



2017 - 2021 Planning Report

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

**Approved by the Board of Regents
December 2016**



NSHE Leadership

Board of Regents

Mr. Rick Trachok, Chairman

Mr. Michael B. Wixom, Vice Chairman

Dr. Andrea Anderson

Mr. Cedric Crear

Mr. Robert Davidson

Dr. Mark W. Doubrava

Dr. Jason Geddes

Mr. Trevor Hayes

Mr. James Dean Leavitt

Mr. Sam Lieberman

Mr. Kevin C. Melcher

Mr. Kevin J. Page

Ms. Allison Stephens

**Dean J. Gould, Chief of Staff and
Special Counsel to the Board of Regents**

Officers of the Nevada System of Higher Education

John V. White, Chancellor

Dr. Len Jessup, President
University of Nevada, Las Vegas

Dr. Marc Johnson, President
University of Nevada, Reno

Mr. Bart Patterson, President
Nevada State College

Dr. Michael Richards, President
College of Southern Nevada

Dr. Mark Curtis, President
Great Basin College

Dr. Karin Hilgersom, President
Truckee Meadows Community College

Mr. Chet Burton, President
Western Nevada College

Dr. Robert Gagosian, President
Desert Research Institute

Table of Contents

Introduction	3
University of Nevada, Las Vegas	4
University of Nevada, Reno	17
Nevada State College	29
College of Southern Nevada	35
Great Basin College	38
Truckee Meadows Community College	42
Western Nevada College	53
Desert Research Institute	55



INTRODUCTION

The Nevada State Legislature mandates that public higher education institutions compile a comprehensive report on program plans. Therefore, 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 of the *Handbook*). These plans must be viewed in the context of an institution's overall budget and fiscal capacity. In some cases, the plans may include academic programs that are being discussed or considered for the future, but that may not be realistic given the fiscal or other constraints facing the NSHE. However, they are included in the report as an indication of what may come if funds should become available either through grants or public support. Many of the anticipated programs are projected to be funded with federal grants, 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 Plan can be accessed [here](#). The Board of Regents plans to review the current strategic directions and revise the plan as necessary in 2017.



UNIVERSITY OF NEVADA, LAS VEGAS

Strategic Objectives

Using its Top Tier strategic plan as a guide, UNLV is on a path to become one of the nation's best public research universities. We are committed to:

- Enhancing efforts to attract and retain top students and faculty;
- Educating the region's diversifying population and workforce;
- Driving economic activity through increased research and community partnerships.; and
- Creating a medical school that will become an academic health center for Southern Nevada.

UNLV developed a comprehensive, data-driven strategic plan that further defines the institution's mission, vision, and goals. Utilizing both gap and capacity analyses, the university assessed and strategically analyzed what it will take to become a Top Tier Institution. The process resulted in agreed-upon, transparent, and measurable goals for moving forward. Through the planning process, the university aligned its strategic themes with the core themes identified in 2011, added Academic Health Center, and also brought forth Infrastructure and Shared Governance as they are essential to the success of the plan. The themes are:

- Student Achievement;
- Research, Scholarship, and Creative Activity;
- Academic Health Center;
- Community Partnerships; and
- Infrastructure and Shared Governance.

Student Achievement

UNLV set a course to be a national leader in education, and promotes excellence in teaching undergraduate, graduate, and professional school students. The university will recruit, retain, and graduate a diverse body of motivated students through the strength of our innovative learning experiences, access to mentoring and research opportunities, and our vibrant campus community. We will integrate new academic programs into existing areas of strength, as well as expand into regional and national instructional areas. Highly qualified master's students, doctoral students, and

professional students will distinguish themselves and UNLV through their contributions to research, the professions, and the arts. Specific student achievement objectives include:

- 6-year graduation rate: 48% by 2022 and 50% by 2025;
- Freshmen retention rate: 85% by 2022;
- Undergraduate FTE: 20,903 by 2022 and 22,186 by 2025;
- Student satisfaction: 84% by 2025; and
- Masters FTE: 2,102 by 2025.

The first priority is bringing to UNLV high-performing students who are attracted to the institution's Top Tier strategic goals, its nationally acknowledged student diversity, and the vibrancy of both the university and the exciting, world-class city in which it is located. Following are specific initiatives and goals related to student achievement at UNLV:

Admissions

- Continue to improve admissions processes, enhance communications flows, and strengthen interaction with prospective students and optimize the use of existing resources to attract and enroll an increased number of both in-state and out-of-state highly prepared students. The following two points are also designed to assist with this process;
- Enhance and expand marketing materials to support the overall rebranding efforts of the institution, making UNLV more attractive to high-performing students;
- Expand the existing 2 Plus 2 program with CSN and develop 3 Plus 1 programs with NSC;
- Realign and implement the use of Salesforce as a CRM to better engage and track contacts through all stages of the admissions funnel; and
- Intensify school counselor relationship building, ensuring that we are presenting UNLV as an emerging Top Tier institution in all talking points, newsletters, updates, emails, etc.

Financial Aid and Scholarships

- Make financial aid award offers earlier by taking advantage of prior-year FAFSA changes. This will help to improve recruiting and institutional retention efforts; and
- Work with colleges/departments and the Foundation Office to increase the efficiency and timeliness of scholarship awarding so that these departmental scholarship awards may be used more effectively in the institution's recruiting and retention efforts.

Noteworthy student success initiatives that also focus on retaining undergraduate students, especially underserved, first-generation, and at-risk students, include but are not limited to:

Faculty Development

- The Office of the Vice Provost for Undergraduate Education provides several institutes and workshops each year, as well as individual consultations, to help faculty implement high-impact teaching practices and support meaningful assessment of student learning, both in degree programs and in General Education.
- The Office of Online Education continues to support faculty in the development of online and hybrid courses and has renewed its focus on working with academic units to create fully online degree programs. In addition to the 11 existing online degree and certificate programs, new offerings for Spring 2017 will include a fully online Executive Master of Healthcare Administration and a fully online Master in Urban Leadership. Beyond course and degree development services, the Office of Online Education provides professional development for faculty with a focus on Best Practices for Online Teaching.

Student Success Collaborative

- Advising centers used SSC “Foundations” to create several successful retention and re-enrollment campaigns over the past year. In spring, 2017, we will implement Student Success Collaborative “Campus,” which will enable more intentional advising by adding a suite of student communication, campus resource referral, and usage tracking tools to the existing Foundations platform in order to better engage and assist students on their educational journey.

15 to Finish Campaign

- UNLV continues to use administrative enrollment at new student orientation, and messaging via advising appointments and other outlets to encourage students to enroll in 15 credits per semester or 30 credits per academic year.

Gateway 30

- UNLV continues to implement strategies to ensure that students complete gateway math and English courses in their first two years (30 credits), per Board of Regents policy. In addition to using administrative enrollment in gateway courses for the first semester, we have revised our approach to developmental math and English with a focus on eliminating or reducing time in non-credit bearing developmental courses.
- The Math Learning Center created a combined MATH 95/96 course that allows students to complete the full developmental math sequence in the first semester and progress to gateway math in the second semester. The Department of English created ENG 101E and 101F, which comprise a two-semester, extended composition sequence that satisfies UNLV’s ENG 101 requirement and better prepares students to be successful in ENG 102.

Major Pathways Program

- A collaborative effort between the Academic Success Center and the Colleges of Engineering, Business, and Sciences, the Major Pathways program provides tailored academic support and advising services for students who applied for, but did not meet admissions requirements for these colleges. This program works to retain students who might otherwise opt to drop out.

Rebel Ready Mentoring Program

- This new program connects engaged faculty and staff mentors with newly-admitted students who have been identified as being at-risk for attrition based on core high school GPA and standardized test scores. These are often first-generation students from the local Clark County community.

UNLV/CSN Transfer Advising Office

- This center provides dedicated academic advising for students transferring from CSN to UNLV. Over the past year, it served an increasing number of transfer students, and those students who met with a transfer advisor successfully transferred more credits than those who did not utilize this service.

In support of student success, UNLV actualized plans for the new graduate student housing project being built adjacent to the campus, enacted means to increase the academic profile of incoming freshmen, increased the value of undergraduate orientation activities for both students and parents, executed enhanced course-scheduling processes, and enriched undergraduate engagement activities. Additional student success measures include:

Military and Veteran Services

- Strengthen our relationship with each college advising center, Financial Aid, and the Cashier's Office to improve the VA Certifying timeline in order to reduce financial concerns for these students; and
- Strengthen the effectiveness of our PAVE (peer-to-peer) program to welcome each new veteran, provide resources to any struggling veteran so that veteran students feel they are part of the institution, a national best practice for student success.

Office of International Students and Scholars

- Transition to new software to streamline the processes and ensure accuracy and institutional compliance for OISS, students, and scholars, a group that contributes to our international diversity; and
- Continue to work with advising centers across campus to designate specific advisors for the international student population, and enhance the communication between academic departments and OISS in an effort to assist the persistence of this population of students.

Registrar's Office

- Enhanced use of academic scheduling data to promote maximum efficiencies when it comes to class scheduling, placement, and room/seat utilization in order to ensure that students are able to register for the classes they need, when they need them;
- Deployment of MyPlanner; an interactive PeopleSoft tool that students can use to plan future semesters and visualize staying on track to graduate in a timely fashion. The tool can also help predict future demand for courses, facilitating more effective course scheduling; and
- Pursuit of automated pathways that would highlight and remove impediments to degree conferral for students who have applied to graduate.

Student Wellness

- Creation of a new Behavioral Health Team (BHT) that will allow for the provision of behavioral health services within the primary care clinic as well as enhanced integration and collaboration between the Student Health Center and Counseling and Psychological Services (CAPS) to provide even more comprehensive mental health care to a broader population of students on campus.

Center for Academic Enrichment and Outreach

- The Center for Academic Enrichment and Outreach houses a suite of federally funded college opportunity programs that provide direct support services for students and adults from underrepresented backgrounds in their pursuit of a college degree.

- In 2015, The Center wrote for and received the U.S. Department of Education's Title III Asian American and Native American Pacific Islander Serving Institution Program (AANAPISI) Grant for \$299,999 per year for 5 years. This is the first AANAPISI project ever funded in the State of Nevada.
- The Center will continue to pursue funding for additional offerings in the McNair Scholars Institute, the Upward Bound Math and Science Center, Educational Talent Search, Student Support Services-STEM, Adult Educational Services, TRIO Training Institute, GEAR UP, Title III AANAPISI and other education related projects.

Graduate College

Student success as a key to the achievement of UNLV's Top Tier goals is critical at the graduate level as well. The Graduate College's core mission is to provide substantial support to graduate faculty, graduate programs, and graduate students in their quest for excellence, and to cultivate a thriving and diverse community of graduate faculty and students engaged in cutting-edge research, scholarship, and creative activity. UNLV accomplishes this in many complementary ways, including providing outstanding service to constituents, managing the graduate pipeline from recruitment through admissions, enrollment, and graduation, maintaining high standards across our more than 150 graduate programs, and providing direct support to graduate students through extensive professional development opportunities and multiple types of financial support. In our quest to realize our top tier goals, we support graduate students, faculty, and programs in a multitude of ways, including but not limited to:

- Launch our Graduate Student Achievement Initiative to cultivate strategic regional, domestic, and international recruitment pipelines; align undergraduate to graduate educational pathways for student success; and develop infrastructure to support cutting-edge interdisciplinary graduate education;
- Strategically design and implement new graduate programs to align with student and market demands and enhance our top tier efforts;
- Establish Office of Postdoctoral Affairs to enhance career opportunities and support postdocs at UNLV and DRI-South;
- Promote the value of graduate education to the community, while strengthening our culture of graduate faculty and student scholarship through events such as the Rebel Grad Slam 3 Minute Thesis competition, our Graduate Showcase event, our Inspiration, Innovation, Impact event and reception, our Graduate Research Forum, and similar events;
- Continue diversifying the array of free services provided by our Graduate Rebel Success Center to support and enhance graduate student and postdoctoral scholars' professional and career development, written and oral communication, and research, teaching, and mentorship skills; and
- Provide enhanced financial support through our Graduate Assistantship program, our graduate scholarships and fellowship programs, our graduate student research and conference travel support, and our innovative programs designed to support graduate student recruitment, retention, progression, and completion including our recruitment awards, our emergency retention grants, and paid family leave for GAs.

Libraries

University Libraries collaborates broadly to ensure student achievement through direct instruction, partnering with faculty on assignment design and development of learning experiences outside the classroom.

- Embed library instruction and other library instructional interventions throughout general education courses: first year seminars; second year seminars; and milestone and capstone courses (19,000 students a year reached);
- Offer annual faculty institutes for classroom faculty, partnered with library faculty, on course and assignment design;
- Library faculty contribute to graduate student success as researchers and instructors through workshops and research consultations;
- Offer fellowships for graduate and undergraduate students to intern in the Libraries to develop deeper research experiences and opportunities for scholarship; and
- Provide wide array of co-curricular programs to graduate and undergraduates in support of academic achievement, life skills and lifelong learning.

Research

As the largest research university in the state and the only one in Southern Nevada, UNLV is dedicated to developing and supporting the human capital, regional infrastructure, and economic diversification that Nevada needs for a sustainable future. A strong partner in the governor's economic development plan, UNLV is committed to producing the highly qualified workforce our community needs; bringing more federal and private grant funding to Southern Nevada; and partnering with industry to create new businesses through the commercialization of intellectual property at UNLV. Specific research objectives include:

- Expenditures: \$120 million by 2025;
- Researchers: 120 by 2025;
- Patent applications: 75 filed during fiscal year 2025;
- Research space: 474,162 sq. ft. by 2025; and
- Doctoral graduates: 200 per year by academic year 2024-2025.

The following action plans have been developed:

- Identify opportunities for university-level centers and institutes;
- Initiate program to hire 20 new research intensive faculty members per year;
- Develop a research and creative activity infrastructure master plan;
- Develop plans and strategies for increasing competitive grant applications;
- Develop UNLV Research Park for synergistic activities;
- Reevaluate the F&A distribution model;
- Establish incentive program for faculty excellence;
- Evaluate how tenure and promotion standards reward and recognize excellence.
- Develop Interdisciplinary Ph.D. Program(s);
- Create Campus-Wide Graduate Enrollment Management (GEM) Plan;
- Reevaluate the GA Program and realign to support Top Tier efforts;
- Establish benchmarks and policies for post-doc and research faculty;
- Policies, processes, and mentorship: review, create, and implement; and
- Engage commercial partners in sponsoring research, licensing technologies, building businesses, and offering real world experiences for students to work on cutting edge technology.

The Division of Research and Economic Development is also offering numerous faculty/student development programs to enhance our research capabilities. For example, October 3–7, 2016 has been designated Research Week, and there are 27 specific activities promoting and highlighting research and creative works at UNLV. Research Week will be an annual event and will grow in the next few years. In addition, our Office for Undergraduate Research has grown markedly during the past year. Students have opportunities to work with faculty on their research and present their work to the UNLV community.

UNLV also plans to continue and expand its statewide collaborations with the University of Nevada, Reno and the Desert Research Institute. Current efforts are focused in the areas of regional hydrology and the National Science Foundation EPSCoR initiative on the water-energy nexus for the region. Another statewide collaborative effort includes a major initiative on Unmanned Aerial Systems and Cybersecurity.

Despite funding challenges, the university strives, as a key element of its strategic plan, to grow its research portfolio in the coming years by expanding its sponsored program funding beyond the \$100 million level. This will be through growth in strategic research areas and development of collaborative research efforts.

Academic Health Center

The UNLV School of Medicine is expected to, in collaboration with other health-related units on campus and external partners, foster cutting-edge research, use a creative curriculum to train future physicians, and provide the highest quality clinical programs. Specific objectives include:

- Faculty: 120 faculty physicians and scientists by 2030;
- Fundraising: \$350 million by 2025;
- Students: graduate 130 by 2030; and
- Grants and contracts: \$48 million by 2030.

In order to accomplish these objectives, the following action plans have been developed:

- Establish a fully accredited School of Medicine;
- Create a plan for high-impact hires related to specific types of grants;
- Compile individual academic health unit strategic plans and evaluate them for overlap;
- Identify potential joint research projects that live within and extend outside of the AHC;
- Develop joint programs for student recruitment;
- Develop policies that will persist over time;
- Investigate the structure for the AHC;
- Develop a master plan in conjunction with the UNLV master plan;
- Investigate hospitality curriculum for incorporation across academic health areas;
- Develop a 10-year plan for research growth;
- Develop a 10-year plan for fund raising and campaign coordination; and
- Develop a next-generation health sciences library.

Community Partnerships

UNLV will stimulate economic development and diversification in, and enrich the cultural vitality of, our community by deepening and expanding reciprocal connections with our partners and leveraging our unique strengths to collaborate locally, nationally, and internationally. The establishment of an Office of Community Engagement in 2016 was the first step toward accomplishment of the following five goals:

- Expand service, service learning, and internships;
- Collaborate on advancing research on community issues;
- Facilitate Startups;
- Enhance Intellectual property licensing; and
- Increase community attendance & appreciation of intellectual & cultural events.

Action items have been established to guide this work:

- Gain community support for student opportunities;
- Engage with the community to support economic development;
- Invite the community to advance development and fundraising;
- Engage with partners to help build intellectual and cultural vitality in the community;
- Build relationships through and invite support of athletics;
- Encourage and facilitate greater community engagement; and
- Help solve community problems.

Infrastructure and Shared Governance

To accomplish the other four goals, UNLV will continually develop and leverage the conditions necessary for success, which will include an effective organizational structure, a state-of-the-art infrastructure, a service-oriented culture, meaningful faculty engagement in shared governance, and the capacity for informed decision-making and risk-taking.

The following action items have been established for this:

- Strengthen shared governance on campus;
- Expand the depth and diversity of faculty participants in this process;
- Review UNLV's organizational structure;
- Maintain and expanding our technology infrastructure;
- Raise the efficiency and effectiveness of UNLV's business infrastructure;
- Improve efficiencies regarding hiring processes, document imaging and management, extra contractual compensation (ECC), financial account numbers, and service-level agreements.
- Unveil and promote a new customer service model: The REBEL Way;
- Improve communication and collaboration across campus;
- Enhance the onboarding of new UNLV employees;
- Continue to press for improved employee benefits; and
- Improve diversity and inclusion efforts across the campus.

Program Proposals

UNLV will work to focus its new programs around several broad domains including data analytics, human health, the environment, and the human condition, partnering with DRI where possible. As a result of comprehensive campus-wide planning, an inventory of possible new programs of study, prioritized within each college, is included below. Our Tier One initiative requires that only well thought-out and focused programs be developed, creating a synergy of a stronger curriculum, stronger research, and a stronger engagement with the community.

This list has not been fully vetted through the academic and administrative system within the university. Our process is as follows: when a unit believes that it is an appropriate time to move a program forward, the academic quality of the program will be reviewed by faculty committees, the fit with the university and NSHE missions will be assessed, and the budgetary implications will be reviewed. If the new program is deemed appropriate by the university, then the proposal would move forward to the NSHE Academic Affairs Council and, ultimately, to the Board of Regents for review and final approval.

The programs listed below are intended to align educational and research expertise with emerging regional economic sectors that will directly support economic diversification and expansion in Nevada.

Prioritization	New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Allied Health/ Nursing					
1	Las Vegas Sports Science	This initiative will: 1) Conduct and disseminate empirically based, externally funded research; 2) Provide quality outreach educational and fitness assessment programs to community members; 3) Provide educational and research opportunities for UNLV students to help advance them towards their career choice.	2017	The budget is not yet determined, however, a \$250,000 operating budget would cover community outreach, research, and educational activities.	Primary funding sources will be: Industry partners and grants awarded. 2 main industry partners have provided \$20,000 to support research projects, several grant are in process. Submitted grants: USA Track & Field, \$113,000; Women for Tri, \$2,500; NSF close to \$1,000,000
2	B.S. Health Sciences	Interdisciplinary degree to increase the retention of students who do not qualify for the B.S Nursing but want a health industry career	2017-18	PTIs	Differential fees for some courses
3	Certificate in Medical & Professional Ethics	Potentially a combined program with the School of Allied Health and the School of Medicine. It will meet the demand for ethics training in professions, interdisciplinary	2017-19	Possibly 1 tenure track position	None anticipated – the school will cover the cost

Prioritization	New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
4	D.O.T. Occupational Therapy	This will meet the demands for rehabilitation in the region and for individuals who survive injuries such as strokes and spinal cord injuries.	2017-18	About 4 faculty and some equipment (approximately \$1,000,000. In start-up costs	Community partners
5	M.S. Speech Pathology/Certificate of Clinical Competence	State will soon require speech pathologists to be certified in clinical competence	2017-19	Unknown at this time	Community partners

Business

1	M.S. Data Science	Interdisciplinary with Lee School of Business, Hotel Administration, College of Engineering	2017	3 GAs	Lee Business School
2	M.S. Finance	Student and employer demand	2017	Three graduate assistants, 1 course release for coordinator	Lee Business School
3	Ph.D. Business Administration	This would be the only doctoral program in the Lee School of Business	2018	\$500,000 for faculty and graduate assistants	Special course fees

Dental

1	International Doctor of Dental Surgery (D.D.S.)	Program serves as a pathway for foreign-trained graduate dentists to receive a dental degree from an accredited dental school	2017	Minimal start-up costs and program will become self-supporting within the first trimester	Self-supporting from tuition and increased clinical production revenue
2	Ph.D. in Oral Biology	60 month program offered in conjunction with the existing Certificate of Specialization in Orthodontics and Dentofacial Orthopedics at the School of Dental Medicine	2017-2018	Minimal start-up costs and program will become self-supporting	Self-supporting clinical income, Grants, & GME Self-supporting from tuition and increased clinical production revenue
3	Advanced Specialty Education Programs in Oral and Maxillofacial Surgery (O.M.S.)	72-month MD/OMS certificate offered through School of Dental Medicine in conjunction with UNLV School of Medicine	2017-18	Unknown at this time	Self-supporting clinical income, grants, & GME

Education

1	B.S. Physical Education, Elementary and Secondary Licenses	Multidisciplinary degree	2017	1 faculty in residence, 1 coordinator	Industry partners, donors, grants
---	------------------------------------------------------------	--------------------------	------	---------------------------------------	-----------------------------------

Prioritization	New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
2	Exec Doc in Educational Policy & Leadership	To address the needs of advanced preparation for Administrative P-12 positions	2017	2 tenure track faculty	Differential fees; grants
3	Ed.S. English Language Learning	Special Education/ English Language Learning degree for leadership	2017	Some Additional PTIs	Grants/ grants/ state funding/ student fees
4	Ph.D. English Language Learning	Provide advanced degree for those teaching English as a second language	2018	Unknown at this time	Personnel Preparation Grants
Engineering					
1	M.S. & Ph.D. Data Science and Applications	Interdisciplinary with Lee School of Business, Hotel Administration, Colleges of Engineering Community Health Sciences, Urban Affairs & Sciences	2018-19	Five faculty hires. Salary and Start-up estimate-\$2,000,000	Tier 1 initiative funds, industry support, federal funding
2	Ph.D. Water Studies	Interdisciplinary Colleges of Engineering Community Health Sciences, Liberal Arts & Sciences	2018-19	Four faculty hires. Salary and Start-up estimate-\$2,000,000	Tier 1 initiative funds, industry support, federal funding
3	Ph.D. Biomedical Science & Engineering	Interdisciplinary degree with Schools of Allied Health Sciences, Medicine and Dental Medicine, Colleges of Engineering & Sciences	2017-2018	6-8 new faculty in multiple units. Salary & startup estimate – \$3 million	Tier 1 initiative funds then federal funding
4	Ph.D. Materials Science & Engineering	Interdisciplinary with Colleges of Sciences & Engineering, Schools of Dental Medicine and Medicine	2017-2018	2-4 new faculty plus existing faculty. Salary & startup estimate \$1.5 million	Tier 1 initiative funds, industry support, federal funding
Fine Arts					
1	Department of Design Arts	Strong student demand for design degrees	2017-19	3 faculty, chair, 1 admin assist, GA, renovation	Some differential fees
2	B.A. Applied Design	Multidisciplinary in Fine Arts	2016	PTIs; technology lab support	Differential fees
3	B.A. Music Technology	Industry need, student demand	2018-19	Unknown	Differential fees
4	B.A. Music Therapy	Healthcare	2017-19		Grants, donations

Prioritization	New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
5	B.A. Art Education	Partnership with College of Education	2017-19	1 faculty	Unknown
6	B.F.A Dance, Professional Track	Student demand	2017-19	No new resources needed	None
7	B.M. Jazz & Commercial Music	Strong community demand	2017-19	1 faculty	Possible differential fees
8	Artist Diploma Certificate	Community need	2017-19	None	None
9	Certificate in Museum Studies/ Gallery Practices	Community need	2017-19	Equipment & instructional capacity	unknown
10	M.F.A. in Directing: Stage, Film, Television, Special Events	Strong industry & student demand	2017-19	1 faculty	Possible differential fees
11	M.F.A. Acting for the Camera	Strong industry & student demand	2017-19	None	None
12	Ph.D. Interdisciplinary Arts	Interdisciplinary in Fine Arts	2017-19	1 faculty	None
Hotel					
1	Masters in Hospitality & Gaming Analytics	Multidisciplinary program	2017	No additional costs	No anticipated funding requirements
2	Center for Sales Excellence	Joint Program with Lee Business School	2017	Two tenure track faculty lines	Most of program funded by private sources
Law					
1	B.A./B.S. Honors College/J.D. Law School 3+3 Program	Program that enables qualified UNLV Honors College students to obtain both an undergraduate and a law degree in six years	2017-19	Implement with existing resources	No anticipated funding requirements
2	Juris Doctor/Master in Public Health	Law and Community Health Sciences	2017-19	Implement with existing resources	Student fees, research grants, community partners

Prioritization	New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Liberal Arts					
1	M.A. Philosophy	Emphasis on philosophical ethics; train future educators	Fall 2018	\$65k Assistant Professor; 4 GA Positions-\$60k	None anticipated
2	B.A. Critical Ethnic Studies	Training in diversity & global awareness with jobs in human resources & diversity offices or graduate school	Fall 2018	\$65k assistant professor	None anticipated
3	B.A. English Professional & Technical Writing	Increased demand for writers in various industries	Fall 2019	\$65k Assistant Professor; \$36k Administrative Assistant	None anticipated
4	B.A. Religious Studies	Student and community interest	Fall 2019	\$65k Assistant Professor; \$130k full professor	Significant community philanthropic support including endowed professorship
School of Medicine					
1	School of Pharmacy Pharm.D.		2017-19	Unknown	Unknown
Urban Affairs					
1	Ph.D. in Integrated Behavioral & Mental Health	Increasing student demand and community need	2017-19	Unknown	Unknown
2	M.A. in Urban Planning	Interdisciplinary	2016	\$65,000	Grants, contracts
3	B.A./M.A. Communication Studies	Students will earn both degrees in 5 years	2017-18	None	None



UNIVERSITY OF NEVADA, RENO

Strategic Themes and Objectives

The university's Mission & Core Themes, developed in its most recent Strategic Plan for the years 2015-2021, are below. This process began in February 2014, with engagement of a broad range of UNR and community stakeholders. The services of a consultant, Van Woert-Bigotti, were used in the planning processes. The Strategic Plan draws upon our previous (2009-15) plan and the 2013 self-study document prepared for the Northwest Commission on Colleges and Universities (NWCCU). It is aligned with the design elements of the Master Plan that was completed simultaneously. The 2015-2019 Strategic Plan is a "living plan" that is assessed on a regular basis by committees composed of faculty, students, and community members and updated as appropriate.

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.

During 2017-21 the University of Nevada, Reno will continue to focus its efforts on the following Core Themes:

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 people by engaging Nevada citizens, communities, organizations, and governments through community outreach and reciprocal partnerships.

Academic Programs

The following programs were supplied by departments and colleges as in the planning stages for the years 2017-2021 and beyond. Planning for these programs is at varying stages within the departments. Depending on the planning stage for these programs, the date of implementation, estimated cost and funding sources may be unknown.

New Program Name/ Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Department of Surgery	New Department of Surgery to replace department in transition to UNLV as part of new school of medicine.	July 2017	\$750,000	Renown Health
Department of Obstetrics/ Gynecology	New Department of Obstetrics/Gynecology to replace department in transition to UNLV as part of new school of medicine.	July 2017	\$750,000	Renown Health
Department of Emergency Medicine	New Department of Emergency Medicine to replace department in transition to UNLV as part of new school of medicine.	July 2017	\$750,000	Renown Health
Department of Internal Medicine	Expansion of existing Department of Internal Medicine to include a substantial number of internal medicine physicians currently employed by Renown Medical Group, to include outpatient, hospitalist, primary care and specialty care.	July 2017	Current funding as provided by Renown Medical Group	N/A
Master's Degree in Physician Assistant Studies	New training program for Physician Assistants.	July 2017	Self-sustaining	N/A
Online MPH	Through Pearson Embanet.	July 2017	Separate start-up and self- sustaining funding through Pearson	N/A
School of Community Health Sciences	Change from current School of Community Health Sciences to an independent school led by a Dean.	July 2017	No change in budget	N/A
School of Social Work	Change from current School of Social Work to an independent school led by a Dean.	July 2017	No change in budget	N/A
MA in Gender, Race and Identity	This program has received required approvals but has not yet been launched due to lack of funds for teaching assistants.	Fall 2017	Two graduate assistantships at \$15,500 plus fringe each.	None

New Program Name/ Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Accelerated BA/MA in Criminal Justice	This will be proposed as a five-year program.	Fall 2017	Operating and recruiting budget is estimated at \$1,000. We will also be discussing adding an additional 20 hr. TA position and a possible new academic faculty position to teach graduate elective classes.	To be discussed.
BA in Spanish; Minor in Spanish: Emphasis Linguistics	Requires 13/30 credits in Spanish linguistics (phonetics, intro. to language, Spanish in the US, Second Language Acquisition, Theoretical Applied Linguistics, History of the Spanish language, Linguistics Studies). A 15/21 credit minor is also planned.	Fall 2017	\$0	N/A
New, Minor in Native American Agriculture and Natural Resources Management	The minor will prepare students to address agricultural and natural resource issues impacting Native American communities.	Fall 2017	Under discussion	Under discussion
Ph.D. in Business Administration	This is a new degree program that will provide a doctor of philosophy in business administration.	Fall 2018	The resources that are needed to implement the program are 4 full-time GA positions. The estimated cost is \$100K	None
New, BS Degree in Community Leadership, Education and Communications	This new bachelor's degree is designed to meet the state need for a program to educate the next generation of extension professions to address UNR's mission.	Fall 2018	Under discussion	None
BA in Musical Theatre	A Bachelor of Arts degree in musical theatre is under departmental discussion and curriculum development for submission as a pre-proposal. This is an interdisciplinary academic degree with a curriculum that focuses on the development of performance skills in dance, music, and theatre. The degree plan will offer a 4-year course of study, incorporating course work in history, pedagogy, and performance in each of the three areas of study.	Fall 2018 at the earliest	Before implementation of this new degree plan, the music and theatre/ dance departments would need to add tenure- track hires in theatre, directing, and in musical theatre voice (searches have been approved for both), a lecturer in musical theatre dance and an Administrative Faculty position in costume design.	Musical Theatre does not have outside funding sources identified at this point.
Applied Doctorate in Musical Arts—DMA	An applied doctorate in musical arts is under departmental curriculum development for submission as a pre-proposal. This is an academic degree with a curriculum that establishes emphases, in its curriculum, on both the student's performance and graduate-level scholarship in music. The degree would offer a 3-year course of study, incorporating course work in theory, musicology, and performance practice, as well as required applied performance.	Fall 2018	Before implementation of this new degree plan, the music department would need two tenure- track hires in support of the curriculum: a music theorist/ composer and a musicologist/ ethnomusicologist. .	Music does not have outside funding sources at this point.

New Program Name/ Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Molecular Biosciences Program(s)	Merger of three existing graduate programs into one Molecular Biosciences Program: Cell and Molecular Biology, Cellular and Molecular Pharmacology and Physiology, Biochemistry	Fall 2018	No change in budget	N/A
Expansion of Dietetic Internship Program and MS Degree in Nutrition	This expansion will address the requirement, starting in 2024, that candidates for the Registered Dietitian exam possess a graduate degree.	2018	Under discussion	None
New Minor in Agricultural Science	This minor would provide students with sustainable agriculture techniques.	2018	Under discussion	None
Major (BA) in Gender, Race, and Identity with concentrations in existing areas (Women's Studies; Ethnic Studies, Religious Studies, and Holocaust, Genocide, and Peace Studies) and new areas (such as Sexuality Studies, Indigenous Studies, Latino/a Studies, Disability Studies)	This will be a new interdisciplinary major that will incorporate existing concentrations of coursework in the area of identity, diversity, and culture studies and introduce new concentrations in other areas. In addition, each of area of concentration will be available independently (outside of the GRI major) as a minor. Some of these minors already exist; others will need to be proposed and approved.	Fall 2018 or 2019	4 new joint hires in GRI have been approved for 2018-20	N/A
PhD in Media and Engagement	Provides a doctoral education in media and engagement, emphasizing the use of mediated communication for purposes of community and audience engagement. Draws upon faculty in Communication Studies, Education, English, and Public Health, as well as Journalism.	Fall 2019	Five GA positions at \$17,000 each, plus fringe.	Revenue generated through fees for engagement-campaign development for community clients.
B.S. in Aeronautical Engineering	Engineering of air flight systems, including (1) airframe design; (2) flight control; (3) high-strength/lightweight manufacturing; and (4) propulsion systems.	Fall 2019	Startups for 4 new faculty: \$1.4M, four 300 sq. ft. labs, four 150 sq. ft. faculty offices, graduate student office space	Industry and federal sources
New, BS Degree and MS Degree Program in Agri-Business	This new undergraduate and graduate degree would be a collaboration/joint effort between CABNR and the College of Business.	Fall 2020	Under discussion	None

New Program Name/ Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
New, MS Degree program in Community Leadership, Education and Communications	This new master's degree is designed to meet the state need for a program to educate the next generation of extension professions to address UNR's mission.	Fall 2020	Under discussion	None
MS Degree, Ecology, Evolution and Conservation Biology	Adding this degree option to the existing Ph.D. program in EECB.	Unknown	Unknown	N/A

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 is reviewed by relevant college and department committees, the University Courses and Curricula (UCC) 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 and Student Affairs Committee for approval. The institution's accrediting body, the Northwest Commission on Colleges and Universities, also receives the University's application for approval of any new degree and certificate programs in order to approve the change as minor or substantive.

As a result of this rigorous review process, the date of implementation is often an estimate; however, it is expected that all programs listed will be brought for consideration during the planning horizon of 2017-21. All programs at the University that generate student FTE are supported by state-appropriated funds through the higher education funding formulas and no new enhancement funds would be requested to support any of these programs.

Undergraduate Success Programs

The University of Nevada, Reno has a number of initiatives to increase retention, graduation rates, and student success following graduation. New professional advisor positions have recently been added to decrease the student:advisor ratio to below 500:1, and new advisor positions will be added over the period of this plan with the long-term goal of approaching a 300:1 ratio that is characteristic of national best practice.

The University joined the Student Success Collaborative of the Education Advisory Board, and invested in their SSC Campus analytics system to track student progression, identify and reach out to at risk students, and to coordinate advising notes and utilization of academic support centers. All academic units with undergraduate majors will be using the SSC Campus system during the planning period.

The University will continue to expand its NevadaFIT academic boot-camp program for entering freshman students. The University initiated this program in 2013 with 48 students. The program has grown each year with 352 students participating in 2014, 410 students in 2015, and 973 students in 2016. The program is now available to all majors, though the only

formal program in the College of Liberal Arts is in Psychology. In 2016 the College of Science participation in NevadaFIT for all of its majors (over 400 students). In 2017, CABNR and the College of Business will also require all of their incoming freshmen to participate in NevadaFIT, and total participation is expected to be 1500-2000 students. Outcomes assessments for the 2015 cohort showed that NevadaFIT participants were retained at a rate of 87%, while nonparticipants were retained at a rate of 80%. Retention rates of first-generation and Hispanic students were particularly pronounced.

In Fall 2016 the University launched its new Silver Core general education program. This program is founded upon the assessment of student learning in fourteen Core Objectives developed by UNR faculty. The objectives include new focus areas on experiential learning, ethics, technology, globalization, and communications skills. By design, the Core Objectives are integrated into the requirements of degree programs whenever possible. During this planning period the initial assessments of student learning outcomes will be used to refine and direct the design of the Silver Core, which is intended to be a dynamically evolving general education program.

Graduate School

The University of Nevada, Reno is aggressively pursuing policies to improve the graduate student experience, expand graduate program offerings, and substantially increase the number, quality and diversity of its graduate students. Since 2013, UNR has increased the base stipend for graduate assistants (GA) by 21% and added 95 state-funded GA lines, with additional GA lines budgeted as UNR increases the number of tenure-track faculty by 400 positions between 2014 and 2021. In order to be competitive with regional R1 and R2 universities in STEM disciplines, UNR plans to further increase the base stipend for STEM GAs to \$20,000 in FY18, and to differentiate stipend amounts by degree type (master's versus doctoral students). UNR is investing in centralized digital recruitment campaigns, graduate student recruitment boot camps and new software (TargetX) to enable state-of-the-art application submission via mobile devices. UNR has also partnered with Pearson Embanet to create fully online master's programs in Social Work and Public Health. These partnerships are projected to add several hundred graduate students within 3 to 4 years, and provide rural Nevada communities with access to graduate degree programs. Efforts to enhance graduate education are beginning to yield significant benefits as new graduate student numbers increased by 12.6% between Fall 2015 and Fall 2016, and the overall number of master's and doctoral students increased by 3.7% and 5.5%, respectively.

UNR and the Graduate School are engaging in a several initiatives to improve graduate-student success and raise the profile of graduate students and graduate education on campus. In 2014, the Graduate School introduced the [Three Minute Thesis @ Nevada](#) competition, the [GradFIT](#) recruitment boot camp for historically underrepresented and first-generation college students, and augmented funding for graduate student conference and meeting travel by \$100,000. 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, new and forthcoming graduate programs include the interdisciplinary Integrative Neuroscience MS and PhD programs, the Mathematics PhD program, the Statistics and Data Science PhD program, the MS and PhD programs in Animal and Range Science, the online Master of Social Work Program, the online Master of Public Health Program, the MA in Communication Studies and the Master of Physician Assistant Program.

The Graduate School is also in the process of developing professional development services to enhance graduate education, career attainment and postdoctoral fellow training. In 2015, UNR became a sustaining member of the National Postdoctoral Association and established the [Office of Postdoctoral Affairs](#), whose mission is to enhance postdoctoral experience and training by providing postdoctoral fellows, faculty, and administrators with information regarding institutional policies, career development opportunities, and other issues relevant to postdoctoral mentoring. In partnership with the Graduate Student Association (GSA), in 2016-17 the Graduate School developed 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. Studies by the NIH and other government 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.

Division of Health Sciences (DHS) and the University of Nevada, Reno School of Medicine (SOM):

- Change name of University of Nevada School of Medicine to the University of Nevada, Reno School of Medicine, to reflect the close alignment of the School of Medicine with UNR and Reno partnerships and affiliations;
- Transition current Las Vegas campus of University of Nevada, Reno School of Medicine, including faculty clinical services and residency training programs, to the new medical school at the University of Nevada, Las Vegas;
- Create new clinical departments and develop full, four-year school of medicine in Reno in collaboration with Renown Health and other hospitals and healthcare institutions, with continued statewide outreach to Las Vegas and rural communities for medical student clinical teaching capacity and expanded residency and fellowship training;
- Make major investments in clinical and translational (C & T) research infrastructure in both Reno to support a significant increase in funded C & T research, in collaboration with Renown Health and other hospital partners, and create new partnerships with successful and well-funded basic science research programs;
- Create new structure of Division of Health Sciences with independent schools of community health sciences, nursing, and social work, reporting to the Provost;
- Realign other components of DHS, including the Sanford Center on Aging, Center for the Application of Substance Abuse Technologies, the Student Health Center, and the Department of Speech Pathology and Audiology with the School of Medicine and other independent academic units;
- Pursuit of accreditation of the School of Community Health Sciences as a full School of Public Health;
- Expand B.S.-to-D.N.P. program in the school of nursing;
- Expand graduate student programs at both M.P.H. and Ph.D. levels in School of Community Health Sciences;
- Develop new, on-line M.S.W. program to include special access to expand rural social work training; and
- Develop new program of specialty clinical services for older adults as part of the Sanford Center on Aging.

Student Services

The following table summarizes the new UNR student services plans to implement in the period 2017-2021:

Brief Description of New/ Expanding Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Open Great Basin Residence Hall	Fall 2018	\$50 million	Auxiliary
Open a satellite Wolf Shop in Great Basin Hall	Fall 2018	\$120,000	Auxiliary
Expand the First in the Pack Program to support more than 100 Gear Up freshmen not admitted to TRiO	Fall 2017	\$35,000	None
Expand the Joe Crowley Student Union	2020	Preliminary estimate will be available in 2016-17	Auxiliary
Build the E.L. Wiegand Fitness Center to promote healthy bodies and minds	January 2017	\$46 million	Private dollars FSA Debt Retirement

Research and Innovation Initiatives

The vision of the research and innovation enterprise at UNR is to create an environment that will enable the faculty and students to excel in their research, scholarly, creative and innovative activities, and enhance the status of the University of Nevada, Reno as an internationally recognized research university.

The **mission** of our research and innovation activities will be aligned with the goals of the University's [Institutional Strategic Plan](#) and with the needs of the region and the state.

The Office of Research and Innovation supports the university-wide goal to attain the Research University R1 classification by 2021 by adopting the following actions:

- Support world-class research, innovation, and commercialization at the University;
- Develop major existing and emerging research areas;
- Provide faculty, students, and staff with the highest quality administrative services and a competitive infrastructure that will enable them to excel in their research, scholarly, and artistic endeavors;
- Foster ethical conduct in research and adhere to all regulatory requirements; and
- The activities of the Office of the Vice President for Research and Innovation will be driven by our core values: integrity, the pursuit of excellence, fairness, respect, and collaboration.

UNR will aim to provide our faculty with streamlined, organized, and efficient access to all information and processes necessary to conduct research and facilitate innovation and entrepreneurship at the University.

Implement Structural Changes in the Office of Research and Innovation:

- The Office of Research and Innovation will be a faculty-first service organization; Adopt the “Anticipate, Communicate, Train” (ACT) approach.
- Develop a Research and Innovation Strategic Plan that is aligned with the University’s Strategic Plan.
- Dr. Ana de Bettencourt-Dias, Professor of Chemistry at the University of Nevada, Reno, was appointed as the Associate Vice President for Research in May 2015. She is working on faculty research development.
- A national search for the Assistant Vice President for Enterprise and Commercialization was conducted. Dr. Ellen Purpus was selected, and she has been in the office since October 2015. She oversees technology transfer and commercialization activities, the Innevation Center, Nevada Industry Excellence, and Nevada Center for Applied Research (NCAR)
- A national search for the Director, Innevation Center was conducted. Mr. Jim Sacherman, a Silicon Valley veteran was selected. He has been serving in that role since April 2016.
- A national search was conducted for the Director, Nevada Center for Applied Center (NCAR). Dr. Carlos Cardillo was selected, and he has been serving in that role since October 2015. NCAR is a stand-alone research and development center that leverages the University’s physical (laboratories) and intellectual (faculty, staff and students) assets to enhance the competitiveness of Nevada’s industry.
- Established a Proposal Capture Team. Selected Ms. Lisa Genasci through a national search to lead the team.
- The Director for Undergraduate Research was recruited. Dr. Scott Mensing, Professor of Geography, University of Nevada, Reno was selected. He has been serving in that role since May 2015.
- Create and foster an environment that will enable innovation among faculty, staff and students.
- Invest in electronic software to manage and organize business transactions related to research – pre- and post-award, IRB, conflict of interest.
- The Nevada Research and Innovation Corporation (NRIC) was incorporated in August 2016. NRIC will be fully operational in the beginning of 2017.

Implement programs to enhance faculty competitiveness

- Competitive proposal development initiatives:
 - a. Grant-writing seminars and workshops;
 - b. Proposal development assistance (budget development, external reviews of proposals, editorial assistance, graphics assistance);
 - c. Grant-writing Mentors Program for junior faculty;
 - d. Building relationships with regional companies/industry – partnering on large funding opportunities;
 - e. Research Enhancement Grants competitive program to enable re-submission of competitive proposal;
 - f. Establish funding mechanisms to support scholarly, creative and artistic activities. Initiate a Faculty Research Travel Grants program for CLA and Journalism;
 - g. Establish other internal research funding mechanisms; and
 - h. Established a Proposal Capture Team to facilitate development of large multi-institutional, multi-faculty and interdisciplinary proposals. The team is comprised of a Proposal Capture Manager, Graphics artist and budget-development personnel. Hire a graphics expert for the team.

- Enhance research infrastructure:
 - a. Equipment grants to be competitively awarded to faculty for enhancing instruction and research;
 - b. Support equipment grant applications, such as NSF Major Instrumentation Grant, DURIP, etc.;
 - c. Enhance the Shared Research Facility; and
 - d. Hire an IT/software development person in the Office of VPRI.
- Streamlining OVPRI policies and procedures:
 - a. Streamline existing policies and develop new policies that promote research and ethical conduct of research on campus. Examples: Cost Share Policy, Conflict of Interest Policy, New Export Controls Policy, Effort Reporting Policy, PI Policy with clarification on Adjunct Faculty, “Last-minute-proposals” guidelines; and
 - b. UNR Med – Renown Partnership
 - i. Help establish clinical trials program within the partnership between UNR Med and Renown.
- Research Integrity Office- Streamlining procedures and processes:
 - a. Electronic systems for IRB protocols and Conflict of Interest forms; and
 - b. Prepare for the AAHRPP accreditation.

Research Communications

- Hired a Director, Research Communications;
- New revamp the VPRI website; and
- Industry Portal on the VPRI website.

Enhance innovation and commercialization opportunities on campus

- Support the Innovation space at the DeLaMare Library for students, faculty, staff, and community;
- Spur the growth and outreach activities of University of Nevada, Reno Innevation Center, Powered by Switch;
- Hire support personnel in the Office of Enterprise and Innovation;
- Established three Innovation Awards--Early Career Innovator, Innovator, Student Innovator;
- Establish a Bio-Sciences Entrepreneurial Laboratory (BEL) to draw bio-tech industry to establish programs on campus and collaborate with UNR faculty to seek federal research and development funding; and
- Significantly increase number of start-ups and spin-out companies on-campus and in the region.

Other Research Initiatives

- Enhance interdisciplinary research and graduate teaching programs – Collaboratively with the Graduate School;
- Clarify policies for creation of Centers and Institutes. Establish world-class faculty- driven research centers and institutes;
- Foster International research programs;
- Enhanced the Faculty Travel Grants – Competitive and in three phases;
- Support and enhance Undergraduate Research; and
- Establish international undergraduate research programs.

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:
 - ◊ Complete renovation and repurpose of Thompson Hall for use by the College of Liberal Arts in March 2017;
 - ◊ Complete renovation of Palmer Engineering for use by the College of Engineering by Summer 2017;
 - ◊ Complete design plans for a new building for the College of Engineering;
 - ◊ Complete plans for renovation of Scrugham Engineering and select labs in Chemistry and Leifson;
 - ◊ Expand future use of Valley Road properties by the College of Agriculture, Biotechnology, and Natural Resources and the Agriculture Experiment Station;
 - ◊ Complete design and construction of a new performing arts building to adjoin Church Fine Arts;
 - ◊ Initiate planning for a possible eventual new building for the College of Business;
 - ◊ Initiate planning for a new life sciences research facility; and
 - ◊ Develop a plan for eventual renovation of Manzanita Hall for academic use;
- Finalize plans and financing for the phased construction of new residential halls;
- Complete construction of the E. L. Wiegand Fitness Center by January 2017;
- Work with Intercollegiate Athletics to continue planning around various facility-related issues to include a practice facility for the men's basketball team, outdoor and indoor tennis courts, construction of a rifle team facility, and possible construction of a new multi-purpose indoor practice facility;
- Complete renovations to the Lombardi Recreation Center for use by academic departments, Intercollegiate Athletics, and campus recreation; and
- Develop a plan for expanding childcare services for faculty, staff, and students.

Information Technology

- Review, revise and implement a rolling 5 year Campus Cyberinfrastructure Plan that sets benchmarks for end-to-end electronic resources for scholarship and research that includes network access, compute and storage capacities, cybersecurity, collaboration tools, software applications, research data curation, and human resources for support to enable the University to meet its strategic goals in learning, discovery, and engagement;
- Update the campus data-governance plan 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; foster a culture of security awareness and communication among all organizations 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 work with the Office of Organizational Resilience to raise awareness across the campus through training and focused exercises;
- Establish benchmark metrics, to measure University IT services that demonstrate alignment and support of University wide goals. Continue to report on and refine these metrics and use them as an integral part of IT planning for current and future activity;
- Achieve and maintain a robust, redundant network infrastructure on a regular refresh cycle that includes 100% campus coverage of wireless access and a fully converged network for voice, video and a data traffic; and
- Move University IT planning and resource allocation from a capital intensive process to an operational service organization by managing IT services, not core to the University mission, off premise and redirect on premise resources to support the goals of the mission.



Nevada State College

Strategic Objectives

Nevada State College (NSC) is dedicated to providing high quality baccalaureate programs that open the door to career success and an enhanced quality of life for a promising population of historically under-served students. 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 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 a wide array of course offerings that strategically integrate web-enhanced, online, and hybrid modes of instruction.

The following strategic objectives guide the pursuit and implementation of mission-specific goals for 2017-2018¹:

1. Increase student retention, degree completion, and overall academic success, particularly among first-generation, under-represented students, by improving comprehensive academic resources, freshman experience courses, academic 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, as well as enhanced relationships with all relevant communities, including area high schools and NSHE's two-year colleges;

¹NSC is in the process of a Provost search, with expectations to have a new Provost in 2017. Given our changing leadership, rapid growth and continual need for institutional adaptability and innovation, the college chose to pursue a two-year strategic plan over a four-year plan at this time.

3. Continue to develop and enhance academic programs that offer distinctive, high-quality learning experiences to students;
4. Continue to build the campus data infrastructure to enhance our reliance on assessment and evidence to drive institutional improvement, enhancements in customer service, and innovation;
5. Expand our efforts to intelligently integrate technology into our processes to enhance quality and maximize efficiency, particularly for underlying structures that support student degree progression (e.g., degree pathway software) and institutional business processes (e.g., the Workday Project);
6. 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;
7. Introduce creative and data-driven curricular and course scheduling solutions that maximize facility utilization, increase graduation rates and decrease time to degree attainment;
8. In accordance with our statewide mission, establish strong 2 + 2 programs and articulation agreements with incentives for students who have earned an associate's degree. Continue to build select 3+1 BAS degree programs with the community colleges;
9. Maintain affordability and administrative efficiency to ensure that students are able to afford a high-quality college degree from NSC;
10. Expand extramural funding to support the success of first-generation and under-represented students, enhance degree programs, and facilitate greater experiential/research opportunities;
11. Redesign remedial placement practices and associated gateway courses to facilitate student skill-acquisition while simultaneously decreasing costs and time to completion;
12. Prepare students to serve and lead Nevada's workforce by fostering essential knowledge and skills through exemplary instructional practices, cutting edge technology, research or project-based curricula, and robust 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 robust 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 historically under-served student populations (e.g., first-generation students); and
15. Continue to pursue Hispanic Serving Institution status.

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 five years. A commitment to the robust quality and health of existing programs, in accordance with projected resources, strongly influenced the selection of new programs and initiatives.

New Programs Name/ Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Early Childhood Education	An inclusive BAED degree that qualifies graduates for dual licensure in the teaching areas of Early Childhood Education and Early Childhood Developmentally Delayed Education	Fall 2018	FY Strategic Initiative Funding Request was for \$80,883	Private donors have expressed interest in supporting an early childhood center on our NSC campus.
MAED in Speech- Language Pathology	The SOE has requested permission from NSHE to create a MAED in Speech-Language Pathology.	Fall 2018	Strategic Initiative Funding Request was for \$222,331 Nevada Legislature	TBD/ The potential for outside dollars is being explored.
Secondary Education Dual Programs, BA degrees in STEM majors	The School of Education is collaborating with the School of Liberal Arts and Sciences to create programming that allows students to earn dual a secondary education degree and a content degree (potentially a new BA degree in the STEM disciplines).	History/History Education and English/ English Education were introduced in Fall 2016. Planning is underway to implement in Math, Physical Sciences, Chemistry and Biology.	NSC, with UNR and UNLV, has proposed a FY Strategic Initiative Funding for a state wide "UTeach" like program. The project will start after 2018.	TBD/ The potential for outside dollars is being explored.
English Language Acquisition and Development (ELAD)	The SOE is looking to significantly increase enrollment in undergraduate and/or post-baccalaureate level coursework that leads to teaching candidates or currently practicing K-12 teachers meeting the requirements for the NDE ELAD endorsement.	This initiative will support NSC's implementing the requirements for a proposed new NDE ELAD endorsement. A potential implementation date is Fall 2018.	The SOE will conduct a search for a replacement hire in ELAD during AY 2016-2017. Zero additional cost projected for the coming AY.	TBD
Chemistry	Pursuing an ACS certified Chemistry BS*	2018 or 2019, dependent upon hiring two new faculty	\$255,288	None.
BA in Deaf Studies (and possible BAS in collaboration with CSN)	A BA in American Sign Language, interpreting, and Deaf culture	Fall 2017 or 18 – curriculum was approved in 2016 at NSC, will be submitted for November 2016 AAC meeting, should be in front of BOR March 2017.	\$96,786	The potential for outside dollars is being explored.
Business specialization areas:	Human resources, accounting, international business and entrepreneurship	Fall 2017	\$0	None.

New Programs Name/ Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
BA or BS in Allied Health or Health Sciences	This could be a degree program to on-ramp pre-nursing students (among others) into professions like health education, healthcare policy, social work, nutrition or occupational health.	Fall 2018	\$100,000	None.
BA degrees in Math, Biology, Chemistry	BA degrees will be similar to BS programs but with some courses removed to make space for education licensure courses.	Fall 2017	\$0, leverages current resources	None.
Data Science Minor	A set of courses in statistics and research methods for majors in psychology, math, biology, and business among others and feed into UNR/UNLV graduate programs.	Fall 2018 – Curriculum being developed currently	\$0, leverages current resources	None.
Conservation Biology Minor	There is high student interest in this area	Spring 2018	\$0, leverages current resources	None.
Fine Arts Minor	Due to new financial aid requirements, many art electives had reduced enrollment in fall 2016. A fine arts minor would allow students to take art classes toward a minor and earn financial aid. It can also allow education majors to become qualified to teach art classes in CCSD.	Fall 2017	\$10,000 in equipment, one time only	
Pre-law Minor	Formerly, pre-law at NSC was affiliated only with the History program. This new course sequence would allow students in any major to earn a pre-law minor.	Fall 2017 – Already submitted through NSC Curriculum Committee	\$0 (outside of PTI costs)	None.
Pre-health professional Minor	Due to financial aid restrictions on courses that are not toward a minor or major, some coursework not required by the major but required for graduate programming has become inaccessible to students. This minor allows pre-graduate school courses to count for a minor and earn financial aid.	Fall 2018	\$0 (outside of PTI costs)	None.
BA Public Policy or Public Administration	Programming in public administration, leadership or service.	Fall 2018	\$250,000	Private donors have expressed interest in supporting this program at NSC.
Accounting Minor	This will build students in the pipeline for an eventual Accounting Major at NSC.	Fall 2017	\$0, leverages current resources	None.

New Programs

Name/ Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Horticulture Science Certificate	Infrastructure for this program was created with a NV STEM Workforce grant and curriculum is in planning.	Fall 2017	\$200,000	Private donors have expressed interest in supporting infrastructure and personnel for this program.
Master's in Nursing: Nurse Educator	There is increased demand for nurse educators in the state. Customized educator tracks to serve the local/ state needs of community, clinical and academic settings.	Fall 2018	The salary + fringe of two new state funded nursing lines (doctoral prepared/tenure track)	TBD/The potential for outside dollars is being explored.
Lactation Certificate	As hospitals strive for "Baby Friendly" status, they will need to employ more lactation consultants.	Fall 2018	TBD, being researched	None.

Student Services

During the next two years (2017-2018), Nevada State College plans to expand upon the following student service initiatives.

Brief Description of New/ Expanding Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Expand the Student Academic Success Center and academic advising to include more comprehensive advising, tutoring, supplemental instruction and structured learning assistance	2017	\$172,000*	None
Expand the Writing Center staff to ensure adequate support for students and faculty	2017	\$68,600 + fringe	Private funding
Continue funding for student participation in intensive summer preparatory programs that foster learning communities, intensive mentorship and interaction with faculty, and utilization of student support personnel that leads to meaningful first-year experience	2017-18	\$225,000	Federal grant (SSS TRIO)
Support career services center, Dean of Students and the Office of Community Engagement and Diversity Initiatives to engage students in more community opportunities and internships	2017	\$95,800 + fringe (administrative assistant and case manager)	Student Fees
Structure courses and curricula to imbue students with functional and marketable skills that promote opportunities for career, graduate school, and personal success	2017	\$48,000 per year (Summer Institute for faculty)	Private funding

* Requested funding is not final and awaits further review

Brief Description of New/ Expanding Student Services	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Integrate tools that provide real-time success-orientated feedback to faculty and students (e.g., predictive analytics)	2017	TBD (we may be able to build this internally)	None
Secure advising software that will direct students along ideal degree-completion pathways with prescribed curricular sequences and automated scheduling	2017	\$100,000*	Student Fees
Expand virtual and on-demand academic assistance opportunities, emphasizing academic advising and student services	2017-2018	\$75,000* per year	None
Secure funding and develop programming to increase STEM teachers in Nevada	2017-18	\$200,000	Federal grant funding (Noyce, NSF)
Scholarships for a cohort of high achieving low income STEM students	2017-18	\$130,000 per year	Federal grant (S-STEM, NSF)
Teacher Academy(ies) to pipeline high performing secondary students into NSC's School of Education and teaching careers	2017-2018	\$80,000	Private Funding
Project SEEDS: recruit and retain Latino baccalaureate nursing students who will graduate and practice nursing in Nevada	2017-18	\$500,000 per year over four years	HRSA grant
Director of Nursing (RN BSN)	2018	\$90,000 + fringe	None
Nursing Success Coach (RN BSN)	2017-18	Salary + fringe	RN BSN Fees
CTLE Director to help improve teaching quality	2017	\$75,000 + fringe	None
First Year Lecturers (3)	2017-18	\$150,000 + fringe	Student Fees
International Programs (personnel)	2018	\$75,000 + fringe*	None
Mental Health Services – contractor one day a week; some off hours work.	2017-18	\$60,000	None
Daycare	2017-2018	\$300-600,000*	Private funding

* Requested funding is not final and awaits further review



College of Southern Nevada

Strategic Objectives

The College of Southern Nevada creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The College fosters economic development, civic engagement, and cultural and scientific literacy, while helping students achieve their educational, professional, and personal goals.

Academic Programs

This academic master plan supports the core themes of student success, community and connection, quality, and institutional stewardship.

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Project Management - Skills Certificate	Aligned with Project Management Institute Certification. Provides knowledge and skills in project management, including fundamentals as well as scheduling software, procurements and contracts, managing human resources and risk management.	Fall 2018	Negligible. Current equipment and faculty are sufficient to establish the program.	Collaborations with current Business and Industry partners.
Retail Management - Skills Certificate	Aligns with Western Alliance of Food Chains and has been a result of direct input and support by the WAFC Advisory Board.	Fall 2017	This program is a result of a credit adjustment to the existing Certificate of Achievement in Retail Management.	
Human Resource Management - Skills Certificate	Will be developed in collaboration with NV Society of Human Resource Management to prepare completers with the preparation for the SHRM Certification Exam.	Fall 2018	Negligible.	Collaborations with Business and Industry partners.

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Welding - Skills Certificate	Conforms to industry certification from American Welding Society.	Fall 2017	Negligible. Stackable credential to Certificate and AAS degree in Welding.	
Home Health Aide - Skills Certificate	Conversion of a non-credit program developed with a DOL TAACCCT grant.	Fall 2017	Start up costs were covered by a DOL grant.	Start up costs were covered by a DOL grant.
Geological Information Systems - Certificate of Achievement	Interdisciplinary program between environmental science, geography, geology, biology, and computer information technology	Fall 2018	Negligible. Faculty, equipment, courses currently exist.	
Financial Economics - Skills Certificate	Preparation of students to complete Life, Health and Annuities certification exams.	Fall 2017	Projected need of \$10,000	Local financial services firms
Cybersecurity Compliance - AAS/ Certificate of Achievement	Conform to ISACA industry certification. i.e. Certified Information Systems Auditor, Certified Information Security Manager or Certified in Risk and Information Systems Control	Fall 2018	Negligible.	Cybersecurity program was developed with a STEM Workforce Challenge grant.
Aviation Cabin Service - AAS/Certificate of Achievement	Contributes to the agreement with Hanseo University for preparing cabin service personnel	Fall 2018	Negligible.	
Architecture - AA	Current AAS is no longer functional. Transition to transfer degree for registered architects.	Fall 2018	Negligible	
Interior Design - AA	Current AAS is no longer functional. Transition to transfer degree for interior designers.	Fall 2018	Negligible	
Occupational Therapy - AAS	Re-tool and develop a consortium model in collaboration with TMCC to provide an OTA workforce in Nevada	Fall 2017	\$300,000	Seek funding from grants, corporations, collaborations with business/industry.
Pre-Pharmacy - AS	New transfer degree meets the need for additional pharmacists in Nevada. Will collaborate with Rosemary and/or UNR to develop a pre-Pharm track so students can complete prerequisites efficiently, earn a pharmacy technician credential. An opportunity to pilot a competency based education model.	Fall 2018	\$150,000 – Potential re-use of space and equipment from the previous Pharmacy Tech program.	Seek support from grants, corporations, collaborations with business/industry.
Applied Project Management - BAS	Aligns with the workforce demands stated in the GOED, July 2016. Builds upon associate degree curricula to provide communication, problem solving skills, management and organizational theory and practice.	Fall 2017	Negligible. Current equipment and facilities and faculty are sufficient.	

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Logistics Management – Emphasis in Convention and Event Support Management - BAS	Focuses on project management skills within the field of logistics. Instills skills, abilities and competence in support of the convention and trade show industries within Southern Nevada	Fall 2018	Current equipment, facilities and faculty are sufficient to establish this program.	
Health, Wellness and Social Services - BAS	Projected job growth of 23% by the US Department of Labor statistics. Growing need for health educators, mental health technicians, and human services. Allows collaboration between Schools of Health Sciences and Education, Behavioral and Social Sciences.	Fall 2018	\$95,000 – could be developed as an online degree option	
Accounting Forensics - BAS	Provides an applied degree path that builds upon credentials achievement from AAS in Accounting.	Fall 2018	Current equipment, facilities, faculty are sufficient.	
RN – BSN	Intended to capture CSN graduates who might otherwise pursue their BSN education outside NSHE. Industry is moving toward BSN as entry level for practitioner.	Fall 2018	\$250,000	Grant funding would be sought to supplement the development of this most likely on-line option.
Healthcare Administration - BAS	Meet the projected growth in the healthcare workforce sector, especially in systems leadership roles. Presents an opportunity to collaborate with School of Business, Hospitality and Public Service.	Fall 2018	\$95,000 – New faculty – Primarily online delivery.	
Utilities - AAS/Certificate of Achievement	CSN is currently engaged with SW Gas and NV Energy to design educational opportunities for a workforce in power utilities using a model from the Maricopa system	Fall 2017		Start up faculty, equipment, facilities from SW Gas and NV Energy.
Mechatronics/Robotics - AAS/Certificate of Achievement	CSN is currently engaged with Comau through the Faraday Futures project to become the educational partner with Comau in robotic body shop design.	Fall 2018		Comau has educational partnerships with other post secondary institutions to include curriculum and equipment.
Urban Studies - AA	CSN has been asked by UNLV to develop a feeder into bachelor and graduate Urban Studies programs. This request is made based on the placement of CSN in local municipalities and work at City of Las Vegas City Hall.	Fall 2017	Course development in urban studies could become the special program requirements of an associate of arts degree.	
Deaf Studies – American Sign Language/English Interpreting - BAS	This program represents a movement of the existing AAS degree to a BAS level to meet the NRS 656.A requirements for interpreters to be bachelor's prepared.	Fall 2017	CSN has existing faculty, equipment, space and curriculum	

Student Services

The Student Services Division within CSN plans to support current and future academic programs through existing student service support programs.



Great Basin College

Strategic Objectives

Great Basin College presented its 2014-2021 Strategic Plan to the NSHE Board of Regents at its meeting of June 5-6, 2014. The Strategic Plan presented the GBC vision for economic sustainability through future growth, as administered through its mission and core themes. The 2017-2021 Master Plan presented here lists a focus of academic programs and student services derived from the approved long-term institutional strategy.

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; and
- 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 laddered 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 as identified by Nevada and fulfill the national agenda of a better educated public and a well trained workforce.

Academic Programs

The former GBC Academic Master Plan submitted for 2015-2019 primarily sought efficiencies by building on opportunities to align with existing programs. Enrollment capacity within existing courses was used to create parallel programs with significant overlap of courses, addressing different student audiences.

The new plan presented here for 2017-2021 continues to seek efficiencies by building on opportunities to align with existing programs. GBC will continue to use enrollment capacity within existing courses to create parallel programs with significant overlap of core courses, but which address different student audiences. The additional cost for adding these programs will be minimal while adding significant student opportunities. Also presented are new programs identified as having need and opportunity. GBC plans to remain aggressive in the delivery of programs through distance technologies.

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Continually evaluate the changing needs for new and existing programs	GBC's mission is to respond in a timely manner to the needs of the constituents of the GBC service area.	FY 2017-2021	As needed and can be afforded	Grants and private funding are always sought where and when possible
Expand and maintain mine and industry workforce training programs	Continue to evaluate opportunities for expanding contract training programs with mining companies and other businesses and industries.	FY 2017-2021	Minimal, mostly related to facilities; staff is in place	Largely self-funded through contract agreements
Expand the types and numbers of skills certificates granted (<30 credits)	Continually seek opportunities to develop certificates with employability value.	FY 2017-2021	Minimal, utilizing existing courses and instruction	Some may be offered through contract instruction
Evaluate and develop opportunities to provide programs fully available online	Distance delivery through the online system remains a key strategy to offer more student opportunities in a region of widely dispersed and limited population.	FY 2017-2021	Base costs covered with existing infrastructure; other costs through student fees (\$10,000/year additional)	Student fees charged for online courses cover expanded online delivery
Engage high schools within the service area for cooperative educational opportunities	The two foci are to address college readiness of graduating seniors and to offer dual credit and similar opportunities to prepared students.	FY 2017-2021	Minimal new cost, primarily administrative	
Address issues in remedial education	Continue working on strategies to increase incoming college readiness and timely remediation of those not prepared.	FY 2017-2021	Minimal new cost, primarily administrative	
BAS with an emphasis in Management & Supervision	Due to the continued strong economic climate in our service area, there is a need for a management supervisory focused program.	FY 2018	Minimal utilizing existing courses and instruction	
BAS with an emphasis in Human Services and Behavioral Health	The course work for this program is completed online with a field internship practicum that can be complete in the student's geographic location; will require an AA, AS, or AAS degree for admission.	FY 2018	\$30,000/year	

New Programs Name/Expansion of Existing Programs	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
GRC (Graphic Communications) - Certificate of Achievement	This GRC Certificate of Achievement enables GBC's rural, place-bound and non-traditional students to ladder their program completions. This certificate is equivalent to the first year of an AA – GRC pattern of Study and/or an AAS – Computer Technologies. Once students have earned an associate's degree they are on track to earn a BA or BAS - GRC.	FY 2017	No new cost; existing Graphic Communications instruction has capacity for more enrollment with existing state funding	
Convert AAS Nursing and RN-BSN programs to one 4-year BSN program	With current trends in Nursing, the ADN program will be discontinued and the RN-to-BSN program will become a freshman admission BSN program.	FY 2020	No new cost, only conversion of the format of the existing program	Grant funding will be sought to support the transition
BAS with an emphasis in Engineering Technician	Having 5 strong AAS degrees in high demand technical fields has warranted an avenue for graduates to pursue a technician level engineering BAS degree.	FY 2020	\$120,000/year	

Student Services

To support academic programs in alignment with the GBC Mission and Core Themes, Student Services is committed to student success and access to support services. Support services provided are not dependent on students' zip codes. Services are available to ALL students whether they are enrolled in live or interactive video at the main campus, centers, satellites or taking classes completely online.

Brief Description of New/ Expanding Student Services	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Funds
Veteran Resource Center (VRC)	The VRC has grown significantly since its inception, offering a variety of resources for veteran success.	FY 2018	\$65,000/year for Coordinator	Previous grant funding ending
Retention	For a dedicated full-time position focusing on student retention	FY 2018	\$65,000/year	4% registration fee increase
Recruitment & Advising	For a full-time position in the GBC Pahrump Valley Center	FY 2019	\$65,000/year	
Security	Two full-time officer positions, one at the GBC Pahrump Valley Center and one at the GBC Winnemucca Center	FY 2019	\$100,000/year	
Success Coaches	Peer mentors to support specific student populations, Dual Credit, e.g. Native American, Latino, Adult Learner	Phase in FY 2018 & FY 2019	\$25,000/year	
Housing	Initiate planning options for replacement of student housing.	FY 2020	Unknown	Lease-to-buy options to be considered using housing fees



Truckee Meadows Community College

Strategic Objectives

Vision

Truckee Meadows Community College creates the future by changing lives.

Mission

Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

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;
- Responsible and sustainable use of resources; and
- Fostering attitudes that exemplify responsible participation in a democratic society.

Core Themes

TMCC has established 13 objectives under four core themes: Student Success, Academic Excellence, Access to Lifelong Learning, and Stewardship of Resources. We plan to present these to the Board of Regents in December 2016 for approval towards the next iteration of our Institutional Strategic Plan. The core themes and associated objectives are as follows:

Student Success

TMCC supports student pursuit of a variety of educational goals, including graduation, transfer, career advancement, and personal enrichment. We realize that the diverse students attracted to our institution need wide and varied support to reach their goals. High-quality academic support services are essential for students to effectively access and use information that will facilitate their learning and their progress through their academic programs. Interpersonal, intrapersonal, and practical skills are essential components of a holistic approach to academic and career success. Students must be given the opportunity to develop and advance these skills.

- **Objective 1.** Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.
- **Objective 2.** Provide high-quality student support through library resources, tutoring, advising, and information services.
- **Objective 3.** Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.

Academic Excellence

TMCC values excellence in teaching and learning, and evidence of student progress through assessment of student outcomes. Systematic review and assessment verifies student learning and achievement, improves teaching, and assures quality courses and programs for our students. For our region to prosper economically and sustain a high quality of life, it needs an educated, skilled labor force. By aligning postsecondary education with the current and emerging needs of business and industry, TMCC helps to meet the specific needs of our community. A relevant and engaging learning environment enhances the delivery of high-quality instruction that is critical to academic excellence. Nurturing ongoing professional development supports faculty and staff staying current in their fields, and enhances instruction and effective service to students. Celebration of professional growth encourages this mindset.

- **Objective 1.** Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.
- **Objective 2.** Offer high-quality programs that meet the workforce educational needs of our community.
- **Objective 3.** Create a learning environment that promotes academic growth for students.
- **Objective 4.** Nurture and celebrate a culture of intellect and professional growth among faculty and staff.

Access to Lifelong Learning

TMCC welcomes and serves students who may not be ready to enter at the college level, who may not want a traditional degree, or who come to us with prior experiential learning that we recognize and value. TMCC fulfills this commitment by providing equal opportunity for members of our community to thrive academically and professionally. Students learn best in a safe, inclusive environment where they are valued members of the campus community. Extending inclusivity and welcoming guests fosters a positive relationship with our community. Alumni who remain

connected to TMCC support their own lifelong learning and that of current and future students. Alumni contributions promote and sustain the vitality of the College.

- **Objective 1.** Function as an Open Access institution.
- **Objective 2.** Cultivate a welcoming, safe, and inclusive environment.
- **Objective 3.** Encourage alumni to remain engaged in the institution.

Stewardship of Resources

State support is the financial life-blood of the College. TMCC must strategically review its enrollment marketing and enrollment management processes to ensure that enrollment is stable and NSHE Performance Pool targets are met. TMCC's Foundation provides support to the College by way of scholarships, instructional equipment, professional development, and capital. This support is key to the success of the institution and its mission. Effective, efficient college operations are responsive to the needs of the campus community, are sustainable, and are regularly evaluated to ensure they are meeting the needs of their constituents.

- **Objective 1.** Optimize state-funded revenue through a data-driven and coordinated enrollment master plan.
- **Objective 2.** Maintain and grow non-state-funded revenue streams including grants, fundraising, and Workforce Development offerings.
- **Objective 3.** Maintain or improve the effectiveness and efficiency of college operations.

Academic Affairs

Academic Affairs has responded to student needs and new NSHE mandates. In doing so, we have added four new math instructors and four new English instructors **to increase access to gateway courses** within the first year of enrollment. We are monitoring our progress and will continue to meet new targets. In addition, we are working **to increase our dual credit** within Washoe School District high schools. We recently hired Susan Mays-Smith on a part-time basis to assist with our efforts. We will be posting a full time position in the spring semester to lead our academic charge. Also, we are working hand in hand with our Student Service areas **to plan and implement a more formalized advising model with faculty participation**. We are analyzing data, forecasting the need for resources, and planning possible implementation timelines. Last, we are currently **implementing a Learning Commons model within our library space** to better highlight our tutoring support services. We started our fall semester in a shared space with much collaboration between library services, academic affairs, tutoring center staff, facilities, and IT. We also have a committee in place which will suggest implementation in phases so we ensure wide involvement in the planning and adequate time to identify necessary resources. We anticipate a great future and see the next few years as an exciting time for Truckee Meadows Community College.

In addition to these broad areas, we **are planning our programming needs** as well. Please see some overview by division and then the actual programs under consideration.

Division of Business

The Division of Business will explore the possibility of offering an AAS in Hospitality and Tourism. Total passengers through RTIA are up 4.3% and the projected visitors for this year to Northern Nevada are estimated to be 4.7 million. Hotel occupancy is up 9.6%, so this would be an area for job growth (Stieroty, Nevada Business, 1/1/16).

Division of Liberal Arts

The Graphic Communications program is advancing a 3+1 proposal that would work in partnership with Nevada State College (NSC). The current AAS degree program would be modified and updated to create a direct pathway for TMCC students into this BAS program. The AAS degree would also create an entry pathway from the various programs currently being offered throughout the Washoe County School District, including the Academy of Arts, Careers and Technology (AACT). The BAS degree would have students take the first three years of the program at TMCC with the last year either being taught online by NSC or by instructors hired and working for NSC on the TMCC campus. Students in the GRC AAS program at Western College would also benefit from this BAS program.

Division of Technical Sciences

The TMCC Division of Technical Sciences works continually with industry and community partners, and advisory boards, to ensure programming is meeting the needs of the local economy. For the 2017-2021 NSHE Planning Report, the division is looking to develop an Aviation Technician emphasis to its Transportation Technologies Associate of Applied Arts degree; will look at the feasibility of an Engineering Technician degree in partnership with the Division of Sciences; will expand its HVAC/R program to match the emerging needs of the commercial sector in heating, ventilation, air conditioning and refrigeration; and will develop a food processing program to meet local needs.

Division of Sciences

TMCC has experienced unprecedented demand in its allied health career field offerings and as a result have reached the maximum limit to enrollments in our Allied Health Programs. Compounded with the rapid growth of industry and population in the geographical area, demand for allied health care training continues to be a prominent topic of discussion. In order to respond to the industry workforce need and student demand in the allied health care fields, TMCC has fostered partnerships with local area health care providers to identify high demand training programs to complement our current offerings. Furthermore, TMCC is in process of expanding existing programs.

Expansion of current programs has allowed TMCC to rely on existing resources. As such, we have expanded offerings in all of our allied health programs including Nursing, Dental Assisting, Radiologic Technology and Veterinary Technology. We are currently working on expanding further, our Radiologic Tech program with the development of the proposed certificates in Mammography, Computed Tomography, and Ultrasound. These programs will be advertised nationally and will be made available in an online format to increase our capacity to meet industry need. TMCC is also pursuing a vision to become a regional training center for expanded allied health professions by adding, in partnership with local area hospitals, additional Associate of Science programs in the areas of: Occupational Therapy Assistant, Physical Therapy Assistant, Certified Respiratory Therapist and Medical Laboratory Technician. This will help address a significant need in the local job market.

Academic Programs

The following table summarizes new academic programs that TMCC plans to implement in the next four years (2017-2021):

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Expansion of the nursing program to include summer cohort	The nursing shortage in the state of Nevada continues to be a pressing problem. To help address the continued demand for RNs in the state, TMCC is launching a summer cohort which will convert the RN program to a year round endeavor. We will be recruiting an additional 16 students to begin in the summer of 2017.	Summer 2017	\$150,000 for two faculty members	Salaries have been secured from state funding for both positions.
Aviation Technician emphasis, Transportation Technologies - AAS	The Aviation Technician emphasis expands on the existing Transportation Technologies AAS. In response to the governor's economic initiatives and new industries moving to northern Nevada, the college is working to develop this program as it relates to the state's designation as a UAV test site.	Fall 2017	\$200,000 startup for equipment purchases and renovations \$100,000 annual operations for staff and operating expenses	Private and industry contributions, Perkins, grants
HVAC/R Expansion	The proposed expansion of the HVAC/R program will add two new program credentials (Commercial Refrigeration Skills Certificate and Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) Skills Certificate) to meet the needs of the rapidly expanding commercial market in Northern Nevada. The program expansion is planned for an OE/Modularized delivery format for better accessibility.	Fall 2017	Personnel: \$324,000 Fringes: \$84,000 Supplies/Equip: \$153,000 Development/ Outreach/Other: \$12,000 Total Estimate: \$573,000	Federal TAACCCT program
			No addition cost to conduct the feasibility study.	
			(if feasible, then...)	
Tourism and Hospitality - AAS	A feasibility study will be conducted to determine if an AAS will be viable. It appears with total passengers through RTIA up 4.3% and the projected visitors for this year to Northern Nevada to be 4.7 million and hotel occupancy up 9.6%, that this would be an area for job growth (Stieroty, Nevada Business, 1/1/16).	Study to be completed by Fall 17, if feasible – degree developed to be offered by Fall 18.	Degree development \$5,000. (6 new courses)* \$1,000 library resources* \$75,000 salary and benefits for FT faculty (state funds)	*Private and industry contributions, Perkins, grants

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Food Processing	This program would provide entry-level training for the food manufacturing industry. The program provides an understanding of the selection, preservation, processing, packaging, and distribution of safe and nutritious food. The expansion of this program would be in partnership with the proposed Advanced Manufacturing Center capital project being discussed by NSHE and public works.	Fall 2018	\$350,000 startup for equipment purchases and renovations \$125,000 annual operations for staff and operating expenses	Private and industry contributions, Perkins, grants
Cyber Security - AS	This program will train workers with the organizational knowledge and tools for applying security measures across a variety of network architectures and settings.	Fall 2018	No additional cost. Current faculty can meet demand	n/a
Mammography - Skills Certificate	A mammography tech is trained to operate radiologic equipment used to examine breasts for cancer and other abnormalities. An extensive educational background in radiology or radiography is among the requirements for becoming a mammography tech. We plan to develop a one year skills certificate in Mammography	Fall 2018	\$75,000 for one faculty member	Perkins and then state support
Computed Tomography (CT) - Skills Certificate	Computed tomography (CT) is a diagnostic imaging test used to create detailed images of internal organs, bones, soft tissue and blood vessels. The cross-sectional images generated during a CT scan can be reformatted in multiple planes, and can even generate three-dimensional images which can be viewed on a computer monitor, printed on film or transferred to electronic media. We plan to develop a one year skills certificate in CT	Fall 2018	\$75,000 for one faculty member	Perkins and then state support
Dental Hygiene as BAS or 3+1	The current Dental Hygiene – AS degree is 103 credits. Programmatic accreditation requirements have requested an additional 3 credits bringing the total to 106. It is in the best interest of our students to investigate to feasibility of developing the BAS degree for Dental Hygiene.	Fall 2018	Negligible, all current faculty/staff will be used to accommodate the additional workload	Differential fees have already been established for the Dental Hygiene program and will be used to implement the modification

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Graphic Arts BAS or 3+1	This program would meet the demand for highly qualified graphic artists to work in marketing graphic design and web design. Since UNR has nothing in this particular area of graphic design, we propose to work with Nevada State College to create a 3+1 program.	Fall 2018	We currently have the facilities and faculty. NSC would provide a full-time instructor or adjunct instructors for the third year courses.	Current faculty, facilities and equipment at TMCC are adequate for starting the program and teaching the first three years of the program, with the addition of two to four part-time instructors. When the program expands into a fourth year it is anticipated that we will need additional resources.
Engineering Technician - AAS	The college will work with its advisory members to determine the feasibility of an engineering tech program using both existing and new curricula. Engineering technicians assist engineers with research and development, quality control or design, quality assurance inspectors. Fields of work include civil, industrial, mechanical, electronics, and environmental engineering.	Fall 2019	\$10,000 for feasibility study	Private and industry contribution, Perkins, grants
Occupational Therapy Assistant - AS	This program will prepare workers to help people who have mental, physical, or developmental disabilities with the goal of helping patients live more independently. To meet workforce needs in Northern Nevada, the college is researching the feasibility of this program in concert with CSN.	Fall 2019	\$200,000 for a coordinator and one faculty position.	Develop an MOU with regional hospital for utilization of equipment and staff
Physical Therapy Assistant - AS	Currently TMCC offers an accelerated career training program for Physical Therapy Technicians. However, this is a fifteen week program that does not lead to an academic credential. TMCC will pursue the feasibility of expanding this training program to become a Physical Therapy Assistant AS program. Currently, the PT Tech program is managed through the Workforce Development office and is offered as a non-credit certificate program. TMCC will develop a for credit AS to respond to industry need. This will require developing the curriculum and identifying specific industry partners.	Fall 2019	\$200,000 for a coordinator and one faculty position.	Contributions and use of clinical facilities with medical industry partners.

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Certified Respiratory Therapist - AAS	This program will prepare workers who are trained to evaluate, treat, and care for patients with breathing or other cardiopulmonary disorders. To meet workforce needs in Northern Nevada, the college is researching the feasibility of this program.	Fall 2019	\$200,000 - requires a director and 1 faculty	Potentially share with WNC and seek support from hospitals + equipment donations
Medical Laboratory Assistant - AS	Medical laboratory technologists (commonly known as medical laboratory scientists) and medical laboratory technicians collect samples and perform tests to analyze body fluids, tissue, and other substances. This is an emphasis program leading to completion of an AS transfer degree aligned with the Clinical Laboratory Science BS degree	Fall 2019	\$75,000 for one faculty member	Perkins and then state support along with local hospital partnership agreement.
Entertainment Technology - Certificate of Achievement	TMCC, partnership with the Washoe County School District and the University of Nevada, Reno, is exploring an entertainment technology pathway. This program would include dual-credit classes in a high school that leads to a certificate of achievement and employment, or transfer to a TMCC or the university degree program	Fall 2019	\$70,000 for one faculty member and equipment	State supported
Teacher Certification	We are investigating offering alternative teacher certification for individuals who already have bachelor's degrees. To design the program, we will work with the Nevada Department of Education and Washoe County Schools. We will partner with Washoe County School District to provide field-based experiences at appropriate grade levels and content areas.	Fall 2020	We already have many qualified faculty but may need more clinical teaching faculty to plan and implement logistics of field experiences.	

Student Services

The following table summarizes new student services that TMCC plans to implement in the next four years (2017-2021):

Brief Description of New/ Expanding Student Services	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
The TMCC Re-Entry program, in collaboration with the TMCC Career Center will expand services to include Youth Out of School (YOS) participants.	Skills training and work experience program for youth, aged 18 to 24 who belong to one of the following groups: aged out of the foster system, pregnant or parenting, low income, individual with a disability. The program supports students in attaining certification in an industry sector expected to have potential for economic growth as well as paid work-experience to increase employability.	Pilot program began in Fall 2016. Full program implementation expected Fall 2017.	\$200,000/yr	WIOA funding provided by NevadaWorks, yearly application process.
Counseling and Re-Entry Center to expand services to include Wellness Programming to include prevention services, food pantry and other resources to assist students in maintaining a healthy lifestyle.	Provides campus-wide program to promote wellness, to connect students to basic resources (such as food and housing) and to sustain suicide prevention training efforts as well as prevention efforts around: sexual assault, drug and alcohol usage.	September 2017	\$100,000/yr	We will be seeking Federal funding for Sexual Assault Prevention through VAWA grants, we have an agreement with the Food Bank of Northern Nevada for our Food Pantry. We are collaborating with a variety of community partners and we will actively seek additional grant and other funding to support our efforts.
Counseling, Financial Aid, Recruitment and Advising to develop/coordinate First Year Experience Programming	We have many components of a first-year experience program for special populations. The goal is to have a coordinated and comprehensive First Year Experience program for incoming freshman.	Fall 2018	\$200,000 year	The DRC has funding through DETR for a summer transition program that will be incorporated into these efforts. Ideally, existing programming will continue, additional resources will be added through grants and other opportunities that may become available.
Student Life and Development	The offices of Student Conduct and Student Activities and Leadership have been combined to become the department of Student Life and Development. Additional programming around student leadership, civic engagement, and academic honesty are planned.	Fall 2017	\$250,000 (includes existing staff salaries)	If additional funding is needed to support activities, grants will be sought.
Career Center – expansion of employer outreach activities	The Career Center will be adding additional services/activities to more effectively involve the business community with Career Center activities.	Fall 2017	\$75,000 (includes existing Career Center staff salaries)	Additional funding for events will be sought from industry partners when appropriate.

Brief Description of New/ Expanding Student Services	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Starfish by Hobsons Retention Module and Early Alert/ Degree Planner	Holistic approach to student success and retention that allows instructors to send kudos to students, raise early alerts and receive feedback on raised alerts. Students can request help, easily find TMCC services and make online appointments with instructors, advisors and staff. Degree planner is a tool for advisors to provide students a personalized roadmap to degree-completion.	Fall 2016	\$130,000/yr for both Starfish & Radius	
Radius by Hobsons	Radius is a recruitment, admissions and enrollment management tool for the complete student lifecycle. Provides improved communications with target marketing for effective and personalized communications. Radius will streamline and support the recruitment and admissions process.	Spring 2017	See above	
Gateway Initiative – Student Support Services	In June, 2015, the Nevada System of Higher Education (NSHE) Board of Regents (BOR) approved a Placement into College-Level Courses policy (BOR Handbook Title 4, Chapter 16, Section 1). In addition to placement guidelines, institutions must publish their policies and ensure that all degree-seeking students must be continually enrolled in math and English courses until core curriculum requirements in these courses have been achieved	Fall 2016, a phased-in implementation plan began which included both Academics and Student Services with full implementation planned for 2017.	Hiring of additional faculty to teach Gateway courses. Additional cost for student services staff may be necessary for full implementation	Requested funding for additional staffing through RAP in 2016, but the request was not funded.
Jump Start Dual Credit Program – Student Support Services	The Jump Start Dual Credit Program is an opportunity for high school students to start the transition to college early by taking a college course taught by a college instructor while in high school, while also receiving credit towards high school requirements.	Groundwork started in Fall 2014 with soft implementation Spring 2015 and full implementation Fall 2015.	\$450,000	Education Alliance of Washoe County, Washoe County School District, Nevada Department of Education Career and College Readiness Grant and TMCC

Brief Description of New/Expanding Student Services	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Men of Color Mentoring Program	The focus of the program is to motivate underrepresented high school students to successfully complete high school and attend college. Mentoring provided for students during sophomore-senior year in high school.	Groundwork started Fall 2016 with full implementation Spring 2017.	\$10,000/yr	Cost for Jump Start Dual Credit EPY 101 course for summer 2017 is \$9,000 which comes from Nevada Education Career and College Readiness Grant and TMCC. Remaining amount from state dollars.
Faculty Advising Project	Review models of faculty advising and work with Academic Deans/ Chairs to determine model that may work for TMCC. Student Services and Academic Services collaboration	Pilot tentatively planned for Fall 2017	No estimated costs at this time	
Veterans Student Development Program	<p>Veteran Leadership Academy: Provides the opportunity for a small group of student veterans to enhance their leadership skills while applying the lessons they learn to serve the broader veteran community. Each veteran in the program will be required to attend a curriculum of leadership workshops, as well as work in a group with the other veterans in the program to identify and solve a particular veteran related issue in the community.</p> <p>Veteran Mentor Program: The mission of the TMCC Student Veteran Mentor program is to connect student veterans with established faculty members in order to ease the transition into the academic environment. Each faculty member will serve the role as the student veteran mentor and will provide each student in the program with guidance and academic assistance.</p>	Fall 2015	\$50,000	Grant funded through the Nevada Military Support Alliance



Western Nevada College

Strategic Objectives

Mission

Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence in an environment that nurtures individual potential and respects differences.

Strategic Initiatives

WNC has established ten strategic initiatives under three core themes.

Theme 1: Student Success

- WNC students graduate with a degree or certificate; and
- WNC students engage in the college experience.

Theme 2: Institutional Excellence

- WNC is the educational institution of choice in western Nevada;
- All academic programming is of the highest quality;
- All support programs and services meet the needs of the WNC Community;
- WNC has an exemplary system of governance and management; and
- WNC strives for institutional sustainability.

Theme 3: One College Serving Many Communities

- WNC promotes access to higher education in western Nevada;
- WNC serves as a catalyst for personal and community enrichment; and
- WNC promotes community connections.

Academic Programs

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

New Program Name/Expansion of Existing Program	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Bachelor of Applied Science (Technology)	This program will prepare students for managerial careers in technical fields and offer a seamless transition from an associate's of applied science degree in a technical field to a bachelor's degree.	Fall 2018	\$250,000 - \$300,000	Private donations and grant funding for start-up costs; state formula funding after program is established
BAS Construction Management; new emphasis area in residential and commercial inspection	We currently offer a 12 credit program in residential inspection but not all 12 hours apply towards the BAS in Construction Management. A new emphasis area would allow those students to pursue the BAS degree more easily.	Fall 2017	No cost, courses already exist.	

Student Services

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

Brief Description of New/ Expanding Student Services	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Jump Start College Expansion	Dual credit high school program currently serving 415 students by 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 to expand offerings to additional schools in the transfer track, and place significant emphasis on growth in the CTE track beginning Fall 2017.	\$300,000/year Coordinator, Learning Coaches, Travel and Operating	Student Fees and Grants
Veterans Resource Center Expansion	Cohort model support program to assist veterans in college access and success.	Launched Fall of 2013; Significant expansions in Fall of 2014 and Fall of 2016. Continuation and expansion planned for Spring 2018.	\$150,000/year, Coordinator, Assistant, Travel and Operating	TAACCCT 4 Grant through Spring 2018; other grant sources for continuing support.
Latino Resource Center	Cohort model support to assist first generation, low-income, non-native English speakers in college access and success.	Fall 2010, significant expansion in Fall 2016. Continuation and expansion planned for Fall 2018.	\$125,000/year Coordinator, Peer Coaches, Operating and Travel	Currently staffed by dean's assistant functioning in a dual-role as Coordinator of Latino Outreach. External funding is being pursued.
Native American recruitment	Initiate a Native American recruitment effort that will mature into a cohort model similar to our Latino Resource Center.	Fall 2017	No costs in initial phases. \$100,000/year Coordinator, Peer Coaches, Operating and Travel at maturity of program	External funding will be pursued at the appropriate time.



Desert Research Institute

Strategic Objectives

DRI will continue to work collaboratively with University of Nevada, Reno (UNR) and University of Nevada, Las Vegas (UNLV) to ensure the continuation and evolution of quality collaborative graduate programs in Atmospheric and Hydrologic sciences such that these programs sustain their national competitiveness, serve the needs of Nevada and the nation for a skilled workforce and develop new skills that are relevant to emerging research needs. Moreover, DRI will continually seek new initiatives and higher education programs that will serve the needs of institutions, faculty and students from across the state.

DRI strives to be an integral component of NSHE's advanced training and research portfolio. In planning for the next biennium DRI considered:

1. A Critical Objectives planning process;
2. A directive from the Board of Regents to enhance collaborative activities between DRI and UNR and also between DRI and UNLV, particularly with respect to helping the Universities work towards Carnegie Tier 1 Research status;
3. An agreement between DRI and Nevada State College (NSC) on the mutual benefit of collaboration; and
4. DRI's broad role in NSHE.

This document follows the NSHE specified format as DRI's focus is unique among NSHE institutions in that it is not a degree granting institution. However, DRI strives to be an integral component of NSHE's advanced training and research portfolio.

Academic Initiatives

Critical Objectives: DRI's Role in Higher Education

Desert Research Institute (DRI) administration, faculty, and staff engaged in a critical objectives planning process during 2014. DRI's role in higher education has been ad hoc and is unfunded by NSHE. Thus, a higher education committee specified the following strategies to clarify the role of DRI in graduate and postgraduate education.

Strategy 1: Verify that NSHE, the Universities and Community Colleges, the State and DRI are all in agreement that DRI does indeed have a role in Higher Education

Tactic A: Work with the Board of Regents Academic and Student Affairs Committee to ensure "effectiveness...of faculty effort" and to "facilitate the development, review and implementation of policies by the Board..." regarding DRI's role in higher education.

Tactic B: Poll those in positions of authority to be sure buy in".

Strategy 2: Establish DRI faculty/administration's understanding of DRI's role in higher Education.

Tactic A: Determine from a policy perspective whether DRI's role in education: (i) may be subsidized by DRI, (ii) must financially support DRI (via ICR) or (iii) should be at minimum cost neutral (salary plus fringe).

Tactic B: Educate and report to faculty/administration on the finances of student research.

Tactic C: Investigate the overall tuition/credit hour benefit of DRI students to UNR and UNLV with respect to cost and benefit of DRI teaching. Establish equitable teaching reimbursement agreements with NSHE institutions.

Strategy 3: Establish formal collaboration with UNR, UNLV, SNC and other (potential) graduate degree granting institutions

Tactic A: Request Regent designation of intra-NSHE adjunct status so that DRI (or other) faculty can be primary advisor of a student he/she funds in any department at another NSHE institution.

Tactic B: Analyze and report ways DRI can support UNR and UNLV Tier 1 research institution status goals through increased PhD enrollment and quality of graduate education.

Tactic C: Explore and leverage Regent, faculty and administrative incentives which encourage collaboration.

Collaboration with UNR and UNLV

In keeping with the critical objectives described above, DRI will pursue new collaboration and enhancement of existing programs with the NSHE Universities. A series of meetings based on a new UNR-UNLV-DRI collaboration MOU has resulted in solidifying Full Graduate Faculty Status at UNLV so that DRI faculty can be primary advisors at UNLV and also the implementation of a new DRI-UNLV joint postdoc program. DRI will also pursue a joint UNR-DRI postdoc program and will investigate the efficacy of statewide graduate programs and possible funding mechanisms for new programs.

Collaboration with Nevada State College

As a result of a DRI-NSC MOU signed in 2016, DRI will pursue avenues for undergraduate research training with Desert Research Institute faculty. This will include inclusion of NSC outreach programs in DRI faculty grant proposals and also external fundraising for an underrepresented/first generation pre-graduate school training program.

Collaboration with Community Colleges

DRI will seek funds to support faculty time for mentoring Community College students who participate in DRI research programs. Fundraising efforts will focus on EPSCOR, the National Science Foundation, and the DRI foundation.

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 during upcoming years. Many of these foci link or have the potential to link with the listed education initiatives. Extramural awards will support these programs.

- ***Addressing environmental and societal impacts of climate change***

DRI will continue to expand its research expertise regarding the impacts of climate change on resources (in Nevada and other western states) in collaboration with key authorities (e.g., Southern Nevada Water Authority - SNWA) as well as with state and federal agencies. DRI will further its research efforts on how natural systems and human society must adapt to climate change. These efforts will entail paleo-climatic research examining climate changes on earlier civilizations.

- ***Interactions between environmental conditions and human health***

DRI will build its research portfolio by capitalizing upon DRI scientific expertise and instrumentation development capabilities on: (1) fugitive dust, airborne particulates, and dispersion patterns that have direct relevance to the epidemic of respiratory problems apparent in parts of Nevada and in arid regions in other parts of the country and the world; (2) the ecology of infectious disease, using advanced techniques in remote sensing and geospatial analysis to understand how pathogens, vectors, and hosts move across landscapes under different environmental conditions; and (3) analysis of local and regional environmental health data through partnership with Renown Health; (4) modeling and predicting human and ecological exposure of contaminants transported by groundwater; and 5) molecular biology, including the quantification of genome architecture in pathogens and free-living microbes.

DRI used Knowledge Fund investments to expand advanced analytics capabilities, particularly with respect to health data science and the partnership with Renown Health mentioned above.

- ***Use of drones in environmental research***

DRI will build upon expertise in environmental sensing and use of unmanned aircraft to increase capability areas such as 1) measurement of atmospheric turbulence, 2) innovative applications focused on increasing snowpack depths in the Lake Tahoe region through cloud seeding (through a new industry-academic partnership), 3) remote sensing of vegetation and topography.

- **Fire science**

DRI, through its new Wildland Fire Science Center will use its broad expertise in operational fire support, fire emissions, fire ecology, and fire hydrology to gain a holistic understanding of fire causes, processes, and effects on the environment and communities. Because climate change is increasing the frequency and spatial and seasonal extent of fires, DRI will bridge basic fire research with fire operational and management support—yielding solution-oriented science with a lasting impact.

- **Military geosciences**

DRI will enhance its ability to assess interactions between critical military operations and the terrestrial and near-surface atmospheric environments, including the impact of military operations on the environment (i.e. range sustainability), 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 Defense (DoD) in collaboration as appropriate with DoD prime contractors.

- **International water and sanitary health (WASH)**

DRI will build upon its faculty expertise and experience in national and international water projects to promote sustainable water quantity, particularly in regions of the world with similar water availability issues as the American Southwest, while ensuring adequate water quality for developing countries throughout the world. In addition, DRI will work on international issues involving national water rights and related conflicts.

- **Atmospheric Research and Assessment**

DRI will continue to expand its research using and developing proxies for assessing climate trends. This expansion of capabilities will include analysis of ice cores, sediments, and rocks. Building on its long-term success in monitoring environmental variables (e.g., CO₂, atmospheric aerosols and pollutants, radiation, temperature, wind velocity and direction) and modeling their distribution, DRI will expand existing research to include monitoring, modeling, early detection and multivariate analyses of complex data to document changes related to areas of interest to homeland security and nuclear nonproliferation. DRI will expand its investigation of recently reported findings that particulate matter in the air inhibits precipitation formation. Building on the proven success of our cloud-seeding program, DRI will use various research methods to assess the effectiveness of cloud seeding for promoting enhanced snowfall in Sierra-based winter weather systems.

Expansion and Enhancement of Existing Research Initiatives

In addition to potential new DRI research initiatives, we will continue to expand and enhance our previous research areas. Similar to our new areas, extramural awards will support these programs.

- **Air Quality**

Research linking air quality and human health issues (e.g., increased asthma and other respiratory system afflictions) has grown over the last decade. DRI plans to build upon our successful research programs in the areas of ozone, particulate sources, mercury, and dust emissions with more mobile testing equipment, increasingly accurate models, and recommendations for mitigating the effects of dust, haze, and other atmospheric pollution. In addition, we will continue to expand our work on climate change to investigate potential impacts on air quality.

- **Geo-archaeology**

Building on its broad expertise in geomorphology and archaeology, DRI is expanding its research in geo-archaeology – the use of geologic, geophysical, and geomorphologic tools and techniques to address issues in archaeology. Primary among these is constructing predictive models for sites of cultural resource significance.

- **Geographic Information Systems (GIS), Global Positioning Systems (GPS), Hyper-spectral Analyses, and Landscape Changes**

Utilizing DRI expertise in GIS, GPS, and hyper-spectral analysis, we plan to focus research on remotely sensed information analysis in order to assess broad yet subtle changes in land use over time. Such research has proven effective in demonstrating the consequences of policy changes on land use, the expansion of desertification, the impact of increasing urban growth, and myriad other human/landscape interactions that directly affect the environment.

- **Geo-microbiology**

Identification of microbial life, understanding microbial ecology, and monitoring byproducts of these systems are critical research areas. Microbial life in hot Yellowstone springs, for example, provides information about life on early earth; and studies of life in frozen environments (e.g., microbes that survive in Antarctic rocks) may provide clues to the possibility of life on other planets.

- **Regional Watershed Research**

DRI will expand its research on water supply and drought in the Lake Tahoe basin, rural Nevada basins, Truckee Meadows, the upper and lower Colorado River basins, as well as other western watersheds and terminal lake basins. Research will address issues ranging from water clarity in Lake Tahoe to restoration, effects of climate change, sustainable development, and biodiversity in other systems.

- **Weather-Modification Research**

DRI will expand its investigation of recently reported findings that particulate matter in the air inhibits precipitation formation. Building on the proven success of our cloud-seeding program, DRI will use various research methods, including use of unmanned aircraft systems, to assess the effectiveness of cloud seeding for promoting enhanced snowfall in Sierra-based winter weather systems.