas and invest in research centers and infrastructure that make collaboration natural, sustainable, and seamless.
- Foster a campus culture in which UNLV faculty, students, and staff can maximize their research productivity.
- Invest in, promote, and expand student research and scholarly, creative, and professional opportunities to increase student engagement and align program experiences with strategic career pathways.

**UNLV Academic Health** will create a healthier Nevada by caring for our communities and driving the future of healthcare; it will transform the way that care is delivered in Southern Nevada. While providing high-quality care for our community, this core area will expand the research portfolio of the university and be an economic engine, diversifying our economy by creating high-paying jobs, future healthcare workforce for our community, and a biotechnology industry. Our objectives are to:

- Create an environment where people feel valued in order to attract and engage excellent students, staff, and faculty.
- Advance research and discovery to improve the health and care of our community.
- Provide high-value, high-quality, state-of-the-art, interprofessional care for ALL members of our community.
- Commit to continuous improvement in healthcare education by leveraging technology and promoting interprofessional education and collaborative practice.
- Serve as an engaged and responsive member of the community.

**Socio-Economic Development** is essential to the continued growth, evolution, and diversification of our region and state, and UNLV has long been a key player in the economic development of our region. Efforts include all businesses and industries, including those that identify as disadvantaged, women-owned, and STEAM-related. Because the university receives direct support from the state, the local community continues to rely upon UNLV to develop productive partnerships and collaborations that affirm its ongoing investment. Our objectives are to:



- Develop networks and facilitate connections to spur economic development.
- Drive entrepreneurship, innovation, and economic development.
- Integrate and align initiatives that support economic development for all sectors.

**Community Partnerships** have a positive long-term impact on our local communities. UNLV leverages resources for the public good to advance the university and the communities it serves. The value of the university is demonstrated through collaboration and engagement with the community to provide expertise, service, and support. Our objectives are to:

- Build reciprocal relationships as we create and strengthen partnerships, collaborations, and pipeline programs with K-12.
- Leverage UNLV's strength to develop collaborative networks and address community needs and challenges.
- Provide cultural, educational, and service programs that are valued, advance learning, and benefit our communities.
- Engage through targeted and intentional efforts to identify, establish, and steward mutually beneficial partnerships with aligned stakeholders centered on distinct and strategic intersections.
- Communicate UNLV's strengths to promote the link between the university and the associated benefit to the community, region, state, Legislature, and other stakeholders.

**Social Justice, Equity, and Inclusion** are all paramount to the culture of the university, especially at an institution that serves a highly diverse population. A more diverse environment can lead to better innovation, problem solving, and growth; this type of environment is fostered through assessing and developing the conditions necessary for culture improvement. Our objectives are to:

- Foster an environment that is inclusive, welcoming, and supportive for all.
- Increase the opportunities for faculty, staff, and students to express their voices and make them feel they are affirmed and valued.
- Improve the relative racial/ethnic and gender representation of the student body, faculty and staff.
- Ensure that diversity, equity, and inclusion initiatives across campus are aligned and implemented consistently, effectively, and efficiently.

**Philanthropy and Alumni Engagement** efforts deepen the culture of philanthropy and alumni connection for the university as it moves forward. Engaging alumni does not start upon graduation but must begin from the time the student enrolls at UNLV. Such engagement is crucial to developing alumni who understand the importance of supporting the university through their time, talent, and resources. Philanthropy is an area that can help ensure financial sustainability. Our objectives are to:

- Ensure financial sustainability through the growth of the endowment and ongoing support.
- Foster an environment to strategically address needs.
- Create an engaged network of UNLV alumni.

## Academic Programs

UNLV's academic programs are designed to deliver high-quality instruction and support the success of the nearly 25,500 undergraduate, 4,250 graduate, and over 1,000 professional students who are enrolled at the university. These programs undergo a rigorous process of development before adoption, continuous curriculum improvement through program review, academic assessment for both courses and degrees, evaluation through the graduating senior exit survey, and additional reviews for the university's institutional and discipline-specific accreditation processes. In addition to these programs, the university offers a variety of academic support services intended to promote student retention, timely progression to graduation, and other measures of student success.

The university is home to 12 diverse colleges and schools that award undergraduate and graduate degrees and certificates; 3 professional schools in the areas of dental medicine, law, and medicine; an Honors College that offers university and unit-based programming along with associated degree designations; an academic library spread across multiple (including discipline-specific) branches; and a center for academic success that provides supplemental instruction and coaching along with services for students with undeclared majors.

- Academic Success Center
- Business School, Lee
- Dental Medicine, School of
- Education, College of
- Engineering, Howard R. Hughes College of
- Fine Arts, College of
- Graduate College
- Honors College
- Hospitality, William F. Harrah College of
- Integrated Health Sciences, School of
- Law, William S. Boyd School of
- Liberal Arts, College of
- Libraries, UNLV
- Medicine, Kirk Kerkorian School of
- Nursing, School of
- Public Health, School of
- Sciences, College of
- Urban Affairs, Greenspun College of

As of fall 2022, UNLV's academic offerings included 78 bachelor's degree programs, 19 undergraduate certificates, 72 master's degree programs, 50 graduate certificates, 3 specialist programs, 42 research doctoral programs, and 4 professional doctoral programs.

UNLV faculty constantly monitor academic trends and the labor market, and revise the curriculum of existing degree programs, or design new programs to meet the educational and workforce demands of students and employers. For instance, the B.A. in General Studies in Liberal Arts was recently created to offer a flexible pathway to graduation for students who do not choose a traditional degree program in the College of Liberal Arts. Similarly, the B.S. General Science is a streamlined degree program for non-traditional sciences majors in which rigid course sequences are replaced with STEM (science, technology, engineering, and mathematics) electives to increase options for students.

Clark County, the most populated part of Nevada, is located in a true desert that receives roughly four inches of rain per year. When viewed in the context of expected population growth and climate, water scarcity is a critical issue for both the Las Vegas area and the state. The proposed interdisciplinary Ph.D. Water Resources program will serve both UNLV and the state by providing an opportunity to grow the number of water professionals available to address this critical issue. Based on the job growth data and the Nevada System of Higher Education (NSHE) Science and Technology plan, which designates water resources as one of the top research areas for the state, there is a clear need and demand for an interdisciplinary Ph.D. Water Resources.

As another example, the proposed Master of Arts in Teaching Elementary Education (M.A.T.E.E.) and Master of Arts in Teaching Secondary Education (M.A.T.S.E.) will lead to elementary teacher licensure for the State of Nevada in response to the continual need in Nevada for highly qualified and effective teachers to join the workforce. Nevada has been ranked as the state with the second highest teacher shortage in the United States, and the Clark County School District alone has more than 1000 teacher vacancies.

The following table provides information on all of UNLV’s planned academic programs.

Table 1

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Lee Business School	Ph.D. Business	UNLV’s first doctoral program in business.	2023-24	\$683,400	None
Lee Business School	B.S.B.A. Risk Management and Insurance	An applied finance degree specializing in preparing graduates for jobs in various careers related to the management of risk.	2023-24	One FIR \$150,000 annual	Industry and philanthropy

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Dental Medicine	Dental Public Health Residency Program	The program is a 12-month (24 month part-time) certificate program in the specialty of dental public health.	2023-24	\$50,000	School of Dental Medicine self-supporting fund balances
School of Dental Medicine	M.S./Ph.D. in Biomaterials Science	This program will be open to dentists (D.D.S./D.M.D.) or graduates from a non-U.S. accredited (CODA) dental school, or post-baccalaureate graduates who seek credentials with interest in research with a focus on alloplastic and biomaterials sciences.	2023-24	\$850,000	School of Dental Medicine self-supporting fund balances
College of Education	M.Ed./M.S. in Applied Behavior Analysis	The degree will focus on developing student skills in applied behavior analysis interventions for students with Autism Spectrum Disorders (ASD) and other behavioral disabilities.	2023-24	None	Grants & partnerships
College of Education	Ph.D. Educational Policy	The program will prepare students to conduct research on education policies for a more equitable education system.	2024-25	\$180,000	Grants

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
College of Education	Ph.D. Counselor Education and Supervision	The program will prepare individuals to work in colleges/universities teaching and supervising future counselors as well as positively contributing to the research base for the counseling profession.	2024-25	None	Grants, third party payment revenue generation (through community partners, UNLV clinic, etc.), student fees.
College of Fine Arts	B.A. Creative Practice	This degree will provide a path for Fine Arts students who have an interest in entrepreneurship.	2023-24	None	None
College of Fine Arts	B.A. Music Technology	This will be a technology-driven degree program, in alignment with the goals of the College of Fine Arts.	2023-24	\$80,000 for a new faculty position.	None
Integrated Health Sciences	B.S. Applied Health Sciences	This degree will offer a flexible path for students who wish to apply to healthcare-related majors.	2023-24	\$400,000	None
Integrated Health Sciences	M.S. Physician Assistant	This program will focus on the training of Physician Assistants, which are sorely needed in Nevada.	2023-24	\$500,000	Differential fees will be requested

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
College of Liberal Arts	M.A. Clinical Psychology	This degree will create more clinically focused graduates who could substantially add to the mental health workforce, which is severely understaffed in Nevada.	2025-26	None	Differential fees will be requested
College of Liberal Arts	B.S. Neuroscience	This degree will help students achieve basic competence and knowledge of behavioral and cognitive, molecular, cellular, and systems neuroscience.	2024-25	\$575,000 plus 5 GAs	None
William S. Boyd School of Law	Master in Gaming Law	The degree will expand access to legal education to non-lawyers and in particular, provide gaming law education to professionals who want to enter the gaming industry from a regulatory or compliance perspective, or to professionals already in the industry, but want to advance their careers.	2023-24	\$20,000	None
College of Sciences	Ph.D. Biochemistry	This degree will prepare graduates to enter professional careers in academia, pharmaceutical research, biomedical industry.	2023-24	None	Grants

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Kirk Kerkorian School of Medicine</b>	M.S. Medical Sciences	Two semester non-thesis M.S. program where students complete high-level coursework in the basic biomedical sciences. Students who successfully complete the degree will earn conditional admission to the Doctor of Medicine program at the Kirk Kerkorian School of Medicine.	2023-24	None	None
<b>Interdisciplinary Degrees</b>	B.S. Cybersecurity	Undergraduate program that teaches skills for students to enter the workforce as cyber analysts or in related areas.	2023-24	\$250,000	Grants, industry support, and philanthropy

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Interdisciplinary Degrees	B.S. Health Communication	This degree will prepare students to pursue careers related to health communication, such as health coach, health care coordinator/navigator, and community health outreach coordinator. It will also provide an alternative path for students who are not accepted into the very competitive B.S. Nursing degree. Graduates will be prepared to take the Certified Health Education Specialist exam.	2023-24	None	None
Interdisciplinary Degrees	Ph.D. Water Resources	Graduates will have broad background in water studies spanning technical issues of management, reclamation, use, policy, law, and applications.	2023-24	\$65,000 plus 4 GAs	Grants
Interdisciplinary Degrees	Ph.D. Biomedical Science and Engineering	Prepare individuals to undertake design and research in the area of biomedical engineering.	2024-25	4 GAs	Grants
Interdisciplinary Degrees	Ph.D. Sport Science/Innovation	Program will produce scholars and researchers who are driven to discover and disseminate new knowledge in the area of sport science.	2024-25	\$65,000 plus 4 GAs	Grants



Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Interdisciplinary Degrees</b>	M.S. Experience Design	Prepares students for the “experience economy” in which consumers purchase “experiences”.	2024-25	\$270,000	Grants, industry support, and philanthropy
<b>Interdisciplinary Degrees</b>	Ph.D. Materials Science & Engineering	Graduates will have broad background in Materials Science and Engineering covering theoretical design and simulation, experimental development, and creation of novel materials with unique and tailored properties and applications surrounding these materials.	2025-26	\$65,000 plus 4 GAs	Grants, industry support, and philanthropy

### Workforce Development Efforts

Workforce development is one of five strategic goals adopted by the Nevada System of Higher Education (NSHE). As a member institution, the University of Nevada, Las Vegas (UNLV) embraces its responsibility to strengthen the talent pipeline that drives the state’s economy. In today’s rapidly evolving and technology-driven economy, employers are looking for workers who possess versatile skills along with core knowledge. Therefore, UNLV must equip graduates with the competencies to adapt classroom learning to the needs of the modern workplace as well as increase the engagement of employers in a variety of ways that enhance the connection between curriculum and career for students.

Accordingly, the university developed a Workforce Development Strategic Plan in 2019 that identifies key priorities for preparing UNLV’s students for workforce success and career mobility. The key priorities are: (i) offering diverse degree and certificate programs for the 21st century economy that are valued by employers and are associated with high-demand occupations in the region, (ii) integrating workforce readiness into all academic programs, and (iii) promoting active student participation in career planning through a lifecycle approach to workforce readiness.

A Workforce Development Taskforce was convened to address these key priorities and to establish, implement, and enhance the opportunities for students to engage in high impact

practices associated with increased career mobility. Selected outcomes of those efforts are outlined below.

- Six UNLV Career Competencies have been identified and adopted.
- A framework for supporting student career mobility was developed.
- UNLV Career Competencies badges were developed between July 2021 and April 2022, and are available for student engagement
  - Student engagement (# of modules completed for any of the badges between July 1, 2021 and June 30, 2022) was 374.
  - The number of completed badges was 67.
- Completed the development of modules for faculty in December 2021. This professional development opportunity will help UNLV faculty understand the importance of integrating the teaching of the UNLV Career Competencies in courses. The pilot for this begins in October 2022 and currently has a total of 42 faculty enrolled.
- Increased student career engagement through the new enhanced Career Launch website aimed at supporting career communities by offering specific and relevant career information targeted to student affinity groups and affiliation by college.

Current discussions focused on reevaluating strategic priorities and expanding the institution's role for workforce development are in progress.

#### Academic Advising and Student Success Programs

Both institutional and national data show that academic advising makes a difference in students' persistence and progress toward graduation. Therefore, it is critical that the institution continues to build capacity so that all students have regular contact with an advisor throughout their academic journey. The investment in 23 additional advising positions over the last three years will help UNLV get closer to meeting the NSHE mandated student to advisor ratio of 350:1, and allow advisors to proactively address unique needs at each state of a student's life cycle. UNLV will continue to evaluate our undergraduate headcount and advising ratios, and advocate for additional FTE as needed to ensure proactive and responsive advising for all students.

The implementation of corequisite instruction in fall 2021 requires academic advisors to monitor more closely the continuous enrollment and completion of gateway mathematics and English courses within the first year. Additionally, to reduce achievement gaps for underserved student populations, the institution will strategically coordinate the efforts of the first year advising team, the Retention, Progression, and Completion Coordinators, and the Office of Undergraduate Education to advance effective strategies, including 15 to Finish, gateway course completion in the first year, specialized programming, and proactive advising. To support further coordination and consistency of efforts across advising, UNLV is implementing Salesforce Student Success Hub as the institution's new technology platform. This system will be integrated with enrollment, financial aid, and Webcampus to promote student lifecycle communications, alerts, and degree progression monitoring from all student service units across the campus.

UNLV's integrated First-Year Experience (FYE) program launched in fall 2022 and includes a common read, student connection events throughout the first year, and celebration of key milestones like the first 100 days. Peer mentoring is also part of the FYE as another essential component of UNLV's success plan for first-year students. UNLV has established peer mentoring programs in every College and School to provide incoming and continuing students with opportunities to learn from experienced, successful upper division undergraduates. The program includes centralized program assessment metrics and required training for mentors. Our goal is to build capacity in these programs, so that every first-year student who wishes to participate can build rich relationships with an assigned peer mentor. Finally, it is critical to ensure that every first-year UNLV student has a seamless transition and productive start in their first semester. Accordingly, UNLV plans to expand the Summer Bridge offerings and additional support programs throughout the academic year, to allow incoming and continuing students to practice and enhance their mathematics and writing skills, place into the college level courses most appropriate to their skill level, and make progress on their degree requirements. The institution intends to help UNLV students get a head start on their academic requirements with a first-year seminar, getting connected to advisors and mentors, and learn about UNLV resources both before their first fall enrollment at UNLV and throughout their time at UNLV.

## Student Service Programs

The university is committed to student success from the day students arrive for orientation, during their time on campus, and into their chosen careers. This commitment includes an innovative curriculum with a defined course path for undergraduates, an intensive first-year advising program and peer mentoring, and a dedicated Academic Success Center that supports students through coaching, student-athlete academic services, supplemental instruction, and tutoring services. A broad array of research opportunities for undergraduate and graduate students strengthens the academic experience and allows students to tackle pressing real-world issues alongside top faculty. The importance of serving all students throughout their journey is a key priority. Additional student services include the following.

- The UNLV Dual Enrollment Program provides highly motivated Nevada high school students the opportunity to get a head start on their college education by enrolling in UNLV courses before high school graduation.
- The Writing Center consults with writers at any level of expertise to help improve their skills.
- The Rebel Wellness Zone offers student-centered wellness education and resources to students.
- UNLV's Multicultural Program encourages and recruits minority and underrepresented undergraduate and graduate students into the science, technology, engineering, mathematics (STEM), and healthcare related disciplines.
- The English Language Center prepares students to use English effectively in all situations.

- Student governments, Consolidated Students of the University of Nevada, Las Vegas (undergraduate) and the Graduate and Professional Student Association, promote and represent student interests.
- There are more than 400 Registered Student Organizations that encompass a variety of interests, activities, and beliefs on campus.
- More than 500 student-athletes compete in 17 NCAA Division I Sports in both the Mountain West and Western Athletic conferences.
- The Office for Student Diversity Programs is a resource that provides identity-based programming for students.
- The Intersection is an academic multicultural center that provides a safe space for students, faculty, and staff to gather, exchange ideas and information, and develop a sense of community.
- Campus Recreational Services promote healthy lifestyles through diverse activities that stimulate personal growth and connection to the university.
- The Student Health Center provides on-campus access to medical care and a pharmacy.
- UNLV Boyd School of Law's Immigration Clinic offers direct legal assistance for students and their families who are facing challenges related to immigration.
- Mental health services are available through Counseling and Psychological Services (CAPS) and The PRACTICE, both of which provide affordable, evidence-based mental health care and high-quality training for students studying within these fields.
- Career Services supports students with resume building, interview preparation, and job and internship opportunities.

Many student services are organized by the Division of Student Affairs, which seeks to provide quality services and programs that create educational opportunities, foster collegiate success, enhance continuous learning, and promote a just and inclusive campus. Working in partnership with the university and surrounding communities, Student Affairs is a service-oriented division that strives to establish a safe and secure learning environment that is inclusive, dynamic, and student-centered. Some of their featured upcoming programs include:

*The Center for Academic Enrichment and Outreach (CAEO)* has been awarded the following four grants for Fiscal Year 2020 by the U.S. Department of Education:

- Student Support Services (SSS) Regular and SSS STEM (Grants #1 and #2)  
SSS will serve more than 2,500 low-income and/or first-generation UNLV students over the five-year grant period. The goal of SSS is to increase the college retention, persistence, and completion rates of its participants. Key services include academic advising and counseling, tutoring, grant aid, and assistance in applying for admission to graduate and professional programs.
- Title III MSI AANAPISI Part A (Grant #3)  
The AANAPISI grant will support services for over 1,000 disadvantaged UNLV students (low-income, first-generation, need for academic support) over the five-year grant period. The goal of AANAPISI is to increase the college retention, persistence, and

completion rates of its participants, and to expand UNLV's capacity to offer web-based undergraduate courses in computer science. Key services include academic tutoring, counseling (i.e., academic, undergraduate financial-aid, career, and graduate/professional-school admissions and financial-aid), frequent, ongoing academic-progress monitoring, and financial-literacy instruction.

- **TRIO Training (Grant #4)**

TRIO Training will serve more than 500 TRIO personnel over the two-year grant period. TRIO Training Programs are designed to assist TRIO personnel in improving the operation and success of the TRIO projects. Specifically, UNLV will train TRIO professionals on the assessment of student needs, retention, and graduation strategies, and use of technology.

**Enrollment and Student Services** will investigate online registration tools for students to “simulate” possible schedule configurations that students can use to maximize their course offerings, and accelerate both credit hours in a semester and time-to-degree over multiple semesters of use.

**Counseling and Psychological Services (CAPS)** will explore the Let's Talk Program and its viability given the current resources. The Let's Talk Program consists of informal consultation with a mental health provider to address an individual's concerns at the moment. Let's Talk is not a substitute for counseling and is not considered mental health treatment. However, Let's Talk may be beneficial to students who have questions about counseling services, have a specific question and want to briefly (10-20 minutes) discuss the issue, or have questions about resources.

**Rebel Rebound** is a program led by the Office of Student Involvement & Activities to assist justice-impacted students by serving as a resource and point of contact. Some UNLV students face societal barriers as a result of their interaction with the criminal justice system. Having an arrest, criminal charge, or record of conviction can impact educational and career opportunities. This program is designed to help justice-impacted students navigate various systems during and after their education.

**Child Care Access Means Parents In School (CCAMPIS)** is a federally funded Department of Education grant. The UNLV CCAMPIS Program provides childcare stipends and wrap-around services for up to 50 selected students. Award amounts cover 90% of childcare costs and are paid directly to the child care center. Applicants are responsible for 10% of childcare tuition and for registration fees. Factors that are considered when selecting UNLV CCAMPIS award recipients include level of financial need, enrollment and GPA, and availability of childcare spots for the appropriate age group of the child(ren).

**The UNLV Engelstad Scholars Program** was established by the Engelstad Family Foundation through an endowment of more than \$12 million to UNLV. The scholars admitted to the program are required to complete 100 hours of community service annually through one of our partnering nonprofit organizations. The scholarship awards \$3500.00 per semester for up to

eight consecutive fall and spring semesters to students. The program currently serves more than 100 students.

**The UNLV HOPE Scholars Program** is a partnership between the Clark County School District (CCSD) Title I HOPE Office, Nevada Partnership for Homeless Youth (NPHY), and UNLV. The program is specifically designed to assist UNLV students experiencing housing insecurity or homelessness secure housing as well as academic and financial support in order to successfully complete their degree. Founded in 2016, the program now boasts several graduates and is actively supporting cohorts of both undergraduate and graduate students pursuing their studies at UNLV.

**The UNLV Fostering Scholars Program** is a campus-based community support network with dedicated programming to support students who have experienced foster care in pursuing a degree at UNLV. The program is student led based on best practices and is the first of its kind in the state of Nevada. The program draws together resources from across UNLV, the local community, Clark County, and the state of Nevada to help address the educational, social, emotional, physical, and financial needs of UNLV students with a history of foster care experience.

**Take What You Need** events are held monthly where students can pick up free basic need items. Events are open to all UNLV students. Basic need items include hygiene products, household goods, blankets, appliances (small), non-perishable food, and various other items.

## Research Initiatives

UNLV is dedicated to serving its growing and dynamic region through research and economic development activities. The university's R1 designation is an indicator of the scope and impact of our research mission. UNLV research is central to Nevada's economic recovery and sustainability and establishes some of the policy foundations that enable responsible growth of Las Vegas and its surrounding areas. Through academic and research partnerships, UNLV is generating critical knowledge that answers the profound questions of our time, improves the health and well-being of our residents, and enriches the cultural and intellectual vitality of our communities. Our research directly benefits the teaching of our faculty, enhancing student learning by enabling state-of-the-art instruction while also providing students directly with experiential learning opportunities. The UNLV research enterprise ensures that Nevadans are contributing to solutions to issues facing our state, nation, and world. Further, the education and training associated with the broad and diverse research activities at UNLV will help to expand job opportunities in Nevada and elsewhere.

The research goals for UNLV include maintaining or increasing the level of faculty members engaged in high-quality research, scholarship, and creative activity. An effort to match faculty with research opportunities has been initiated to engage those who traditionally may not have been research active or are just starting their career at UNLV. Similarly, we expect to maintain or increase research, scholarship, or creative activity that leads to increases in research expenditures and the graduation of more doctoral students using this approach. The institution

is also strengthening infrastructure through public partnerships that leverage both external and internal funds to provide additional resources for cutting-edge research in support of the Top Tier 2.0 initiative. Existing research in the areas of Brain Health, Gaming, and Radiochemistry will specifically benefit from this approach, and highlight the increased importance of public and university partnerships in research. Emphasis is increasing on interdisciplinary research of issues that impact Nevadans and can be directed to address national and global concerns. This includes heightened attention and investment in the topics of the sustainability of living in arid lands, aging and health disparities, racial equity and social justice, addictions, living in an age of data and its impact on everyday life, entertainment and media research development and education, and neuroscience.

UNLV has recently expanded its research capabilities in biomedicine with the establishment of the Nevada Institute of Personalized Medicine (NIPM), the Department of Brain Health, the Chambers- Grundy Center for Transformative Neuroscience, and the Shimadzu Laboratory for Brain Health. NIPM was recently funded as a National Institutes of Health (NIH) Center of Biomedical Research Excellence – the only established NIH-endorsed Center of Excellence in Nevada – to accelerate the adoption of advanced genomics for the entire state healthcare systems. The mission of NIPM is to advance personalized medicine through independent clinical research, community outreach, and genetic testing. In addition, the Chambers-Grundy Center for Transformative Neuroscience was formally launched through a \$6 million pledge from philanthropist Joy Chambers-Grundy. The Center and the Department of Brain Health offer hope through scientific discovery for patients who are suffering from Alzheimer’s, dementia, and other brain and neurological diseases. Philanthropic gifts have enabled strengthening of this research, including the establishment of the Pam Quirk Brain Health and Biomarker Laboratory. Their research is also supported externally through multiple NIH grants.

The remodeling of research facilities within the Harry Reid Center and the Science and Engineering Building (SEB) has provided necessary infrastructure and laboratories in support of externally funded research, as well as additional research space for future faculty hires. Similarly, the Campus Laboratory Buildings (CLB), recently vacated by the Environmental Protection Agency, are being updated to modern laboratory standards and provide instructional laboratory space and high-quality lab space for expanding research activities at UNLV. Programming of the CLB is ongoing and is contingent on both current and future hiring priorities. The Advanced Engineering Building (AEB) construction is ongoing and will provide high quality engineering labs in support of both teaching and research. The programming of AEB will provide opportunities to free up needed wet laboratories in the SEB and HRC in support of expanding research

Expansion of research within the Kirk Kerkorian School of Medicine is also ongoing. UNLV has recently established an investigational pharmacy in support of clinical trials. The Division of Research at UNLV is working with many sponsors and contract research organizations to expand access to the sponsored clinical trials pipeline. Expansion of research in the Kirk Kerkorian School of Medicine will also require access to research space. Creative solutions will

be explored to provide space to School of Medicine faculty conducting research as the Health District is completed and additional space becomes available.



# UNIVERSITY OF NEVADA, RENO

## Strategic Objectives

The University regularly engages in strategic planning, master planning, and program review in order to meet future needs in instruction, research, and community outreach and engagement. As required by the Nevada System of Higher Education (NSHE) Board of Regents, the University has just completed a new five-year, transformative Strategic Plan that will cover the period of 2023-2027 and has been named, *Wolf Pack Rising: 2023-2027 Strategic Plan*. The whole campus community was involved in the strategic planning process; it engaged 21 working group members from different areas, consisted of 32 listening sections across campus, and generated 400+ ideas. Every student, faculty, and staff member, as well as the general Reno-Tahoe community, had a chance to express their vision for the future of the institution.

The Strategic Plan Six Strategic Goals and outlines Three Aspirational Goals, as well as Strategies and Directional Outcomes/Metrics that will be used to measure success.

**Goal 1-Strengthen the Pack:** Enable inclusive excellence for students, faculty and staff

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

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

This goal focuses on enhancing equity in opportunities, experiences and outcomes for our people-the student, faculty, & staff.

**Goal 2-Invent in Our Future:** Deliver the services, organization and infrastructure required to support a growing University

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

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

In order to support our growing University, we must invest in and deliver the services, organization, infrastructure and physical spaces required to enable growth.

**Goal 3-Lead for Nevada:** Enhance the delivery of our land-grant mission

Strategy 1: Enrich our academic portfolio

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

Educational services, community engagement and workforce development are all areas in which the University can expand its efforts beyond campus to enhance the delivery of the land-grant mission and better serve the people of Nevada.

**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

Strategy 2: Move toward achieving American Association of Universities' membership indicators

To become a leader in higher education, we must embrace our top-tier research, innovation and entrepreneurship contributions. Working towards membership in the American Association of Universities will better equip the University to transform the world.

**Goal 5- Make Silver & 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

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

We will expand our leadership in policy, action, education and research environmental sustainability, both on campus and globally.

**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

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

The Wolf Pack Way is a value system demonstrated by our students, faculty, staff and alumni as we make positive contributions to our communities throughout the world. Expanding on this reinforces our impact to Nevada and beyond, and strengthens connections with constituents beyond campus.

**Mission:**

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

**Theme 1 – Learning:** Prepare graduates to compete globally through high-quality undergraduate and graduate degree programs in the liberal arts, sciences, and selected professional programs.

**Theme 2 – Discovery:** Create new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields relevant to Nevada and its role in the wider world.

**Theme 3 – Engagement:** Strengthen the social, economic, and environmental well-being of Nevada citizens, communities, organizations, and governments through community outreach and reciprocal partnerships.

## Academic Programs

Table 2

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Agriculture, Biotechnology, &amp; Natural Resources</b>	Sustainable Plant Systems, MS and PhD	This research-based program will produce PhD-level scientists trained with the background and technical skills to address global challenges in drylands plant sciences	2024	No additional cost	None
<b>Education &amp; Human Development</b>	Early Childhood Education, BS	This program will produce early childhood educators for Nevada. Completers will be eligible for birth through 2 <sup>nd</sup> grade educator licensure & opportunities in Nevada’s childcare workforce.	2023	No new costs	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Education & Human Development	Human Development & Family Science, PhD	This program will produce researchers and academics with expertise in developmental and family science, and will replace the current HDFS emphasis in the Education PhD program.	2023	No new costs	None
Engineering	Aerospace Engineering, BS	Includes engineering of air (fixed and rotary wing) and space flight systems, including (1) system dynamics/control, (2) solid mechanics/materials ; (3) thermal/fluid science and propulsion, (4) design; and (5) advanced high-strength/ lightweight manufacturing.	Fall 2023 at the earliest	Startups for at least 3 new faculty in FY23 and 24: \$1.5M	Industry and federal sources
Engineering	Robotics, MS	An interdisciplinary program in robotics, open to students with a computer science & engineering, electrical engineering or mechanical engineering background.	Fall 2023	No additional cost	A \$600k gift that UNR already has received as part of the DARPA CERBERUS prize money.

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Interdisciplinary</b>	Agribusiness, BS/MS	Re-introduces agribusiness education at UNR. Program will combine classes from the College of Agriculture, Biotechnology, and Natural Resources and the College of Business.	Fall 2024	No additional cost	None
<b>Interdisciplinary</b>	Public Health Communication PhD (Journalism, School of Public Health)	Provides doctoral education in health communication, emphasizing the use of mediated communication for purposes of public health communication. Based in the disciplines of Public Health, Journalism and mass communication, and drawing upon faculty in the School of Public Health and Reynolds School of Journalism.	Fall 2024	Five new GA positions (approx. \$100,000), two new tenure-track assistant professors (one each for RSJ and Public Health (approx. \$210K)	Private sector partnerships

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Journalism</b>	Strategic Public Relations & Advertising, MA (online)	With a growing need for leaders in public relations and advertising, this program will focus on industry innovation in the area of strategic communication. Curriculum will offer practical study in digital innovation, media ethics, writing and research to enhance opportunities for mid-level professionals.	Summer 2024	One new tenure-track assistant professor (approx. \$95,000, including fringe)	Tuition fees for professional degree program and private sector partnerships
<b>Liberal Arts</b>	Criminal Justice, PhD	Program will emphasize the relationship between theory and practice, as well as the interconnected activities of the many agencies and professions involved in the systems of justice and private security. Graduates can contribute to the development of research-supported, improved systems for the prevention and control of crime and delinquency.	2024	No additional cost	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Liberal Arts	Social Research Analytics, BA	The purpose of this degree is to prepare students for graduate study in a social science field, or an applied career requiring methodological and/or statistical skills. Students who complete this degree will have a repertoire of skills including the ability to conduct advanced statistical analyses and to design and execute a social-science research project using a variety of methods.	Fall 2023	No additional cost	None
Medicine	Clinical Laboratory Science Program	New master's program through Department of Pathology and Laboratory Medicine (School of Medicine): This program will address critical workforce needs in the state of Nevada and will leverage UNR Med's community hospital partnerships and the expertise of our on-campus Nevada State Health Lab.	2024	Will require hiring 2 or more additional faculty plus administrative costs (\$300,000/year)	Self-funded

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Public Health</b>	Doctor of Physical Therapy/Occupational Therapy	Provide advanced professional degree for UNR BS/MS students to address significant workforce needs in Northern Nevada.	2025	One Assistant professor position and one associate professor who will serve as Director of the program; four GA positions plus tuition waivers (\$335,757)	Tuition fees for professional degree program; external community support for clinical training and clinical training sites
<b>Public Health</b>	Epidemiology, MPH and PhD	Convert current emphases in MPH and PhD, Public Health to degrees	2023	No extra costs	None
<b>Public Health</b>	Health Policy, PhD	Add a PhD degree to address poor health statistics in Nevada and provide health policy guidance.	2025	Four GA positions plus tuition waivers. (\$97,561)	None identified at this time.
<b>Public Health</b>	Social Behavioral Health, PhD	Convert current emphasis in PhD, Public Health to a degree	2023	No extra costs	None



Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Science	Geological Science & Engineering, PhD	Students take courses and conduct research in diverse and interdisciplinary fields such as geological, geotechnical, water, and civil engineering sectors as well as shallow earth processes and natural hazards. The degree is structured to prepare students to practice and do research at the interface between geology and engineering.	Fall 2023	No extra costs	None

The process for approving new programs at the University of Nevada, Reno includes a pre-screening process to review the program in terms of available resources, program viability, and connection to University or NSHE strategic plans and goals. If approved, a detailed proposal is prepared and reviewed by relevant college and department committees, the University Courses and Curricula Committee, and, if a graduate program, by the Graduate Council. Once a new program proposal has been reviewed and approved at all appropriate levels, it is brought to the NSHE Academic Affairs Council and the Board of Regents Academic, Research, and Student Affairs Committee for approval. The institution’s accrediting body, the Northwest Commission on Colleges and Universities, subsequently receives the University’s application for approval of any new degree program.

Undergraduate Success Programs

The University of Nevada, Reno has a number of initiatives to increase retention, graduation rates, and student success following graduation. Specifically the Student:Advisor ratio has been taken 350:1. Thereby shortening student waiting time, and increasing advisor availability to students. This ratio meets the national standard that was identified as an institutional goal several years ago and adopted by the Board of Regents as a NSHE goal in January of 2019.

The University is a member of the Student Success Collaborative (SSC) of the Education Advisory Board, and has invested in their SSC Campus analytics system – Navigate -to track student progression, identify and reach out to at risk students, and to coordinate advising notes and utilization of academic support centers. This system is being utilized by all Colleges to

schedule appointments, and track student progress. There are a number of student affair and student success services such as Tutoring, the multicultural center, CASAT, and others that are using Navigate to monitor students' utilization of their services. Finally, the University purchased the Navigate Student, which is a student facing application, students can download the application to schedule appointments, review their schedule and map their courses locations. The application launched in Fall 2021.

UNR is a member of the Western Land-Grant Cluster as part of APLU's "Powered by Publics" student-success initiative. A significant outcome of this initiative is the use of "Curricular Analytics", a sophisticated software that analyzes 4-year degree programs and provides useful analytics for evaluating the complexity of degree programs. UNR has applied Curricular Analytics to each of its undergraduate degree programs and is in the process of making modifications that facilitate timely degree completion while maintaining the academic integrity of degree programs.

A variety of support units facilitate student success, such as: tutoring centers, Office of International Students and Scholars, Upward Bound, First in the Pack, TRiO programs, Counseling Services, Financial Aid, and The Center: Every Student, Every Story.

The University required the NevadaFIT academic boot camp program for the second year for all incoming freshmen. Students earn one-credit for participating in this one-week program that takes place the week before the fall semester begins. The overarching goal of the program is to help ease the transition from high school to college by exposing students to the rigor and pacing of college courses. The program has grown steadily over the past 9 years with 48 students in 2013, 352 students in 2014, 410 in 2015, 973 students in 2016, 1,345 students in 2017, 1,620 in 2018, 2,535 in 2019, 3,172 in 2021 and 3,296 in 2022 (the 2020 program was cancelled due to the pandemic). Each college and school has its own unique version of NevadaFIT, and Exploratory students can either participate in a college of interest's camp, or they can participate in ExplorationFIT specifically designed to help students learn about major options. Fall 2022 also saw its third year of an optional camp for Transfer students called TransferFIT with 199 participants. NevadaFIT continues to have a notable impact on student retention and graduation rates. On average across all years of the program, fall-to-fall retention is 7% higher, 4-year graduation rates are 6% higher, and 5-year graduation rates are 8% higher for participants compared to non-participants. The program particularly impacts first-generation students, minority students, and low-income students.

The University created the Office of Advancements in Teaching Excellence to support high-quality teaching. Events, programs, and services emphasize development of learning-focused, learner-centered, and scholarly approaches to teaching. All new, full-time instructional faculty (tenure-track and non-tenure-track) are required to take a year-long pedagogy course. Other professional development programming, such as consultations, workshops, and learning communities are open to all in instructional roles, including graduate students in doctoral programs.

Over the last year, the University began reviewing its revised Core Curriculum general education program, which was launched in 2016. This program is founded upon the assessment

of student learning in fourteen Core Objectives developed by UNR faculty; courses are assessed every five years to determine whether and how well their content and approach meets the needs of the program – and of students. The objectives include focus areas on experiential learning, ethics, technology, globalization, and communication skills. By design, the Core Objectives are integrated into the requirements of degree programs whenever possible.

Dual enrollment programs allow high school students to enroll in courses that satisfy high school graduation requirements while simultaneously earning college credits. Numerous studies have shown that students who participated in dual enrollment programs are significantly more likely to enroll in college and obtain a post-secondary degree. With this goal in mind, the University is expanding dual enrollment opportunities to students from diverse backgrounds throughout the state. Our faculty are currently partnering with high school teachers in Clark County School District (CCSD) to provide dual enrollment courses in specific schools where opportunities for college level instruction was limited. Through this partnership, UNR faculty provide high school teachers with the course materials and professional guidance to ensure the courses are taught to UNR standards. For their part, the high school teachers work with UNR faculty to adapt the courses to best promote high school student success. UNR is currently in eight high schools across CCSD where we are serving over 1,500 students from a highly diverse ethnic and socioeconomic communities. We are in discussion with Washoe County School District to launch similar dual enrollment programs in Northern Nevada.

### Graduate School

The University of Nevada, Reno is vigorously pursuing policies to improve the graduate student experience, expand graduate program offerings, and substantially increase the number, diversity, and career preparedness of its graduate students. Since 2013, UNR has increased the base stipend for doctoral graduate assistants (GA) by 43% and added over 130 state-funded GA lines. To remain competitive with regional R1 and R2 universities especially in STEM disciplines, in FY23, UNR increased the base graduate assistant stipend for STEM doctoral students to \$20,000, while also using differentiated base stipend amounts by degree type and field of study (STEM Doctoral > Social Sciences/Professional Doctoral > Humanities Doctoral > Master's). UNR is investing in recruitment through the GradFIT recruitment boot camp for first-generation and underrepresented students, the Gradventure campus visitation program, and the Graduate Dean's Awards, a generous fellowship and merit scholarship program aimed especially at attracting nationally competitive applicants. Additional scholarship programs have helped to support students in specific areas of STEM research. The newly created Nevada DRIVE program is designed to promote **Doctoral Research in Innovation, Vision, and Excellence** by providing 20 doctoral programs with funded graduate student positions for two years. This program has contributed to the ongoing recruitment success of highly-ranked UNR doctoral programs and has helped others become a prime destination for the most high-achieving students. As a consequence of these combined programs, the number of doctoral students at UNR has increased for seven consecutive years. UNR is continuously enhancing and expanding its web presence and is now operating 10 online Master's programs with additional

programs being in preparation. These programs, as well as three online programs in nursing, three in educational studies, and 10 certificate programs have established UNR as a regional leader in online graduate education. The online programs enroll more than 750 students and provide not only rural Nevada communities with access to graduate degree programs, but also support working professionals around the state in advancing their knowledge and careers.

UNR and the Graduate School are engaging in several initiatives to improve graduate student success and raise the profile of graduate education on campus. The Graduate School has hosted the Three Minute Thesis @ Nevada competition, which since 2014 has succeeded in showcasing the outstanding quality of student research in a compelling short format. The Graduate School continues to provide extensive funding for graduate student conference travel. UNR is also greatly expanding graduate program offerings in cutting-edge scientific fields and professional programs aimed at supporting Nevada's infrastructure and economy. Recently established graduate programs include the Ph.D. program in Natural Resources and Environmental Sciences, the Mathematics Ph.D. program, the Statistics and Data Science Ph.D. program, the Ph.D. program in Engineering Education, the Doctor of Musical Arts program, the Ph.D. in Business Administration, the MA in Communication Studies and the Master of Physician Assistant Program, as well as online master's programs in Accountancy, Business Analytics, Cybersecurity, Social Work and Public Health.

The Graduate School continues to expand its professional development services to enhance graduate education, career attainment, and postdoctoral fellow training. In partnership with the Graduate Student Association (GSA), since 2016 the Graduate School has offered a Professional and Career Development Series that includes workshops and seminars on topics such as grant writing and fellowships, interviewing skills, and motivation and personal growth.

Implementation of targeted workshops has resulted in a more than five-fold increase in the number of National Science Foundation (NSF) Graduate Research Fellowships being awarded annually to UNR students. Studies by the NSF, the National Institutes of Health, and other governmental agencies have established that centralized professional development efforts aid in the recruitment of new students, provide an important tool for expanding diversity efforts, contribute to stronger academy-industry engagement, and can lead to enhanced interdisciplinary collaborations. Since 2018, the Graduate School embarked on three other major initiatives to enhance graduate training, improve workforce development and promote degree completion. First, to increase the computational literacy and research productivity of UNR's graduate students, the Graduate School worked in collaboration with faculty across campus to develop an interdisciplinary course in research computing (GRAD 778). Second, with generous funding from the NSF's Innovations in Graduate Education (IGE) program, in 2020 the Graduate School launched a pilot program aimed at understanding the forces shaping the degree persistence of doctoral students from educationally disadvantaged backgrounds. This program yielded critical insights into the role of family and social relations in graduate school, which are being used to design a future larger-scale program aimed at enhancing graduate student success and degree completion across all socio-economic and demographic groups. And, finally, the Graduate School has invested in improving student and faculty success by sponsoring UNR faculty to attend an intensive mentor training workshop at the University of

Wisconsin, Madison through the National Research Mentoring Network (NRMN). Under guidance from the Graduate School, these faculty return as certified trainers to lead a series of workshops for graduate faculty in evidence-based mentoring practices.

University of Nevada, Reno School of Medicine (UNR Med):

- Following the affiliation with Renown and the integration of the Dean of the School of Medicine and the Chief Academic Officer role, there is opportunity to develop a consortium of Health Sciences disciplines and leaders to develop collaborative research and teaching programs at UNR and Renown.
- The major focus of the School of Medicine going forward is the development the affiliation with Renown Health, which integrates clinical services, teaching and research. As the affiliation matures, it will support new or expanded GME programs and an increased class size for MD and PA students. We also have the opportunity to develop new clinical education programs to service Nevada's workforce needs (e.g. Laboratory Medicine). The affiliation provides an expanded and integrated infrastructure for clinical and translational research.

## Student Service Programs

The following table summarizes the new UNR student services plans to implement in the period 2023-2027:

Table 3

<b>New or Expanding Student Service Program</b>	<b>Brief Description</b>	<b>Year of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>GOED STEM talent internship program</b>	Over 300 paid STEM internships for underrepresented students	2023	\$356,000 a year through 2026	Private/Federal
<b>Mental Health Prevention</b>	Training faculty, staff and students in early intervention practices for themselves and others	2023	\$349,505	Federal/National Council for Mental Health Well-being
<b>Housing and food grants</b>	Assist income qualified students with expense to live and dine on campus	2023	\$94,090	Private
<b>Joining the Pack</b>	8 <sup>th</sup> -grade outreach about preparing for college	2023	\$70,000	Private
<b>Upward Bound - Truckee Grant</b>	Provides free college prep services to 50 first generation, income-qualified students from Sparks and Spanish Springs high schools	2022 (renewed for 5 years)	\$297,601 through 2027	Federal - U.S. Department of Education

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Upward Bound - Northwest Grant</b>	Provides free college prep services to 50 first generation, income-qualified students from Fernley and Silver Stage high schools	2022 (renewed for 5 years)	\$297,601 through 2027	Federal - U.S. Department of Education
<b>Upward Bound - Washoe Grant</b>	Provides free college prep services to 86 first generation, income-qualified students from Hug and North Valleys high schools	2022 (renewed for 5 years)	\$458,145 per year through @027	Federal - U.S. Department of Education
<b>CCAMPIS (Child Care Access Means Parents in School)</b>	Provides academic support services and 75% of campus Child and Family Research Center Child Care tuition to Pell-eligible students who are parents.	Fall 2021 (new)	\$215,173 per year through 2025	Federal - U.S. Department of Education
<b>Fostering the Pack</b>	Provides wraparound services for students eligible for the Nevada Former Foster Youth fee waiver and a \$500 housing stipend twice a year	2022 (new)	\$100,000 per year through 2023	Private

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>McNair Scholars Program</b>	Provides academic and research opportunities to prepare first generation, income-qualified, and underrepresented undergraduate students for doctoral studies2022 (pending renewal for the next 5 years)	2022 (pending renewal for the next 5 years)	\$274,983 through 2027	Federal - U.S. Department of Education

## Research Initiatives

### Research, Scholarship, Creative Work and Innovation Initiatives

The University of Nevada, Reno is a leader in developing solutions to state, national and international grand challenges through excellence in fundamental, applied and translational research, scholarship, creative work and innovation. This enterprise is supported by Research & Innovation (R&I) in collaboration with leadership, faculty and staff of the colleges and schools. This effort aligns with the goals of the University’s Strategic Plan and with the needs of the region and the state, and strives to welcome, value and safeguard equity and inclusion for all.

The mission of R&I at the University is to:

- Enhance the status of the University as an internationally recognized, high impact research university,
- Support world-class research, discovery, innovation and commercialization,
- Provide high quality service and competitive infrastructure to enable faculty and students to excel in their research, scholarly and creative endeavors, and entrepreneurial activities,
- Minimize the research administrative burden on faculty,



- Provide a safe work environment, foster ethical conduct and adhere to regulatory requirements.

The University's classification as an R1 institution with "very high research activity" by the Carnegie Classification of Institutions of Higher Education is an indicator of the University's commitment to research and graduate education, and maintaining this classification remains a primary objective. It reflects the dedication, expertise and contributions of the University's faculty, whose contributions benefit society and advance the vibrancy, economy and overall health of Nevada. The R1 classification was first achieved by the University – as well as by the University of Nevada, Las Vegas – in 2018, and was renewed in 2021. R&I further strives to support placement of the University within the top 100 NSF R&D Expenditures institutions and the nation's top 50 public research universities, and supports the aspiration of membership in the Association of American Universities.

The University's annual research expenditures for FY22 were the highest ever, projected at \$180 million (unaudited number for FY2022). This marks a 106% increase in annual research expenditures over 10 years. The University of Nevada, Reno '23-'27 Strategic Plan calls for the number of tenure/tenure-track faculty positions to increase each year to achieve a minimum total of 900, and this is projected to result in an increase in research expenditures to \$250 million in total with \$18 million in total outside of science and engineering and an increase of Ph.D. graduates to 200 annually.

Initiatives being undertaken toward the mission follow.

#### Research Leadership

- Support world-class research and discovery by investing in institutional research strengths and emerging needs and opportunities, and investing in the corresponding faculty, infrastructure and equipment, with priorities determined through collaboration with leadership of the colleges and schools.
- Facilitate transdisciplinary integration of life sciences, physical sciences, engineering, agriculture, education, social sciences, humanities and creative arts research.
- Develop and strengthen University research centers and team science to reflect regional and national research directions and emerging opportunities to address societal needs.
- Develop and strengthen a culture that more fully embraces undergraduate research opportunities, with expanded and inclusive opportunities available to all undergraduates.
- Expand and modernize core research facilities and support a sustainable research infrastructure with critical investments. Current core research facilities operated through R&I, and available to support research and development across NSHE as well as industry, include:
  - Nevada Bioinformatics Center

- Nevada Genomics Center
- Mick Hitchcock, Ph.D. Nevada Proteomics Center
- Advanced Imaging Core
- Research Computing resources, including High Performance Computing, administered in partnership with the University's Information Technology.
- Improve access to and expand multidisciplinary research and teaching in the University's Whittell Forest & Wildlife Area and its Little Valley Research Station.
- Support University faculty, staff and student applications for national and honorific awards.
- Support the development, success and competitiveness of faculty with resources to include:
  - Research and proposal development support and grantsmanship coaching.
  - Internal and competitive Research Enhancement Grants, Travel Grants and Research Travel Grants programs, with specific support for the College of Liberal Arts and School of Journalism.
- Maintain and develop research partnerships with national labs and regional research cooperatives, to include established partnership with Pacific Northwest National Laboratory, a developing partnership with Idaho National Laboratory, and continued development of the Cooperative Fish and Wildlife Research Unit based at the University, Nevada's first and the nation's 41<sup>st</sup> such cooperative program to bring state and federal wildlife-management resources together.
- Support the growth and development of interdisciplinary research and graduate teaching programs, collaboratively with the Graduate School.

#### Research Administration

- Foster a service-oriented atmosphere and effective operational and administrative functions to enable excellence in research, scholarship and creative endeavors, and minimize administrative burden on faculty.
- Foster research integrity and the ethical and responsible conduct of research, and promote community/public trust in the research enterprise.
- Provide for a safe and healthy environment for faculty, staff, students and visitors. Promote campus and research safety, assisting faculty and facilities managers in complying with regulatory requirements.
- Foster ethical human subject research, research integrity, community engagement and clinical trial access through continued leadership of the region's Internal Review Board

process in collaboration with Renown Regional Medical Center, St. Mary's Regional Medical Center, VA Sierra Nevada and Barton Health.

- Ensure compliance management and requirements to protect the rights and welfare of human research participants and animals in our care. Maintain key accreditations which exemplify this commitment:
  - Association for Assessment and Accreditation of Laboratory Animal Care, a voluntary program recognized as the gold standard in laboratory animal welfare (re-accredited in 2022),
  - Association for the Accreditation of Human Research Protection Programs, (re-accredited in 2022)

#### Enterprise and Innovation

- Expand technology transfer and commercialization; promote and protect faculty intellectual property.
- Promote community-focused partnerships and the growth of regional entrepreneurship, economic development and technology-based jobs through the University of Nevada, Reno Innevation Center, Nevada Center for Applied Research (NCAR) and Nevada Industry Excellence. Developed in 2015 with support of the Nevada Knowledge Fund through the Governor's Office for Economic Development, the Innevation Center and NCAR have seen the creation of more than 710 jobs by affiliated companies (as of September 2022).
- Foster the incubation and seedbed of high-tech growth and startups. There are currently 47 companies with University-based operations (as of September 2022).
- Establish and foster partnership with industry to enhance the access of students across the span of K-12 to degrees and careers and quality experiences with a world-class, engaged university. An exemplar program is the K-12 Robotics Center, operated through the Innevation Center with the support of Tesla and EDAWN, to develop the STEM talent pipeline.
- Work with the non-profit Nevada Research and Innovation Corporation, incorporated in 2016, to grow commercialization efforts.

#### Campus Facilities Master Planning:

- Carry out existing plans for expanding and realigning university office and research space in order to meet needs as the university grows, including:
  - a) Complete new Gateway parking garage by December 2022.

- b) Complete planning, remediation and reconstruction of former Facilities Services Building with \$12m USDOJ remediation and reconstruction grant. May 2023
  - c) Complete design for a possible new building for the College of Business. Development partner currently under contract utilizing a P-3 Model. Anticipated groundbreaking Fall 2023 and completion Fall 2025, for 125,000 square feet.
  - d) Initiate design for a new life sciences research facility. Pre Design completed and submitted for consideration for funding by the 2023 Legislature
  - e) Complete renovations of selected research space in Chemistry and Leifson Physics.
  - f) Conduct select pre-design studies for renovations in older facilities, such as Jot Travis and Mackay Science
  - g) Complete design of the Main Station Classroom. Underway
  - h) Complete large infrastructure improvement projects, including the addition of a modular chiller and upgrades to the campus 25kV electrical distribution system. All in process now.
- Select and implement enterprise space management software integrating management and operations across space management, planning, and assignment, facilities maintenance, real estate, and environmental health & safety. Implementation underway.
  - Complete a market analysis and master plan to determine future residential housing needs. Went to Board of Regent in September 2022; Leasing 85 units for additional graduate student housing in the summer 2023 (pending Board approval)
  - Develop a plan for expanding childcare services for faculty, staff, and students.
  - Work with Intercollegiate Athletics to continue planning around various facility-related issues, including renovation of Cashell Fieldhouse, repair of Mackay Stadium track, construction of indoor tennis courts, and design of a new clubhouse for Hixson Park. Currently underway including many title IX projects under construction: Swim/Dive locker room, recently completed stadium turf and track, new basketball practice facility.

#### Information Technology:

The following Information Technology initiatives are designed to promote and support the University's core goals detailed in *Wolf Pack Rising*, the University's new strategic plan. Each of the following action items support an R1, community engaged, land-grant university with bold aspirations.

- Create a work environment that attracts a skilled workforce using a variety of means including identifying gaps in salary parity, establishing a roadmap to achieve compensation equity, and investing in formalized professional development.
- Research Cyberinfrastructure (CI): Created through cooperation between the Office of Information Technology, the Office of Research and Innovation, and the faculty-led Cyberinfrastructure Committee, the mission of UNR CI is to create a fabric of highly connected human expertise and high-performance systems, both on campus and off, that serve end-to-end research workflows in a robust, responsive, and sustainable manner.
- Facilitate a collaboration with the Desert Research Institute for purposes of exploring shared services and resources related to High-Performance (HPC) and Research computing.
- Through the standing Data Governance Committee, update the campus data-governance plan with stakeholders and put in place data governance procedures to coordinate multiple institutional data sources to provide a common foundation for data collection, access, analytics, and reporting that provides common processes and tools across the institution for distributed use.
- Expand the University's cybersecurity program to include best practices and standards, such the procurement and implementation of an enterprise Identity and Access Management system (IAM); foster a culture of security awareness and communication among all university units to improve compliance with governmental and industrial regulations for information management and security.
- Work with the other areas of the University to develop detailed business-continuity plans that includes alignment with the IT disaster recovery plan, testing of the plans to eliminate failure points and raise awareness across the campus through training and focused exercises.
- Establish benchmark metrics, to measure all University IT services that demonstrate alignment and support of University-wide goals. Compare university metrics with peer and aspirational universities. Continue to report on and refine these metrics and use them as an integral part of IT planning for current and future activity.
- Expand university IT support through coordination, consolidation, shared services and, when warranted, centralization to better enable the growing and diverse campus community to engage in learning and discovery, by strengthening support with industry best practices and standards through services agreements, advancing our state-of-the-art service management systems, empowering end users by providing anywhere/anytime support through various means.
- Achieve and maintain a robust, redundant network infrastructure on a regular refresh cycle that includes 100 percent campus coverage of wireless access through a fully

converged network for voice, video and a data traffic, and is responsive to meeting research needs of the University.

- Ensure all online content and functionality is accessible or has processes in place to provide accommodations.
- Manage prudent and transparent use of the Student Technology Fee funds to provide quality IT services to all students.

## DESERT RESEARCH INSTITUTE

This section follows the NSHE format for DRI, as its institutional structure is unique among NSHE institutions in that it is not degree granting but serves as an integral component of NSHE's advanced training and research portfolio. DRI's research activity and achievements support NSHE's goals in several ways. Most relevant is NSHE Goal 5, Research. The heart of DRI's mission accomplishes the Board of Regents' goal to "(c)o-develop solutions to the critical issues facing 21<sup>st</sup> century Nevada and raise the overall research profile." DRI's research efforts seek to solve problems that federal, state, local, private-industry and philanthropic organizations have identified. DRI's research efforts also feed back into additional NSHE goals, including goal 1, access, by providing post-secondary graduate assistant and post-doctoral fellowship opportunities. It also supports goal 4, workforce, by providing career opportunities for graduate students and professionals in STEM fields.

### Strategic Objectives

As an entrepreneurial research institute, DRI faculty develop innovative research concepts and secure external funding from federal, state, local, and private funding partners and sponsors to support their research. Given the scientist-driven nature of the organization, DRI's strategy is framed around bolstering the science-support enterprise and creating additional opportunities for researchers to advance research critical to Nevada's future.

DRI's 2020 - 2025 strategic plan emphasizes three strategic priorities:

1. Optimize performance
2. Elevate awareness
3. Cultivate engagement

DRI's core strategic directions are outlined below and are linked to the priorities that they support:

- **Strengthen Partnerships with State and Federal Research Agencies**

*Desired Outcome:* Secure reliable funding from current federal research sponsors and identify new opportunities.

*Strategic Priority Supported:* Optimize performance.

- **Increase Corporate & Public Partnerships**

*Desired Outcome:* Establish new partnerships with industry.

*Strategic Priorities Supported:* Optimize performance, elevate awareness.

- **Grow opportunities for commercialization of DRI intellectual property**

*Desired Outcome:* Build on successes to streamline identification, support, commercialization, and downstream value capture of DRI research innovations with market or societal impact potential.

*Strategic Priorities Supported: Optimize performance, elevate awareness.*

- **Expand Individual and Foundation Philanthropic Efforts**

*Desired Outcome:* Increase research funding from private foundations and individual donors.

*Strategic Priorities Supported: Optimize performance, elevate awareness.*

- **Enhance NSHE Collaborations**

*Desired Outcome:* Form equitable and mutually beneficial partnerships with other NSHE institutions, enhance state support for these collaborative research endeavors and infrastructure, and establish a broad understanding of DRI's role within NSHE.

*Strategic Priorities Supported: Optimize performance.*

Additional strategic directions support the proactive engagement of the audiences critical to expanding and diversifying the DRI portfolio of resources:

- **Strengthen Education Initiatives**

*Desired Outcome:* Create synergies between DRI's research strengths in environmental science and the Institute's engagement in K-12 education activities while addressing critical Nevada education needs.

*Strategic Priorities Supported: Cultivate engagement.*

- **Increase diversity among research faculty**

*Desired Outcome:* Emphasize recruitment of a broad applicant pool that reflects the demographics of Nevada and the U.S.

*Strategic Priorities Supported: Optimize performance, elevate awareness, cultivate engagement.*

- **Enhance Public Engagement**

*Desired Outcome:* Increase community awareness of DRI and the work that DRI scientists do in Nevada and around the world and ensure that policymakers see DRI as an unbiased source of scientific information for policy making efforts.

*Strategic Priorities Supported: Elevate awareness, cultivate engagement.*

DRI researchers are among the top scientists in the world in their specialties, and they are defining the future trajectories of their respective scientific fields. The highly entrepreneurial nature of the Institute is what has made DRI successful since its founding over 60 years ago. To continue this legacy, DRI's approach to developing strategic research directions must continue to be driven by research faculty.



DRI's current strategic plan lays out organizational and research priorities. These strategic priorities guide decisions related to allocation of resources and alignment of DRI's administrative framework.

### Academic Initiatives

DRI will continue to support UNR and UNLV efforts to maintain Carnegie Foundation Highest Research Activity (R1) University status. Although the Carnegie charts do not rank DRI because we do not grant degrees, DRI plays an important role in graduate student recruitment and success within the system. More than 50 DRI research faculty are involved in teaching and advising at our fellow NSHE institutions, and in FY22, more than 35 graduate students worked in DRI laboratories and with DRI research faculty on projects throughout Nevada and around the world.

These efforts build on the original 1959 DRI Nevada Legislative Mandate, which states that a core element of DRI's purpose is to "encourage and foster a desire in students and faculty to conduct research," "discover and develop talent for conducting research," "and promote all research within the system generally." While DRI's soft-money culture differs from that of other NSHE institutions, the priority remains to produce high-quality science and leverage a research-focused approach to help NSHE attract and train the next generation of Nevada scientists and engineers.

#### NSHE Collaborations:

- **Graduate Research Programs with UNR and UNLV**

DRI will continue to work collaboratively with UNR and UNLV to ensure the continuation and evolution of high-quality research and graduate programs in order to - 1) sustain NSHE's national research competitiveness, 2) develop a pipeline to produce a skilled workforce that can serve the needs of Nevada's new economy and growing technology and manufacturing industry sectors, and 3) help Nevada's higher education students develop the cutting-edge skills and expertise that are relevant to our nation's emerging research needs.

- **Undergraduate Research**

- DRI continues to pursue avenues for the development of new undergraduate research training opportunities through collaboration with other NSHE institutions. DRI's Research Immersion Internship is an example of a creative and successful implementation of such a Program. This internship focuses on providing students enrolled in CSN, GBC, NSC, TMCC, and WNC with a paid opportunity to participate in a 120-hour immersive research experience led by a DRI faculty mentor. In FY21 and FY22 the number of students who participated was 25 and the program was very highly reviewed by the participants. Funding for this program was seeded by DRI in FY21 and is supported by philanthropic sources in both FY22 and FY23. DRI will continue to expand this program, find other creative ways to engage students from throughout NSHE, and identify resources to fund such efforts.

- DRI will continue to work with the UNR and UNLV Offices of Undergraduate Research in welcoming students into DRI research programs. DRI will support faculty time to mentor undergraduates and encourages development opportunities for diverse students.

## DRI Education Initiatives

- DRI's STEM Education Program serves as a gateway to the Institute's educational activities, including the PreK-12 STEM education program Science Alive, citizen science projects, and broader impacts on federal grants. It serves the educational outreach interests of the Institute and allows for investment in the growth of DRI education and outreach programs.
- DRI's flagship education outreach program, Science Alive, supports PreK-12 educators in STEM through training and delivery of curricular material so that all students can acquire the knowledge and skills needed to work, live, and contribute to our community. Science Alive will continue to provide inquiry-based STEM curriculum at no cost to Nevada teachers through the program's Green Boxes, self-contained teaching kits that provide educators with unit lesson plans along with all of the supplies necessary to conduct each activity."
- DRI will lead the Nevada Robotics initiative to create engaging robotics opportunities for students across the state. Working with sister NSHE institutions, school districts, robotics education programs, industry and community partners, DRI faculty and staff will build and support robotics teams, activities, and curricula meant to inspire students to pursue careers in STEM fields.
- Using seed funding from the Governor's Office of Science, Innovation, and Technology, DRI will continue to grow Rural Nevada, Southern Nevada, and Northern Nevada STEM Networks, created in 2020 to strengthen STEM educational opportunities throughout the State. Bringing together education, business, government and non-profit leaders DRI will continue to scale up STEM programs for all Nevada residents.
- DRI will continue to expand partnerships with tribal communities to enhance access to the best climate planning and adaptation resources. DRI is building on its Native Waters on Arid Lands (NWAL) program in partnership with tribal communities throughout Indian Country to start the "Native Climate" project. Native Climate leverages connections and sustainable, trusted relationships to support information sharing between Tribal communities, Climate Hubs, Tribal Extension partners, researchers, and educators. Building on the research, education, and Extension initiatives started under NWAL, Native Climate aims to enhance climate resilience through the co-development and sharing of climate services and traditional knowledge with Tribal communities. DRI also leads an education project, "Teaching Native Waters," that has formed a Community of Practice among Native K-12 teachers to translate NWAL research and co-develop climate education modules for use in the classroom.

- **Graduate Fellowships**

- DRI has implemented a graduate student bridge fellowship program to allow outstanding master's and Ph.D. students to focus on research rather than the logistics of maintaining funding while they complete their degrees. Up to ten fellowships annually are awarded. They cover up to one semester of graduate student support and are designed to ameliorate the difficulties of synchronizing graduate student research activities with the timing and cycles of grant funding.

## DRI Research Initiatives:

The list of potential new and expanded DRI research initiatives shown below is representative, but not inclusive, of the wide range of research areas planned for addition or expansion in upcoming years. Many of these foci link, or have the potential to link, with the listed education initiatives.

### Core Research Theme Improvements:

#### **Atmospheric Research and Assessment**

- Building on its long-term success in ambient air quality monitoring (atmospheric aerosols and other pollutants) and numerical modeling of the atmosphere and climate including fine-scale computational fluid dynamics codes, Lagrangian particle models, medium-resolution regional weather and climate models, and fully coupled ocean-atmospheric global climate system models, DRI will continue to expand existing research to improve chemical transport modeling and multi-physics modeling of flow and particle interactions. Given DRI's strength in source characterization and exposure measurements and developing expertise in air quality modeling, DRI will also develop expertise in air pollution exposure modeling and air quality health effects research to complement those other areas of research.
- Building on a long history of cloud physics, cloud seeding, and climate science, DRI will use measurements and models to forecast the effects of variations in cloud and surface properties on climate forcing. This research will examine approaches ranging from cirrus cloud thinning to whitening of surfaces through enhanced snowfall during spring to brightening of urban surfaces and rooftops as various climate intervention methods to help mitigate the impacts of climate change.

#### **Hydrology and Water Resources Management**

- DRI is expanding its basic hydrologic sciences and applied water research portfolio across the institution to better understand, utilize, and manage water resources across Nevada, the nation, and internationally. Critical areas of research in the near-term are

focused on understanding increasing aridity in the Southwestern US and the impacts that is having on water supplies, agriculture, and wildfires. Going forward, DRI will place an added emphasis on water policy and creating new mechanisms for stakeholders to collectively and sustainably manage water resources, a renewed focus on sustainable resource management in the Lake Tahoe Basin, and new applications of DRI's cutting-edge ice-core analysis technology.

- Utilizing DRI's collaborative research environment and industry-driven approach to creating decision support tools for Nevada's water managers, DRI faculty will also continue to build upon their work with Google to provide and enhance open-source tools to visualize and interact with climate and remote-sensing imagery for improved water management.

### **Ecosystem Sciences**

- DRI core ecosystem science programs investigate the mechanisms of landscape change and how they interact with human activities over a wide range of spatial and temporal scales. From life at the molecular/microbial scale to ecosystem and agricultural sustainability, through geological processes, quaternary geomorphology, archeological research, architectural history, and human societies and adaptation, DRI researches the dynamics of surface environments in the context of the Earth's coupled human-natural systems.
- DRI faculty will also continue to pioneer new research methodology to study and better understand how life exists in Earth's most extreme environments. This research will be critical to helping NASA prepare future missions in its search for life beyond our planet.

### **Genomic Medicine and Population Health Sciences**

- Renown Health and DRI are partners in the Renown Institute for Health Innovation (Renown IHI). Together, they are conducting the Healthy Nevada Project, a population genetics study that has enrolled, consented, and collected DNA and other health determinants data from more than 50,000 participants throughout Nevada. The Healthy Nevada Project is currently returning results of CDC Tier 1 conditions while focusing research efforts on lifestyle diseases such as cardiovascular disease, respiratory disease, diabetes, liver disease, and addiction.

### **Environmental Sensing**

- DRI will build upon expertise developed in remote sensing, geographic information systems (GIS), the use of unmanned aircraft systems (UAS), ground-based autonomous vehicles, and the Internet of Things (IoT), to advance the Institute's environmental sensing portfolio. DRI will increase research capabilities in areas such as smart communities and transportation, agricultural productivity, vegetation health, terrain analysis, water quality, and measurement of aerosols and air quality.

## **Wildfire Science**

- DRI plans to continue to grow its cross-cutting wildfire science programs integrating fire processes, effects on smoke emission, air quality, forest health, post-fire hydrology, and disaster reduction. Research initiatives include understanding of wildfire spatial scaling, determining the effects of fire on carbon cycling, water balance, and fuel buildup in Nevada's sagebrush ecosystem, and use of big data approaches to assimilate and process data into models.

## **Mission Support Geosciences**

- DRI is working to enhance its ability to support critical energy stewardship and military operations missions. This includes assessing terrestrial and near-surface atmospheric environments, including the impact of military operations on the environment (i.e. range sustainability), terrain analysis, hydrologic flow, and the impact of environmental conditions on military operations (e.g., mobility, counter IED). Sustainable support for such assessments will focus on funding from the Department of Energy (DOE) and the Department of Defense (DoD) in collaboration as appropriate with DOE and DoD prime contractors.

## **Environmental and Societal Impacts of Climate Variability and Change**

- DRI will continue to expand its research expertise regarding the impacts of climate variability and change on resources and ecosystems (in Nevada and other Western states) in collaboration with key authorities as well as with state and federal agencies. DRI will further its climate research, monitoring and service efforts on how natural systems and human society must mitigate or adapt to climate variability and change.

## **Advanced Natural Resource Monitoring in Response to Extreme Weather/Climate Events**

- Leveraging the Western Regional Climate Center, DRI will continue to improve data products and provide research to help water and land managers make better decisions related to the increased frequency of drought and other effects of a changing climate.
- Through the continued development of a cloud-computing web application for on-demand processing and visualizing climate and remote sensing data, DRI and its academic and private-sector partners aim to lead opportunities for advanced natural resource monitoring and process understanding and better inform environmental decision making.
- DRI is committed to the continued accessibility of climate and remote sensing data archives to researchers, decision-makers, and the general public.

## **Artificial Intelligence, Machine Learning, and Analytics Solutions**

- DRI faculty will continue working at the forefront of new approaches to natural resource and urban infrastructure instrumentation, advanced data collection and integrated

analysis to support intelligent decision-support systems throughout Nevada and around the world.

- Research in the earth and environmental sciences is becoming increasingly data driven. DRI will combine new advances in instrumentation and multi-modal sensing with novel applications of machine learning and AI techniques to extract value from data that is both informative and timely and can be used to provide contextual relationships in a range of scientific studies. This work will leverage current DRI expertise in data analytics and high-performance computing.

### **Research Innovation to Commercialization**

The Office of the Vice President for Research (VPR) guides innovations and technologies at their nascent states through the processes of securing preliminary intellectual property and early assessment of commercialization potential.

- DRI will continue to support technology transfer and commercialization efforts through improving access of researchers to commercialization know-how and resources.
- Through partnerships and relationships with the UNLV Office of Economic Development, the Desert Research Corporation, the Governor's Office of Economic Development, small businesses in the Reno and Las Vegas community, and other resources, DRI will provide researchers with training on best commercialization practices, support in pursuit of intellectual property rights, and guidance on commercialization of DRI-developed technologies.

# NEVADA STATE COLLEGE

## Strategic Objectives

Nevada State College (NSC) is dedicated to providing high-quality educational opportunities through baccalaureate and targeted Masters programs that open the door to career success and an enhanced quality of life for a promising population of students, including many from first-generation and historically under-served backgrounds. To this end, the College emphasizes superb instruction, excellent academic programs, exemplary student support, and innovation as a means to more efficient, effective outcomes in all corners of the campus. Ultimately, the college aspires to promote the educational, social, cultural, economic, and civic well-being of both the citizens and State of Nevada.

The college strives to fulfill its mission by maximizing the quality and accessibility of a baccalaureate and Masters education. To address the former, NSC offers a learning experience characterized by personal attention, advanced technology, and exceptional teaching practices. To address the latter, NSC strives to maintain a comparatively low cost of education while meeting the diverse needs of our student population through student-centered degree pathways, robust academic support, and engaging student life opportunities.

The following strategic objectives guide the pursuit and implementation of mission-specific goals for 2023-2027:

1. Continue to increase student retention, degree completion, and overall academic success, particularly among first-generation and under-represented students, with a focus on the entire student journey from first contact to graduation, and through an effort to improve comprehensive academic resources, first-year experience and summer bridge initiatives, academic and financial support programs, peer support initiatives, and overall student quality of life.
2. Expand the enrollment of students from targeted populations through strategic, evidence-based recruitment and marketing, the development of high-demand academic programs, and enhanced relationships with all relevant communities, including area high schools and NSHE's two-year colleges.
3. Increase the activities, resources, and physical space needed to foster a more engaging student and residential life experience on campus.
4. Continue to develop and enhance academic programs that offer distinctive, high-quality learning experiences to students and facilitate long-term career success.
5. Continue to build the campus data infrastructure needed to improve our reliance on assessment and evidence to drive institutional improvement, enhancements in customer service, and innovation.

6. Expand our efforts to integrate technology into our processes to enhance quality and maximize efficiency, particularly for underlying structures that support student success (e.g., degree pathways, E-Alerts) and institutional business processes.
7. Continue to develop innovative partnerships between academic and student affairs that facilitate student-centered practices and provide students with the integrated, structured support needed to achieve their goals and meet our expectations.
8. Introduce dependable and data-driven degree pathways – supported by course schedules that are Accessible, Reliable, and Predictable (ARP) - that help facilitate the timely progression of students from the first day of enrollment – including that which occurs at community colleges – to the attainment of a degree at NSC. (APR)
9. In accordance with our statewide mission, establish strong partnerships and articulation agreements with incentives for students who have earned an associate’s degree.
10. Help ensure that all students are able to earn a high-quality degree from Nevada State by providing robust financial literacy support and maintaining overall institutional affordability through administrative efficiency, a low overall cost of attendance, and strategic financial aid offerings (including grants and scholarships)
11. Expand extramural funding (e.g., grants, donor contributions) to support all relevant institutional goals, including the overall success of our student population, the reversal of equity gaps, the development and improvement of degree programs, and the facilitation of greater experiential/research opportunities.
12. Prepare students to serve and lead Nevada’s workforce by fostering essential knowledge and skills through exemplary instructional practices, cutting-edge technology, comprehensive career services support, research or project-based curricula, and enhanced faculty and staff development initiatives.
13. Create and strengthen partnerships that provide a synergistic and interdependent relationship with the Southern Nevada community, particularly in the creation of a workforce-centered internship program and the development of public-private ventures that leverage the usage of our land.
14. Foster, model and disseminate institutional best practices that contribute to a broader understanding of teaching excellence and student success in higher education, particularly in support of a student population that is largely reflective of the New Majority in higher education.
15. Enhance our Hispanic Serving Institution status (HSI) by cultivating the learning experiences, support structures, and resources to promote student success.
16. Develop self-sustaining workforce development and continuing education programs that meet critical community and industry needs.



## Academic Programs

Beginning from a commitment to our mission and core values, and guided by data on career prospects, educational market saturation, and student interest, NSC has prioritized the introduction of the following new academic programs and initiatives over the next four years. A commitment to the quality and health of existing programs, in accordance with projected resources, as well as strategic planning for the future of the institution strongly influenced the selection of new programs and initiatives.

Table 4

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Liberal Arts & Sciences	BA in Digital Music	This program embraces contemporary music production in a way not reflected in traditional programs. Students will learn digital music production, including composing, orchestration, and style; recording techniques; and scoring for media productions.	Fall 2024	One TT faculty \$60,000 + fringe; \$7500 for keyboards and software	Private donors have expressed interest in supporting a music program
Liberal Arts & Sciences	BA/BS in Graphic & UI/UX Design	Degree in the fast-growing field of user interface/user experience design, supported by graphic design, computer science, data science and analytics courses; students will have the option to focus on design elements (BA) or coding and analytics elements (BS), with significant crossover between the two degrees	Fall 2025	One tenure-track UI/UX faculty \$85,000 + fringe; one tenure-track T faculty in graphic design \$60,000 + fringe; \$12,000 per year for software subscription	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Nursing</b>	Master's in Nursing: Generalist with specialty tracks that meet market demands	There is increased demand for nurses with an advanced education to meet the needs of hospitals, clinics, and other healthcare settings throughout the state. A generalist approach allows students to complete an MSN with specialty tracks that meet market demands	Fall 2024	Three new nursing faculty (doctoral Prepared/tenure track) \$100,000 + fringe per faculty	TBD. The potential for outside funding is being explored
<b>Education</b>	Ed.S. in School Psychology	This new graduate level program, slated to be nationally accredited, is envisioned to be a collaborative partnership with the Clark County School District. This program will address an identified critical need for the State of Nevada. The ratio of School Psychologists to students in CCSD is 1:2,300.	Fall 2024	Two new full-time faculty members. The Initial Build out will require hiring two new members in our SOE. It is assumed that additional staffing support will come via building a strong partnership with NSC's Psychology Faculty. \$200,000	There is external grant funding potential. In the Fall 2020, for example, the State of Nevada received a substantial multi-year grant focused on building a more robust pipeline for school-based mental health professionals - including school psychologists

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Education	Master of Arts in Teacher Education (Specific Emphasis in one of three tracks: Curriculum and Instruction, STEM, Multilingual/Multicultural Education)	The Master's in Teacher Education will focus on three key areas of need in Southern Nevada: Teacher retention, teacher leadership and teacher mentorship. Initial pilot will focus on three key shortage areas: Curriculum and Instruction (with a Critical Literacy emphasis), STEM, and Multilingual/Multicultural Education.	Fall 2025	Funding for curriculum development on behalf of current NSC faculty will include release time estimated cost of \$20,000. One new full-time Assistant Professor in the content area of emphasis \$70,000.00. In addition to Marketing and recruitment, \$10,000. Thus, a total estimated cost of \$100,000.00	TBD

## Student Service Programs

During the next four years (2023-2027), Nevada State College will expand upon and/or introduce the following student service initiatives.

Table 5

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Dual Credit Program	Continue to improve quality of dual credit program with strengthened high school partnerships, sustainability increased enrollments, and structural and curricular improvements.	2023-2025	\$175,000	None
Degree Pathways & Course Scheduling	Improve accessibility, reliability, and predictability of degree pathways through the data-driven development of degree maps and well-aligned long-term course schedules, as well as the assignment of personnel and the integration of a software platform that facilitate the effort.	2023-2024	\$150,000	None, with the exception of possible grant support

<b>New or Expanding Student Service Program</b>	<b>Brief Description</b>	<b>Year of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>Expanded Student Life &amp; Residential Experience</b>	Dramatically increase the scope of student life experiences at NSC while maintaining a commitment to personal development and academic integration.	2023-2027	Operating costs of approximately \$50,000	Options are being explored with College Advancement
<b>Improve Transfer Programs &amp; Enrollment</b>	Establish new transfer initiatives - including dual admissions programs and NSC courses taught on community college campuses - and enhance advising presence at transfer institutions to increase enrollment numbers.	2023-2026	Coordinator of Southern Nevada Programs and Transfer Advisor \$95,000 + fringe	Enhancement funds will provide initial support
<b>Comprehensive Advising &amp; Mentorship</b>	Implement comprehensive 4-year student advising that eschews our 0-60 credit advising model and provides students with professional advising at the Academic Advising Center from 0 credits to degree completion. Complement this effort with faculty mentorship that also runs from the freshman year to graduation. Strengthen advising/faculty relations and develop reliable degree pathways to align with Provost Scorpion Path. Expense covers three new advisors and Assistant Director.	2023	Three new advisors \$47,452 + fringe per advisor; assistant director of advising at \$58,000 + fringe	Student Fees
<b>Enhanced New Student Transfer Orientation</b>	Develop a transfer-focused orientation to complement our recently overhauled new freshman student orientation, with a particular focus on the providing resources, information, and community-building that will facilitate the success of transfer students.	2023-2025	\$15,000	Orientation Fee
<b>Increased Success of African American Students</b>	Implement initiatives designed to promote enhanced learning and graduation rates of African American students, including the Sankofa program, an HBCU exchange program for students and faculty, and F.A.M.E. (Facilitating African American Male Excellence).	2023-2027	\$70,000 for programming/operations	Rogers Foundation (partial support)
<b>Outcomes Assessment &amp; Core Curriculum Support</b>	Strengthen outcomes assessment process, improve implementation of recommendations, and work with faculty/deans to establish greater quality and consistency in the core curriculum.	2023-2027	Hire Director of Assessment \$78,000 + fringe	None

<b>New or Expanding Student Service Program</b>	<b>Brief Description</b>	<b>Year of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>Increased utilization of academic support</b>	Increase utilization of academic support in advising, the Writing Center, and the Academic Success Center, particularly in the freshman year; expand virtual and on-demand academic assistance opportunities.	2023-2027	Academic Success Coach \$48,000 + fringe	Student Fees
<b>Expand weekend and evening hours for Library Services</b>	Expand Library hours to respond to student feedback and align services with expanded programming in Student Life	2023-2024	Library Specialist \$48K + fringe	None
<b>Expanded Student Wellness Support</b>	Expand health and wellness services for all students.	2023-2025	Hire a Director of Student Wellness \$65,000 + fringe	None
<b>First-Year Experience</b>	Continue to develop an engaging first-year experience that promotes student retention and long-term academic success; expense covers three additional FYE lecturers and a director or faculty lead.	2023-2025	Three lecturers \$42,000 + fringe per lecturer Director or faculty lead \$9,000-\$60,000 + fringe	None
<b>Enhanced Data-Driven Decision-Making</b>	Improve capacity to collect, analyze, and effectively report data; expand staffing to enhance IR Director's ability to contribute to strategic enrollment management.	2023-2025	IR Reporting Analyst \$55k + fringe	None
<b>International Program Development</b>	Develop capacity to implement and maintain international programs; expense covers registrar staff with specialization in this area.	2024-2026	\$48,000 + fringe	None
<b>STEM Teachers</b>	Secure funding and develop programming to increase STEM teachers in Nevada.	2024	\$200,000	Federal grant funding (Noyce, NSF)
<b>College Archives Program</b>	Develop a plan for a university library to manage collections connected to community history and institutional memory.	2023-2024	College Archivist \$65K + fringe	None
<b>Career Services Center</b>	Support career services center to engage students in more community opportunities and internships.	2023-2025	Employer Relations Coordinator \$55,000	None

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Teacher Academies</b>	Expand Teacher Academies in the High School through dual credit offerings to address Nevada’s teacher shortage and create a pipeline for high performing secondary students to enroll in NSC’s School of Education and enter teaching careers.	2023-2025	\$80,000 The recent award of 2nd HSI grant provides precious additional resources to support the BOLD expansion of our TAPP initiative. The SOE is in pursuit of a 3rd HSI grant. The goal is continued expansion of Teacher Academies to address the severe teacher workforce shortage.	
<b>Daycare</b>	Expand child-care options for students and faculty. Increase community partnerships that provide affordable childcare options. Add a permanent space on campus with dedicated childcare.	2023-2025	\$300-600,000* The Glenn and Ande Christenson Building.	There continues to be a great “giving” opportunity for a private donor(s); securing private funds would be a tremendous boost.
<b>Post-Graduate Student Success</b>	Structure courses and curricula to imbue students with functional and marketable skills that promote opportunities for career, graduate school, and personal success.	2025-2026	\$48,000 (Summer Institute for faculty)	Private funding

\* Requested funding is not final and awaits further review

# COLLEGE OF SOUTHERN NEVADA

## **CSN Mission Statement**

The College of Southern Nevada empowers our students and communities to achieve, succeed, and prosper.

## **CSN Vision**

The College of Southern Nevada is recognized as a leader among community colleges in fostering student success, shared governance, and performance excellence.

## **CSN Values**

### **I-LEAD**

- Integrity

We place fairness, honesty, transparency, and trust at the center of all decisions, policies, and operations.

- Lifelong Learning

We foster curious minds, continuous learning, and a broad-based education to enhance creative thinking, problem solving, innovation, and principled leadership.

- Excellence

We achieve and surpass our goals through continuous performance improvement and commitment to – and quality in – teaching, learning, scholarship, service, and administration.

- Academic Freedom

We embrace freedom of thought and speech in support of teaching, learning, communication, shared governance, and responsible civic engagement.

- Diversity

We value the integration of different backgrounds and perspectives among students, faculty, staff, and community members as a way to collaborate and promote creativity, innovation, and growth.

## Strategic Objectives

**CSN's 2019-2024 strategic plan serves as the guiding document for the college's strategic goals and objectives:**

**CSN's 2019-2024 strategic plan serves as the guiding document for the college's strategic goals and objectives:**

### **1. Student Success**

Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completions and student success rates and increase the number of individuals with a post-secondary credential.

Objectives:

- 1.1 Improve graduation and transfer rates year-over-year.
- 1.2 Implement and enhance Connection, Entry, Progress and Completion (First Year Experience) model for student services and the collegiate experience, ensuring that students connect to the College and to pathways for completion.
- 1.3 Increase the percentage of students with a degree plan year-over-year.
- 1.4 Increase the number of students taking a full-time course load in the fall and spring semesters.
- 1.5 Increase the number of students who utilize the support services that result in student retention, persistence, and completion.
- 1.6 Ensure students achieve Institutional Learning Outcomes (ILOs) to promote lifelong learning.

### **2. Engagement**

Provide an inclusive and diverse environment that fosters lasting connection, shared investment, pride and goodwill. Communicate, connect with and support students to increase new student enrollments, student engagement, and satisfaction with CSN's family, culture, programs, and services.

Objectives:

- 2.1 Improve outreach to cultivate community relationships.
- 2.2 Increase the number of participants engaging in preparation activities for college.
- 2.3 Promote CSN shared identity and pride.



2.4 Create a culture in which CSN values diversity, inclusion and respect for others in every College service, event, and operation.

2.5 Improve service experience for students.

### **3. Performance and Quality**

Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses and promote institutional innovation. Research critical real-world problems and seek solutions and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders.

Objectives:

3.1 Embed continuous improvement and innovation into all aspects of the College.

3.2 Pursue specialized accreditations.

3.3 Recruit, hire, and retain diverse qualified employees.

3.4 Enhance professional development opportunities for employee growth and enrichment.

3.5 Improve shared governance and coordination.

3.6 Develop opportunities for faculty and students to engage in undergraduate research.

3.7 Evaluate degree and certificate programs and services.

### **4. Workforce and Community**

Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address critical issues facing 21st century Nevada. Consider environmental, social, and fiscal impact of every decision to use resources ethically, effectively and sustainably.

Objectives:

4.1 Promote transparency of strategic goals through published institutional data and analytic results.

4.2 Improve fiscal responsibility, sustainability and resource allocation to assure mission alignment.

4.3 Diversify institutional revenue streams.

4.4 Reduce energy consumption.

4.5 Ensure alignment with the workforce and economic development ecosystem to meet employment demand and skill gaps.

## Academic Programs

Table 6

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>School of Advanced &amp; Applied Technologies</b>	Graphic Communication Industrial Design - Associate of Applied Science (AAS)	Prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via the creation of effective forms, shapes, and packaging for manufactured products. Includes instruction in designing in a wide variety of plastic and digital media, prototype construction, design development and refinement, principles of cost saving, and product structure and performance criteria relevant to aesthetic design parameters. No similar programs exist in NSHE. Is an ideal feeder program for the CSN BAS in Project Management	Fall 2024	Negligible. Almost all coursework to present this program currently exists in the CSN catalog. GRC, MT, and ET courses will be employed. Current studio facilities and equipment will suffice for this program.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>School of Advanced &amp; Applied Technologies</b>	Engineering Tech - Avionics Associate of Applied Science (AAS)	Prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft operating, control, and electronic systems. Includes instruction in flight instrumentation, aircraft communications and homing systems, radar and other sensory systems, navigation aids, and specialized systems for various types of civilian and military aircraft. This program addresses a direct industry need not currently available at any other NSHE institution.	Fall 2024	Almost all coursework to present this program currently exists in the CSN catalog. ET, AV, and other current courses will be employed. Estimated that two courses in aircraft instrumentation may need to be developed with purchase of trainer/simulators. Current classroom facilities and equipment will suffice for most of this program.	None
<b>School of Advanced &amp; Applied Technologies</b>	Construction Management: Building Inspection - Associate of Applied Science (AAS)	Prepares individuals to apply industrial, labor, and governmental standards and laws to the oversight of construction projects and the maintenance of completed buildings and other structures. Includes instruction in construction processes and techniques, materials analysis, occupational safety and health, industry standards, building codes and specifications, blueprint interpretation, testing equipment and procedures, communication skills, accident investigation, and documentation. This program addresses a direct industry need currently under discussion within NSHE.	Fall 2023	Negligible. Almost all coursework to present this program currently exists in the CSN catalog. CONS, BI, and other current courses will be employed. Current classroom facilities and equipment will suffice for this program	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>School of Education, Behavioral &amp; Social Sciences</b>	Financial Services - Bachelor of Applied Science (BAS)	The BAS in Financial Services prepares students for licensing exams and careers in a multitude of investment and risk management fields including banking, insurance, and retirement planning, etc.	Fall 2024	We can initiate this program with current resources.	None
<b>School of Education, Behavioral &amp; Social Sciences</b>	Global Studies - Bachelor of Applied Science (BAS)	Global Studies is interdisciplinary and involves exploring social problems that cross international, national, state, and local boundaries to develop policy solutions. Examples include terrorism, human trafficking, global energy and environmental conservation.	Fall 2024	Current equipment, facilities and faculty are sufficient to establish this program.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Health Sciences	Funeral Service and Mortuary Science – Associate of Applied Science (AAS)	Program addresses many of the components of CSN’s mission statement and conforms to the mission by providing workers with the technical skills needed to compete and succeed in today’s industrial workforce. This new degree would offer academic and vocational instruction in Funeral Service and Mortuary Science (FUNS) to students, as well as bring expanded employment opportunities to Southern Nevada, as well as throughout the state, in the funeral service industry. CSN is not duplicating any NSHE program. There are currently no Funeral Service or Mortuary Science Programs offered at any of our NSHE Institutions. Nor are there any such programs offered at any of Nevada’s private, for profit higher education institutions. The closest FUNS programs are in California, Arizona and Utah.	Fall 2024	Two faculty members will be necessary to deliver the curriculum for the FUNS Program. One faculty will be identified at the program director, and the other will serve as the clinical coordinator. Both faculties will be responsible for delivering the curriculum. Beyond the initial start-up costs, sufficient revenue should be generated from tuition and other fees to support the resource needs of the program.	Individuals from local funeral homes and crematoriums are willing to provide support through offering heir facilities as clinical sites and preceptors for training purposes, service on the advisory committee for the FUNS Program, scholarships for accepted learners, course instruction, assistance with accreditation through the American Board of Funeral Service Education, as well as contacts with which to obtain supplies from national funeral service vendors.

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Advanced & Applied Technologies	Computing & Information Technology: Network System Administration – Bachelor of Applied Science (BAS)	This program’s course of study provides students with education and skills required by today’s information technology industry. Instruction includes courses on Modern Systems Administration including edge devices, endpoints, on-premise and multi-vendor cloud systems. It provides students with a wide array of training in various areas related to modern systems administration. Completion of this program prepares students for successful completion of a number of industry certification exams such as CompTIA A+, Network+, and multiple Microsoft, AWS, and Red Hat Certifications. Instruction takes place through hands-on instruction in these technologies.	Fall 2024	Implementation of this degree would require the addition of one faculty member. Current facilities and equipment will suffice for this program.	None
School of Advanced & Applied Technologies	Computing & Information Technology: Cyber Security Bachelor of Applied Science (BAS)	This program provides students with the skills necessary to investigate digital crime, work with compliance, and understand the legal ramifications of digital crimes. Students who complete this program will be able to collect evidence from an incident using digital forensics techniques. Students will be able to create incident reports, conduct a risk assessment, analyze digital data for possible threats, and understand how to govern and mitigate risk.	Fall 2024	Implementation of this degree would require the addition of one faculty member. Current facilities and equipment will suffice for this program.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>School of Advanced &amp; Applied Technologies</b>	Computing & Information Technology: Software Web Development and Database Management - Associate of Applied Science (AAS)	This degree would combine the current Web Development and Database Management degrees. This degree prepares students for employment in fields related primarily to computer software. Core courses cover fundamental knowledge area and the CIT concentrations cover specific software skills in web development and database management.	Fall 2023	Negligible. All coursework to present this program currently exists in the CSN catalog. CS, CPE, and IS courses will be employed. Current facilities and equipment will suffice for this program	None
<b>School of Business, Hospitality &amp; Public Services</b>	Financial Fraud, Investigation and Forensics - Bachelor of Applied Science (BAS)	The BAS in Forensic Accounting is designed to provide graduates with the requisite skills to review accounting documents and systems for errors, misrepresentations, and to reconstruct audit trails where systems have failed or have been tampered. The program will work hand-in-glove with information security professionals to detect and repair financial systems. This program will utilize and build on the existing Accounting AAS degree.	Fall 2023	Addition of two doctoral level faculty members.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>School of Business, Hospitality &amp; Public Services</b>	Sports and Recreational Management - Associate of Arts (AA)	The AA in Sports and Recreational Management is designed to provide graduates the skills to coach, officiate, and manage high school, club, city rec, youth leagues and beyond. The program will work hand in hand with the Nevada High School Activities and officials' ssociations, as well as city and county governments, to provide quality coaches, officials and employees. The degree will allow for the implementation of safety and health protocols, in addition to proper etiquette and supervision of sports teams and recreational programs.	Fall 2023	3-5 adjunct faculty members and some facility improvements to NLV gym will be needed for the program.	None
<b>School of Health Sciences</b>	Health and Human Services Management - Associate of Science (AS)	Health and Human Services Management is an interdisciplinary field of study that is focused on enhancing the physical and mental health and social needs of individuals, and communities. A Health and Human Services Management professional helps their clients and community achieve self-sufficiency and a higher quality of life in multiclass, multiethnic, and multicultural environments.	Fall 2024	This program will need three additional instructors with specialized credentials in health and human services management. Classroom space will be needed on all three main campuses.	None



Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Health Sciences	Health and Wellness Coaching - Associate of Applied Science (AAS)	The AAS in Health and Wellness Coaching is designed to provide high quality, training and education for students. This would be the first National Board for Health and Wellness Coaching (NBHWC) approved program in Nevada. The NBHWC sets stringent requirements for program approval and will bring the essential approval and credibility to the CSN Program and graduates. The program will include instruction in evidence-based health and wellness concepts, motivational interviewing and best coaching practices, health coach mentoring, and interaction with industry during clinical practicum hours.	Fall 2024	A part time instructor will need to be hired with specific background, experience and license to write new curriculum. This is needed in fall 2021 (estimated at \$6475.00) Instructors will need to be hired to teach courses starting in fall 2022. A current full time HHP faculty member will receive release time beginning in fall 2022 to be the program director for this new program.	None
School of Advanced & Applied Technologies	Logistics Management - Associate of Applied Science (AAS)	The Associate of Applied Science, Logistics Management will provide the student with a foundational degree in the field of logistics management. The program is designed to prepare a student to obtain an entry level career managing various element of logistics operations. The degree included a foundation in logistics principals, warehouse operations, supply chain management and leadership. Successful completion of this degree will contribute the first 60 credits towards the Bachelor of Applied Science in Project Management with a Logistics Emphasis.	Fall 2024	\$95,000 for new faculty, with primarily online delivery. Current equipment and facilities are sufficient to establish this program.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Health Sciences	Speech and Language Pathology Assistant – Associate of Science (AS)	The program is designed to provide omprehensive academic, practical education and training for Speech and Language Pathology Assistants. The program also provides curriculum and clinical experience in working with individuals with communication disorders across the lifespan. The program content is aligned with the American Speech-Language-Hearing Association (ASHA) guidelines. In addition to work in the classroom, the program provides students with the opportunity to gain practical experience in working with clients under the direction and supervision of an ASHA-certified Speech and Language Pathologist	Fall 2024	This program will need two additional instructors with specialized credentials in Speech and Language Pathology Assistant, including one program director and one clinical coordinator/ instructor.	Perkins funding can be used to provide specialized equipment and faculty professional development.

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Science, Engineering & Mathematics	Land Surveying and Geomatics Bachelor of Applied Science (BAS)	The Land Surveying and Geomatics program teaches students how to identify, measure, quantify, map, and analyze specific details and locations on the earth's surface. Students will learn applications of mathematics and basic sciences as they develop skills with modern software and hardware tools used in the surveying industry. Graphical presentation methodology and technical communication skills will be learned to allow students to share the information they obtain with professionals in other industries such as construction, engineering, real estate, city planning, subdivision development, conservation, and many others.	Fall 2024	Current equipment is sufficient to establish the program. CSN will need to hire two additional full-time instructors (market hires) who are qualified to teach upper-division coursework in the program. One or more qualified part-time instructors would be hired for selected courses and will come from industry.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Advanced & Applied Technologies	Graphic Communication Associate of Arts (AA)	<p>Prepares students for careers in design and creative visual media fields employing design theory and artistic techniques to effectively communicate to business and consumer audiences. Focuses on design theory, technology applications, and multi-media development. Emphasizes hands-on design practice, integrating the building of formal and technical skills with critical analysis, theory, and research. Students will learn the professional skills and competencies necessary to compete in the global marketplace for graphic arts, media, and visual design. This program is intended as a transfer degree for entry into the universities' Bachelor of Science degree in Graphic Design and Media.</p>	Fall 2024	All coursework to present this program currently exists in the CSN catalog. GRC, PHO, and VID courses may be employed. Current studio facilities and equipment will suffice for this program. No additional faculty position is required at this time.	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
School of Advanced & Applied Technologies	Aviation Dispatch Associate of Applied Science (AAS)	This program prepares students interested in airline flight operations management for Aircraft Dispatcher certification testing. Licensed dispatchers are employed by airlines to manage the ground-based tasks vital to a successful airline flight, including pre-flight planning and preparation, and weather variations, traffic delays and other information necessary to the crew and other staff. The FAA awards this certificate to graduates of approved programs after successful completion of a written examination and practical test.	Fall 2024	All coursework to present this program currently exists in the CSN catalog. AV, MT, and ET courses may be employed. Current laboratory facilities and equipment will suffice for this program. No additional faculty position is required at this time.	None

## Student Service Programs

Table 7

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Improve Testing Center Technology</b>	Assess the need to renovate three (3) Testing Centers college-wide to increase capacity and meet diverse student demands in support of delivering evidence-based programs and services that promote student access, progress, completion, and a consistent student experience.	Spring 2023	TBD	None
<b>Improving the advisor/student ratio to 350:1</b>	Implementing a case management strategy to target full-time degree seeking, First-Time in College Students (FTIC) based on credits earned at the 15,30, and 45 hours. Projected need is 84 advisors total to reach a ratio of 350:1 by 2022. The current ratio at 1:790, with 46 advisors still needing to be hired. The 350 to 1 will be calibrated to declining enrollment levels.	Expected Completion: 2027	Estimated Cost TBD, based on IPEDS 2022 Report.	None
<b>Professional Development and Training</b>	Provide Professional Development and Training for an employee, groups, or employees working in the Student Affairs Division. Contract with consultants to aid in professional development planning and implementation.	2023-2027	TBD	None
<b>Increase Student Life Cycle Yield Rates</b>	Increase the yield rates at the Connection and Entry points of the student life cycle. Augment outreach/recruitment staff and retool for efficiency.	2023-2027	TBD	None

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Human Capital - Staff Support</b>	Resolve to align and organize services to evolving students and community's needs. Strongly consider and implement Multi-Campus and Pathway recommendations and best practices. Evaluate which vacant, frozen, and held positions should be filled to improve student access, success, and provide a consistent student experience.	2023-2024	TBD	None
<b>Promote/market changes to Free Application for Federal Student Aid (FAFSA) process</b>	Congress passed a massive legislative package that included emergency pandemic relief measures, funding for the federal government, and a number of policy changes related to higher education. Notably, the bill included provisions to overhaul the financial aid application process and expand Pell Grant eligibility. Most of the bill's provisions go into effect on July 1, 2023 (for financial aid award year 2023-24). The updated FAFSA will be available starting on October 1, 2022.	2023-2025	TBD	None

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Mental Health Funds to Meet Basic Needs of Students</b>	Address Student Mental Health and Staff Professional Development Training: Student Affairs requests purchasing KOGNITO - at-Risk, a simulated software that offers real-life conversations that result in measurable changes in social, emotional, and physical health when dealing with mental health issues. A Mental Health Navigator will be hired to assist with the training, coordination, and outreach.	2023-2024	\$115,000	None



# GREAT BASIN COLLEGE

Great Basin Colleges' Academic Plan identifies two-year program goals and associated expenses. A two-year program goal allows the College to make necessary adjustments to ensure efficiency within our operations. The goals identified herein are aligned with GBCs institutional priorities and are considered critical for future sustainability.

## Strategic Objectives

Great Basin College will present its new 2022-2025 Strategic Plan to the NSHE Board of Regents at the December 2022 meeting. The College in September 2020 completed its seven-year accreditation visit and is currently working on its ad hoc report due Spring 2022 along with a mid-cycle visit from NWCCU. GBC continues to make progress with many of our goals while still sharing a need for continuous improvement especially as we begin to implement goals for the new Strategic Plan. In 2021, the Strategic Planning Committee began to engage the college community in a participatory process to re-examine our Mission, Vision and Values and revise our Strategic Plan to guide our academic and student affairs planning. This plan will be reviewed on an annual basis and will be integrated with institutional and program level planning. The current Academic Master Plan presented here continues the planning trajectory set in the previous plan and includes updated institutional goals for our academic programs and student services.

## GBC Mission Statement

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

## Core Themes

- Provide Student Enrichment
- Build Bridges and Create Partnerships
- Serve Rural Nevada

## GBC Vision

While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more ladder'd bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada. The vision

of programs and services identified in this plan fulfill GBC mission and core themes. Importantly, they address the educational and training needs of rural Nevada and fulfill the NSHE agenda of creating a more educated public and skilled workforce. GBC is exceptionally well positioned to meet current and future challenges facing higher education and the changing workforce. We will capitalize on our distinctive strengths and the substantial gains established over the past decade, through the following goals:

### **Academic Affairs**

- Identify and promote high-impact teaching and advising practices.
- Develop a stronger commitment to Diversity, Equity and Inclusion.
  - Foster inclusive campus climate
  - Recruit and retain a diverse student body and a diverse workforce
  - Eliminate student achievement gaps
  - Creation of a Latinx Leadership Program
- Promote faculty development opportunities that will create conditions where GBC faculty have the content and practice readiness to serve both current and future needs of students.
- Evaluate the impact of GBC's enrollment growth on our academic programs through data-driven analysis.
- Repurpose the Prior Learning Assessment process to meet changing employer needs.
- Establish effective and flexible learning environments.
- Align outcomes assessment and data analysis at the course, programmatic and institutional level.
- Support and expand interdisciplinary ethnic and cultural studies electives and service-learning opportunities connected to general education requirements.
- Create faculty exchanges with local Nevada rural high schools to better align curriculum and create seamless transitions from high school to college.
  - Expand distance education opportunities.
  - Expand and enhance online degree program offerings and courses at GBC
  - Expand the branding of online programs and courses that support our reputation of excellence in online education.
  - Enhance and expand support for GBC faculty regarding the use of technology and distance education teaching.

### **Student Affairs**

- Implement new CRM solution to unify and to manage all contacts from prospective students to enrolled students to alumni to donors.
- Develop strong pathways for K-12 students in the local community and first-generation students to attend GBC.
- Establish strategic international partnerships, exchange and study abroad programs, that will enhance GBC's online presence and opportunities available to students.
- Improve the advisor/student ratio by increasing the number of academic advisors.
- Increase student satisfaction and engagement across all student services and academic affairs.
- Develop strategies for recruiting students from underserved populations and first-generation students across all GBC service areas.

- Increase student success, retention, persistence, and completion.
- Modify instruction and student services policies to a level that they are current, accessible, relevant and regularly assessed.
- Expand our capacity within critical areas of Student Services.

## Academic Programs

Over the last decade, GBC’s Academic Master Plans highlighted the need for expansion of existing pro-grams, particularly of technical programs. Since then, in 2019, GBC underwent a curricular review process which highlighted the need to revise, expand and eliminate programs in addition to improving our focus on current academic programming outcomes rather than the development of new programs that may not be sustainable. GBC will continue to build on opportunities that enhance/expand existing programs.

NOTE: Planning identified below supports GBCs Mission, Vision and Core Themes.

Table 8

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>GBC-Arts and Sciences</b>	AS in Engineering (2+2)	Currently, we have an AS in Physical and Engineering Science. This degree would be restructured to provide a 2+2 option for transfer to university engineering programs. This change would make a seamless transfer to the universities.	Fall 2023	\$25,000 Estimated budget is for any new course development, part-time instructors, and marketing.	Potential for grant opportunities and collaboration with universities.
<b>GBC- Health Sciences &amp; Human Services</b>	BAS in Health Care Administration	Prepares those working in health care fields to obtain a degree with will prepare them for a management or leadership role in health care administration.	Fall 2023	\$75,000 Faculty Salary	Funding will be further explored over the next year.
<b>GBC-Business &amp; Technology</b>	BAS Engineering Technology	Having 5 strong AAS degrees in high demand technical fields has warranted an avenue for graduates to pursue a technical level engineering degree.	Fall 2023	Faculty, operating and equipment expenses of \$182,000/year	Grant funding will be sought to support program expenses.

## Student Service Programs

<b>New or Expanding Student Service Program</b>	<b>Brief Description</b>	<b>Year of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>FTE Advisor</b>	GBC seeks to build more academic advisement to support student retention efforts.	2023	\$55,000	None
<b>5 FTE Coordinator for Latinx Leadership Program</b>	GBC seeks to support the recruitment, student success and retention efforts of our Latino student population.	2023	\$20,000	None

# TRUCKEE MEADOWS COMMUNITY COLLEGE

## Strategic Objectives

### TMCC Mission

Create a future you will love with accessible, innovative educational opportunities at TMCC. Together we can make it happen.

### Vision

TMCC is a leader in innovative education, meeting student and community needs.

### Values

The values upon which Truckee Meadows Community College bases its mission and vision statements are the principles, standards and qualities the College considers worthwhile and desirable.

Truckee Meadows Community College is committed to:

- Student access and success
- Excellence in teaching and learning
- Evidence of student progress through assessment of student outcomes
- Nurturing a climate of innovative and creative thought
- Collaborative decision making
- Community development through partnerships and services
- Ethical practices and integrity
- Respect, compassion, and equality for all persons
- Embracing diversity and inclusion
- Responsible and sustainable use of resources
- Fostering attitudes that exemplify responsible participation in a democratic society
- A healthy environment and a healthy college community

### Goals and Objectives

Access - Increase TMCC's enrollment to keep pace with our community's growth and diversity.

- Objective 1: Serve as an open-access institution
- Objective 2: Cultivate a welcoming, safe, and inclusive environment.

Student Success - Increase student success metrics to those of our aspirational peers.

- Objective 3: Improve successful completion of students' educational goals.
- Objective 4: Foster student learning and preparation with high-quality instruction.
- Objective 5: Provide student support services that correlate with student success.

Close the Achievement Gap

- Objective 6: Close achievement gaps across underserved student populations.

Workforce - Proactively cultivate public-private partnerships to strengthen economic growth and diversification and build a competitive, highly-skilled workforce.

- Objective 7: Develop innovative programs that respond to the dynamic needs of industry and the community.

Research - Enhance research as a tool for teaching and learning.

- Objective 8: Promote student learning through undergraduate research and experiential learning.
- Objective 9: Encourage research-based practices in teaching.

Stewardship of Resources - Ensure ongoing stewardship of resources.

- Objective 10: Optimize state-funded revenue.
- Objective 11: Maximize and grow non-state-funded revenue streams.
- Objective 12: Promote environmental sustainability.

## **Academic Affairs**

In support of the college's mission, the Academic Affairs Division "strives to cultivate educated, well-rounded, socially-responsible, and skilled members of society."

Academic Affairs is committed to:

- Excellence in teaching & learning
- Creating defined pathways to fulfilling careers
- Developing marketable professional and technical skills
- Scholarship in academic disciplines and pedagogy
- Continuous quality improvement through assessment
- A compassionate and respectful learning and working environment
- Collaborative decision making and responsible use of resources
- Nurturing a climate of innovative, creative, and critical thought

The Academic Affairs Division sets out to accomplish the following objectives as part of its strategic plan:

- Objective 1: Improve completion and persistence among part-time students.
- Objective 2: Improve Gateway (math and English) course completion.
- Objective 3: Prepare students for further education and employment in the community by offering well-planned, in-demand, and high-quality programs.
- Objective 4: Enhance student learning through ongoing faculty professional development.
- Objective 5: Recruit, develop & retain diverse faculty.
- Objective 6: Improve student success through curricular enrichment activities and academic support services.

The five disciplinary divisions within Academic Affairs - Business & Social Sciences, Liberal Arts, Technical Sciences, Life Sciences, Allied Health & Public Safety, and Math & Physical Sciences - each work towards developing programs that meet student and industry demand as well as implementing various initiatives that foster teaching and learning.

## **Division of Business and Social Sciences**

The Division of Business and Social Sciences will be placing focus on growing our most recently added programs, offering a new scheduling option for the Business degree, and adding a certificate in Accounting for students seeking a shorter term option. The division has no new degree programs in this upcoming programming cycle.

## **Division of Liberal Arts**

The Liberal Arts Division recently introduced a new AA degree and Advanced Certificate in Graphic Arts and Media Technology, with specialties in Graphic Design, Motion Graphics, and Web/UI Development. The Graphic Arts and Media Technology program is part of a 3+1 agreement with Nevada State College (NSC), where students can complete their fourth year of a BA program online or by NSC instructors teaching on the TMCC campus after completing the AA and Advanced Certificate. The Division has also created an AA in Communication Studies and has approximately 30 students as declared majors. The Division is also planning to introduce Certificates of Achievement in Theatre Tech and Music to facilitate a pathway to the workforce in these areas.

## **Division of Technical Sciences**

The TMCC Division of Technical Sciences continues to work with industry and community partners, and its program advisory boards, to ensure programming is meeting the needs of the local economy. With the support of the Governor's Office of Economic Development (GOED) and local employers, the division is developing a Bachelor's of Applied Science pathway to Cyber-Physical Manufacturing to embrace the emerging Industry 4.0 needs. The Division has increased its enrollment in the Advanced Manufacturing program (75 students to 522 in four semesters) to serve the needs of major employers including Tesla Motors, Panasonic Energy of North America and others. As these companies continue to build up and expand, the need for training beyond certificates and associate degrees is emerging and these graduates will serve as the pipeline to the BAS. In addition, the Division has seen an increase in enrollment in its Apprenticeship programs in partnership with local unions and through a U.S. Department of Labor grant, and is developing skills certificates for these students to earn a credential that stacks into the certificate and degree. The Division is also looking to expand its Automotive Technology program to include hybrid technology, and is creating other skills certificates (HVAC, Diesel) that stack into existing programs to award workforce credentials to students as they progress through their programs of study.

## **Division of Life Sciences, Allied Health & Public Safety**

The TMCC Division of Life Sciences, Allied Health & Public Safety (LAP) is home to the Biology and Community Health Sciences Department and a wide variety of certificate and degree programs related to health and safety. The quality education offered through these programs prepares students for transfer or for direct-entry into the workforce, and there are numerous pathways designed as stepping stones for students to start at the entry-level and stack their training and credentials to advance their education. TMCC designs these programs mindful of students who need a direct pathway to employment, but have the talent and aspirations to

continue to advance their careers in the future. The TMCC LAP Division includes three bachelor's programs, the RN to BSN degree, the BS in Dental Hygiene and the BAS in Emergency Management & Homeland Security. The Division offers training in CPR/First Aid, entry-level certifications in Phlebotomy, Sterile Processing, and Veterinary Assisting, EMT basic and EMT advanced Skills Certificates, Certificates of Achievement in Dental Assisting and Fire Technology, a Certified Nursing Assistant (CNA) program, Advanced Certificates in MRI and CT medical imaging, and training in Wildland Firefighting. The Division works in partnership with the College of Southern Nevada to offer students in the north pathways to an Associates degree in Surgical Technology or in Radiation Therapy Technology without needing to relocate. This helps meet local workforce needs in the most efficient way possible. The TMCC LAP Division offers transfer AS degrees in Biology, Community Health Sciences, and Dietetics, which all seamlessly align to NSHE bachelors' programs. The TMCC LAP Division also offers a direct-to-workforce Paramedic program, a Fire Academy to prepare students for entry-level municipal firefighting, an AS in Nursing, and AAS degrees in Dental Assisting, Fire Technology, Prehospital Emergency Medicine, Radiologic Technology, and Veterinary Nursing.

### **Division of Math and Physical Sciences**

The TMCC Division of Math and Physical Sciences serves students in the areas of math, statistics, astronomy, chemistry, computer science, data science, environmental sciences, geology, geography, engineering, and physics. The enrollment is approximately 17% FTE of the college. The division has six associate degrees and is a substantial contributor to general education. The courses and programs offered in this division prepare students to transfer to a college or university. In June 2019 the Board of Regents passed a revised College Ready Gateway Policy mandating that all students regardless of placement must be enrolled in a college-level math course with their first academic year. The math program now offers three open pathways to take Gateway Mathematics with corequisite support for students pursuing an AA or AS degree, eliminating multiple remedial courses for students. This change eliminates potentially three levels of remediation for many students and can significantly improve completion rates in gateway math in less time, and increase graduation rates, since math is often a barrier for students when completing degrees. We have eliminated all stand alone remedial math courses, unless they are taught as part of a high school jump start program. In Fall 2022, the Math and Physical Sciences Division launched a new Associates of Science Degree in Data Science. The division has no new degree programs planned in this next upcoming programming cycle.



## Academic Programs

Table 9

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Life Sciences, Allied Health, and Public Safety Division</b>	Agricultural Science, A.S.	Nearly 10% of UNR STEM transfer students from Fall 2011-Fall 2020 were in Agricultural Science. Ag Science is the 3rd most common STEM transfer discipline area at UNR, after Engineering and Natural Sciences. Per the USDA, the field of Ag Science is working to achieve equitable participation in technical and leadership positions. An AS in Ag. Science would identify a clear pathway for diverse students interested in this field.	2023-2024	One new course is needed. All other courses required for the first 2 yrs of the UNR Ag. Science BS are offered at TMCC. Costs of a new AS in Ag. Science are 1) the cost of making and distributing promotional materials (\$5,000/yr) and 2) a part-time coordinator to track and help mentor students in the pathway (\$10,200/yr). The program would be housed within the TMCC Biology Department.	Possible grant support, such as from USDA.

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Life Sciences, Allied Health, and Public Safety Division</b>	Radiologic Technology, BAS	Online Radiologic Technology Bachelor's level program (Associates to BAS), to allow our students and other Associates trained Rad Techs to upskill to bachelor's level in the discipline. Will be structured in 8-week sessions to accommodate working Rad Techs. Even though bachelor's level training is preferred in the industry, only a very small percentage of practicing Rad Techs in Northern Nevada are trained at this level.	2024-2025	Current faculty/staff will be used to accommodate part of the additional workload, with backfill using part-time faculty for approximately 30 credits per year, or about \$25,000 per year in instructional costs. Requires \$5,000 per year for promotion and marketing and \$2,000 per year for additional external accreditation costs.	Current state support for instruction, possible grant and industry support
<b>Technical Sciences Division</b>	Interior Design (ID), bachelor's level	Four Bachelor Degree Accredited by CIDA	Still in due diligence phase		

## Student Service Programs

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Academic Advisement Model</b>	Researching best practices and opportunities to incorporate faculty academic advisement into current advising model.	Pilot Spring 2021	TBD based on model selected	
<b>Communities of Color Holistic Mentorship System expansion</b>	Bringing together the TMCC Men of Color (MOC) recruitment program, Students of Color (SOC) mentorship program, and Faculty of Color Coalition (FOC), this will be a trifecta of mentorship. The goal is to have the MOC students mentored by SOC students, and SOC students mentored by the FOC faculty members.	Fall 2023	\$20,000	None
<b>Career Hub Applied Technology Center Resource Center</b>	Leverage Career Hub's newly expanded location at PATC with the goal of being the hub of student service Career resources for students, college personnel, area employers and the community, using the new technology and centralized location. This includes the incorporation of the Internship Coordinator and SANDI Grant management at PATC.	Fall 2023	\$75,000 (includes existing Career Hub staff salaries) + SANDI Grant funds	SANDI Grant
<b>Counseling Center expansion of Mental Health First Aid efforts and the Healthy Minds survey for faculty, staff, and students.</b>	The overall goal is to educate the TMCC campus community to identify the signs of distress due to mental illness or substance abuse; concurrent to this education will be as assessment of current mental health status.	Fall 2023		

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Disability Resource Center software - GLEAN</b>	Educational note-taking software. Pilot will determine effectiveness and efficiency. With a lack of classroom note-takers for student accommodations, the DRC is thinking outside the box to new possibilities.	Fall 2023	\$5,000+	None, but will seek additional funding if pilot is successful.
<b>Educational Partnerships Programs realignment</b>	The Educational Partnerships Programs supports students facing barriers to education and employment attain skills necessary to sustain gainful/living-wage employment. Expand and formalize partnerships with community agencies and state agencies. Create a more standardized assessment and reporting processes.	Fall 2023	\$200,000	SNAPET, Displaced Homemakers Grant (DETR), Perkins V, Prison Education allocation from the Legislature
<b>Expansion of International Student Services</b>	Increase the number of international students served by focusing on recruitment to target community college markets and scaling up our partnerships and collaborations.	Fall 2020 for virtual, Fall 2024 for full implementation	\$75,000 annually	
<b>Fostering College Success Program</b>	Grand-funded program with the Walter S Johnson Foundation. Holistic mentorship and resources for students that have experienced the foster care system. Aligns with and works in conjunction with the NSHE Foster Youth Initiative.	2022 - 2025	\$75,000 annually	Walter S Johnson Foundation grant for 3 years

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Jump Start Expansion</b>	Expand enrollment in Jump Start Dual Credit Program by offering more outreach and recruitment services to current and new partners.  Secure funding to expand concurrent enrollment in the Jump Start Program	Spring 2023  Fall 2023	\$15,960 (covers part-time LOA salary)  TBD	MSI Grant  None - but will look for relevant grant funding to support teacher stipends and other programming costs.
<b>Native American Student Advocacy</b>	Increase the number of students applying for the Native American Student Fee Waiver; celebrate Native American heritage and culture by hosting on campus events that highlight the cultures and accomplishments of Native Peoples; engage Native American students by enhancing partnerships that support the success of current and future students.	2023	\$49,076.00 plus benefits (Native American Student Advocate Position)  \$5,000 for General Operations	Contingency Funding
<b>Student Engagement: Part time degree seeking students</b>	Adopt efforts to support the retention of part time degree seeking students by offering success coaching meetings, sending reminders and enhancing efforts to connect them to campus resources.	2023	\$49,076.00 plus benefits (Student Success Navigator Position)  \$5,000 for General Operations	
<b>Student Engagement: Community Partnerships</b>	Enhance partnerships with local business and non-profit organizations to increase a two-way pipeline where TMCC students can be referred to community resources/agencies and those resources/agencies can refer prospective students to TMCC.	2023		

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Student Engagement: Events</b>	Expand host events that educate the community about the opportunities offered at the community college.	2023		
<b>Student Life department new appointment, tracking, and notes software</b>	A new software will replace the functions of Starfish for the Student Life department.	Fall 2023	TBD	None
<b>TMCC Athletics Expansion</b>	TMCC athletics program hopes to add affordable “low cost” options such as implementing eSports. We aspire to expand and provide more opportunity to Nevada student-athletes to include men’s and women’s basketball, volleyball or cross country by 2025.	Fall 2024-25	TBD	Student fees
<b>TMCC Intramural Sports</b>	With the addition of the new Sports and Fitness Center, TMCC hopes to provide the addition of intramural sports for its students. This brings added health and wellness opportunities and will enhance the college student experience.	Fall 2024	TBD	Student fees or membership fees
<b>TMCC Veteran Services</b>	TMCC Veteran Services is looking to build out/remodel their current Veterans Resource Center. In hopes of providing a better space for students to meet and gather helping them with the transition from the military to academia. This build will also include a more therapeutic space for veterans and their families to receive current counseling services from community partners.	Fall 2023	\$200,000	Looking for grant support from The Nevada Military Support Alliance

New or Expanding Student Service Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
<b>Wizard's Warehouse food pantry expanded services</b>	In partnership with the Food Bank of Northern Nevada - Three visible college locations for the Wizard's Warehouse food pantry - Dandini, Meadowood, and PATC. All locations fully stocked including refrigerated foods, hygiene items, and shelved pantry foods. Each location is restocked and assessment weekly. A student employee will facilitate operations with Counseling Coordinator management.	Fall 2023	\$25,000	Partial funds for pantry items facilitated by donations to the Student Resource Committee by TMCC employees; all food items acquired through FBNN

# WESTERN NEVADA COLLEGE

## Strategic Objectives

WNC Vision: WNC is an integral and innovative educational partner fostering equity and a life of learning in an inclusive environment for the evolving, diverse communities we serve.

WNC Values: WNC is student centered, inquiry driven, and data informed as we nurture community connections and promote an environment of equity and inclusion.

WNC Mission Statement: WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada.

### Institutional Goals:

1. Access:
  - WNC provides access to educational pathways and opportunities.
  - WNC students make an efficient transition from preparatory to college level coursework.
  - WNC provides equitable access for students regionally and demographically.
  - WNC provides access to dual credit pathways.
2. Success:
  - WNC supports student learning, progress, and completion.
  - WNC advances student achievement of learning outcomes at course, program, and institutional levels.
  - WNC builds student engagement with education and the WNC community.
3. Close the Achievement Gap:
  - WNC identifies and closes achievement gaps across student populations by supporting achievement across demographic groups in traditional and non-traditional fields.
  - WNC sustains a learning environment that promotes equity and inclusion.
4. Workforce:
  - WNC responds to the needs of industry and provides effective pathways for students toward in-demand occupations.
5. Research:
  - WNC contributes solutions to the critical issues facing 21<sup>st</sup> century Nevada.



## Academic Programs

The following table summarizes new academic programs that WNC plans to implement in the next four years.

Table 10

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
CTE	BAS Construction Management; new emphasis area in residential and commercial inspection; Energy	This emphasis will align with an existing 12-credit workforce training program in residential inspection, allowing students to apply those credits to the BAS program to earn an advanced degree.	Fall 2025	\$90,000-\$120,000 for additional Faculty	Seek grant support and community partnerships to launch
CTE	COA Construction	This certificate will add an additional stackable credential to the existing Construction Management pathway that begins with a skills certificate and culminates in a B.A.S.	Fall 2023	Will utilize existing faculty and curriculum	None
CTE	AAS in Sign Language/English Interpreting	This program will serve as a parallel path to the Deaf Studies AAS, allowing a distinction between those seeking to be professional sign language interpreters and those wishing to pursue fields such as education, counseling or social work.	Fall 2024	Will utilize existing faculty and curriculum	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
CTE	BAS Sign Language/ English Interpreting	This program will prepare students for certification as a professional sign language interpreter, which requires a bachelor's degree.	Fall 2025	\$90,000-\$120,000 for additional Faculty; \$20,000 Curriculum Development	None
CTE	Bachelor of Applied Science (Organizational and Project Management): Automation and Industrial Technology Pathway	This pathway will extend the AAS in Automated Systems and align it to the existing BAS that provides education in leadership and management, adding additional technical training in Adv. Manufacturing, Electronics and Automation to prepare students for supervisory roles.	Fall 2024	\$100,000-\$130,000 for additional faculty; \$20,000 curriculum development	Seek grant and foundation support, as well as community partnerships
CTE	Bachelor of Applied Science (Organizational and Project Management): Computer and Information Technology Pathway	This pathway will extend the CIT AAS degrees, allowing for continuation to a bachelor's degree. Additional coursework in CIT will be added to the BAS core in leadership and management to prepare students for supervisory roles.	Fall 2024	\$100,000-\$130,000 for additional faculty; \$20,000 curriculum development	Seek grant and foundation support, as well as community partnerships

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
CTE	AAS in Energy Conservation Technology	An emerging career pathway, this degree will build on the HVAC curriculum to prepare students as technicians with knowledge in installing, maintaining and repairing clean, green technologies.	Fall 2025	\$100,000-\$130,000 for faculty; \$20,000 curriculum development; \$70,000 equipment	Seek grant and foundation support, as well as community partnerships
CTE	AAS in Aviation Technologies	This high demand, high wage pathway will prepare students for FAA mechanic certification and provide the foundation for additional training and certification in Advanced Aircraft Systems.	Spring 2024	\$50,00-\$75,000	Will seek grant opportunities, as well as, partner with local and regional agencies for instructors and equipment.
CTE	AAS in Agricultural Innovation & Technology	In response to community needs, this pathway will integrate automation and IT curriculum with the study of agricultural to address current trends and workforce needs.	Fall 2024	\$100,000-\$130,000 for faculty; \$20,000 curriculum development; \$70,000 equipment	Seek grant and foundation support, as well as community partnerships

<b>Unit</b>	<b>New or Expanding Academic Program</b>	<b>Brief Description</b>	<b>Year of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>CTE</b>	Bachelor of Arts in Rural Teacher Education (Elementary, Secondary and Post-Baccalaureate)	In response to community needs, this will be a collaboration with rural districts to create a pathway for non-traditional adult learners to become educators without leaving their community.	Fall 2025	\$150,000-\$180,000 for faculty; \$40,000 curriculum development	Seek grant and foundation support, as well as community partnerships
<b>CTE</b>	AA in Graphic Arts	This will align with existing coursework to facilitate a more seamless transfer to a 4-year program.	Fall 2024	Will utilize existing faculty and curriculum	None
<b>Liberal Arts</b>	AA in Social Sciences	This will align with existing coursework to facilitate a more seamless transfer to a 4-year program.	Fall 2024	Will utilize existing faculty and curriculum	None
<b>Liberal Arts</b>	AS in Engineering/Math	This will align with existing coursework to facilitate a more seamless transfer to a 4-year program.	Fall 2024	Will utilize existing faculty and curriculum	None
<b>Nursing &amp; Allied Health</b>	AS in Health Science	This will align with existing coursework to facilitate a more seamless transfer to a 4-year program.	Fall 2024	Will utilize existing faculty and curriculum	None

Unit	New or Expanding Academic Program	Brief Description	Year of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
CTE	AAS in Engineering Technologies	In response to community needs, this pathway will integrate engineering principles with mechanical technologies, robotics and automation to address current trends and workforce needs.	Fall 2024	\$100,000-\$130,000 for faculty; \$20,000 curriculum development; \$70,000 equipment	Seek grant and foundation support, as well as community partnerships

## Student Service Programs

Table 11

<b>New or Expanding Student Service Program</b>	<b>Brief Description</b>	<b>Year of Implementation</b>	<b>Estimated Cost</b>	<b>Funding Sources Outside of State Dollars</b>
<b>Jump Start College Expansion</b>	Dual credit high school program offering up to fifteen transferrable credits per semester to qualified junior and senior high school students.	Program launched in Fall, 2014 with nine high schools. WNC will continue expanding and continue to fund support and operations.	\$300,000/yr for a coordinator, outreach efforts, travel and operating	Student Fees, State Funds, Grants
<b>Dual Enrollment Expansion</b>	Continue to build dual-enrollment programs (in addition to Jump Start) with high schools	Fall 2023	\$50,000	Registration fees, state grants to school districts
<b>Indigenous/ Native Outreach &amp; Recruitment</b>	Formalize outreach and recruitment efforts, strengthen tribal relationships, and provide support for current native students	Fall 2024	\$80,000-\$100,000/year Coordinator	Registration fees, state funding and partnership with tribal agencies