

BOARD OF REGENTS
BRIEFING PAPER

1. Agenda Item Title: UNR Institutional Review and ACTA Ten Questions Presentation to the Board of Regents

Meeting Date: March 5-6, 2015

2. BACKGROUND & POLICY CONTEXT OF ISSUE:

The Board of Regents of the Nevada System of Higher Education has asked each of its institutions to answer ten questions recommended by the American Council of Trustees and Alumni along with institutional performance metrics of accountability. The University of Nevada, Reno will present a PowerPoint presentation with supporting materials.

3. SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

At the January 23 Board workshop, the Board members supported the suggestion of scheduling a review of two institutions per quarterly meeting focusing on performance metrics based on the ten questions trustees should ask set forth by the American Council of Trustees and Alumni (available on line at: http://www.goacta.org/images/download/10_Questions_Trustees_Should_Ask.pdf). The Board officers will ask each institution to address only those questions applicable to the respective institution.

4. IMPETUS (WHY NOW?):

Chairman Page and Vice Chairman Trachok have asked that University of Nevada, Reno and Nevada Southern College be scheduled for the March Board meeting to give the board the opportunity to have a focused discussion regarding each of these institutions at the March meeting.

5. BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

The University of Nevada, Reno (University) is a high-performance university which improves continuously. The University is ranked by the U. S. News and World Report as a top tier national research university in its “Best Colleges” edition annually. The Carnegie Foundation for the Advancement of Teaching classifies the University as a “Comprehensive Doctoral, Arts and Sciences/Professions—Balanced, High Research University.” In terms of the University’s impact on the economy of Nevada, it is a half-billion dollar non-profit enterprise and one of northern Nevada’s largest employers, serving as a base industry bringing economic resources into the economy with research grants and tuition dollars, providing well-paying jobs, creating human capital with university degrees, generating new knowledge some of which is commercialized, and attracting industry to the state.

The University is held accountable to perform well the missions of learning, discovery

and community engagement. The University of Nevada, Reno has weathered the “Great Recession” by focusing effort on fewer programs to maintain strong momentum through the financial crisis. The University has achieved accountability metrics at record levels in the University’s history with great prospects for continuing to improve performance. These accountability metrics show that the University is increasing in attractiveness to well-qualified students of all backgrounds, that graduation rate is growing and time to graduation is shortening, research is growing, community recognition and support is growing, and national recognitions bring a positive reputation to Nevada.

Rapid growth brings challenges:

- The University must attract and retain a rapidly-growing number of high-performing faculty and staff in an environment with deteriorating, comparative salaries and aging laboratories.
- The University must grow its number of graduates in Master’s and Doctoral degrees.
- The University must grow its quantity and quality of teaching, research and office space.

These challenges must be met in order to achieve the Regents-endorsed major goals:

- Increasing enrollment to nearly 25,000 by 2020.
- Achieving a level of research equivalent to Carnegie “Research University/Very High.”
- Reducing the Student/Faculty Ratio from more than 22-to-1 to 18-to-1.
- Serving as a pillar of economic development for Nevada.

It is in this context of record performance, great challenges, and aggressive goals that the University of Nevada, Reno addresses the ten questions recommended by the ACTA.

6. POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

No action is requested nor are recommendations being made.

7. ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

No action is requested nor are recommendations being made.

8. COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title #____ Chapter #____ Section #____
- Amends Current Board Policy: Title #__ Chapter #__ Section #____
- Amends Current Procedures & Guidelines Manual: Chapter #____ Section #____
- Other: _____
- Fiscal Impact: Yes ____ No X____
Explain: _____

Ten Questions Trustees Should Ask (ACTA)

University of Nevada, Reno

March 6, 2015

The Board of Regents of the Nevada System of Higher Education has asked each of its institutions to answer ten questions recommended by the American Council of Trustees and Alumni along with institutional performance metrics of accountability. The University of Nevada, Reno (University) is a high-performance university which improves continuously. The University is ranked by the U. S. News and World Report as a top tier national research university in its “Best Colleges” edition annually. The Carnegie Foundation for the Advancement of Teaching classifies the University as a “Comprehensive Doctoral, Arts and Sciences/Professions—Balanced, High Research University.” In terms of the University’s impact on the economy of Nevada, it is a half-billion dollar non-profit enterprise and one of northern Nevada’s largest employers, serving as a base industry bringing economic resources into the economy with research grants and tuition dollars, providing well-paying jobs, creating human capital with university degrees, generating new knowledge some of which is commercialized, and attracting industry to the state.

The University is held accountable to perform well the missions of learning, discovery and community engagement. The University of Nevada, Reno has weathered the “Great Recession” by focusing effort on fewer programs to maintain strong momentum through the financial crisis. The University has achieved accountability metrics at record levels in the University’s history with great prospects for continuing to improve performance:

- Enrollment: fall, 2014--19,934, a record
- Freshman to sophomore retention rate: fall, 2013 to fall, 2014--82.2%, a record
- Average freshman ACT: fall, 2014--23.4, a record
- Average credit load: fall, 2014--13.4, a record
- Enrollment percentage of color: fall, 2014--34%, a record
- Enrollment percentage Hispanic: fall, 2014--17%, a record
- Number of National Merit, National Achievement and Presidential Scholars: fall, 2014--309, a record
- 6-year graduation rate: 2008 cohort--55%, a record
- 4-year graduation rate: 2010 cohort--22.6%, a record
- Number of degrees awarded: AY2013-14--3,528, (second highest ever after AY2012-13 at 3,549)
- Courses attempted which were completed with a passing grade: AY2013-14--95%, a record
- Grant and Contract expenditures: FY'14--\$89 million, a record in years without federal earmarks
- Philanthropic giving: FY'14--\$54 million, a record
- U. S. News and World Report ranking: 2010-2014 Tier 1

These accountability metrics show that the University is increasing in attractiveness to well-qualified students of all backgrounds, that graduation rate is growing and time to graduation is shortening, research is growing, community recognition and support is growing, and national recognitions bring a positive reputation to Nevada.

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Question 1: Tuition over the last five years: Has it exceeded the annual Consumer Price Index? Has it increased as a percentage of median household income.

Registration fees rose during the “Great Recession” as state funding for higher education plummeted and by agreement with the Governor and legislative bodies of Nevada, students and families shared in the preservation of higher educational opportunities with increased registration fees while state funding dropped and programs were closed. Thus, registration fees rose significantly from 2010-2013 and then stabilized in 2014 and 2015 before rising again at 4 percent per year for FY’16-’19. General inflation remained low through the period and median family income fell during the period and only now has started to recover. Therefore, registrations fee increases have exceeded general inflation and median family income significantly.

	2010	2011	2012	2013	2014	2015	Total Increase (2010-2015)
Undergraduate Registration Fees	154.5	168.75 9.2%	189.25 12.1%	203.5 7.5%	203.5 0.0%	203.5 0.0%	31.7%
CPI-U*		3.2	2.1	1.5	1.6	0.3	
Median Family Income **	60,192	56,544 -6.1%	56,954 0.7%	59,462 4.4%			
State of Nevada General Fund Allocation	\$186.2M	\$175.4M	\$146.0M	\$145.1M	\$144.9M	\$148.7M	

*Bureau of Labor Statistics

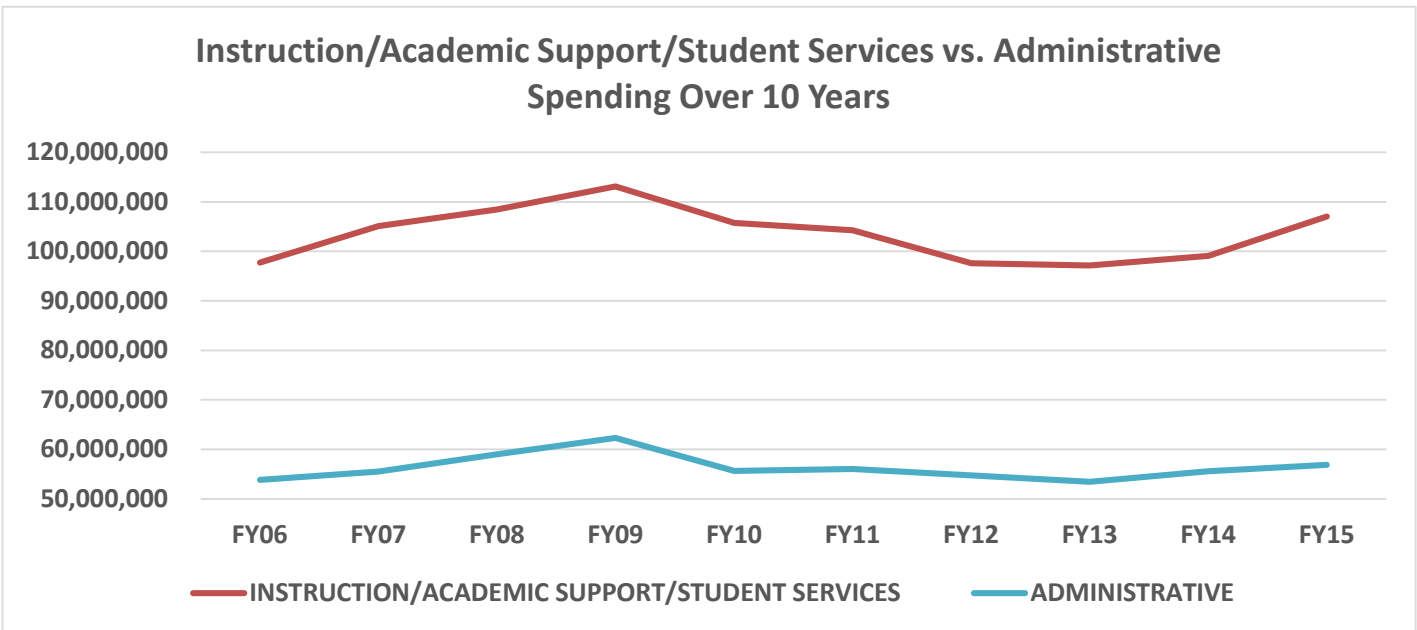
** US Census Bureau

Question 2: The ratio of administrative vs. instructional spending over the last 10 years: Has the growth of administrative spending exceeded that of instructional spending? Why?

The table comparing instructional and administrative spending over the last decade shows that the proportion of the University of Nevada, Reno budget (the core university budget only, excluding separate budget lines) spent on instruction is stable at 65 percent and spending on administration is stable at 35 percent. Instruction includes budget categories directly serving students of “instruction, academic support, and student services.”

Instruction/Academic Support/Student Services	97,745,268	105,089,808	108,445,897	113,099,296	105,749,421	104,250,616	97,616,637	97,112,814	99,086,758	107,048,821
Administrative	53,856,407	55,475,113	58,994,431	62,294,045	55,626,829	56,029,524	54,708,003	53,419,042	55,600,568	56,882,169

Instruction/Academic Support/Student Services	64%	65%	65%	64%	66%	65%	64%	65%	64%	65%
Administrative	36%	35%	35%	36%	34%	35%	36%	35%	36%	35%



	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
INSTRUCTION										
Ag, Biotech, Natural Resources	3,108,411	3,284,994	3,725,741	3,889,396	3,613,381	2,871,271	2,680,145	2,870,298	3,087,921	3,549,539
Business	7,175,766	7,611,007	8,167,877	8,594,441	7,959,894	8,151,533	7,858,798	7,887,389	8,373,722	9,038,079
Division of Health Sciences	8,047,579	8,648,100	8,604,490	7,413,022	8,067,707	7,729,601	7,622,533	7,628,824	8,053,338	8,683,400
Education	6,435,108	6,674,120	7,153,660	7,831,387	7,035,495	5,942,216	5,299,090	5,324,279	5,573,338	6,300,511
Engineering	8,308,291	8,866,348	9,452,135	10,212,912	10,017,792	10,055,607	9,850,395	10,010,470	10,655,195	11,607,607
Interdisciplinary Studies	661,289	686,213	663,740	1,726,692	560,190	656,022	648,844	348,389	360,726	347,701
Journalism	1,223,935	1,466,537	1,551,682	1,615,732	1,575,845	1,617,515	1,493,174	1,534,617	1,684,356	1,876,810
Liberal Arts	19,429,787	20,553,872	22,992,404	24,655,873	24,856,842	24,563,836	23,842,042	24,293,566	25,490,727	26,835,769
Science	14,690,179	15,490,895	17,023,065	17,468,557	17,608,989	17,402,393	17,081,207	17,401,940	14,424,700	19,557,512
Instructional Support	3,945,425	3,689,924	3,106,659	2,864,872	1,940,922	3,118,464	4,070,387	4,551,881	4,906,673	2,441,877
TOTAL INSTRUCTION	73,025,770	76,972,010	82,441,453	86,272,884	83,237,057	82,108,458	80,446,615	81,851,653	82,610,696	90,238,805
TOTAL ACADEMIC SUPPORT	16,724,880	19,463,018	16,766,910	17,389,809	15,249,026	15,085,453	11,082,594	8,834,330	9,198,504	9,100,927
TOTAL STUDENT SERVICES	7,994,618	8,654,780	9,237,534	9,436,603	7,263,338	7,056,705	6,087,428	6,426,831	7,277,558	7,709,089

ADMINISTRATIVE

Presidents Office	2,691,369	2,864,027	3,684,590	3,119,991	2,751,736	2,784,756	2,665,328	2,772,843	3,230,648	3,400,438
Executive Vice President and Provost	1,108,973	971,683	1,096,754	1,177,328	1,110,729	1,119,580	1,165,307	1,074,835	1,084,954	1,129,236
Dean Ag, Biotech, & Natural Resources	323,029	374,957	443,770	423,721	394,239	224,567	255,264	277,718	248,674	418,056
Dean, Business	501,329	549,139	768,009	880,145	1,039,371	760,075	735,712	810,675	841,612	944,320
Dean, Division of Health Sciences	761,047	650,828	710,415	595,239	783,608	891,446	623,053	767,609	786,902	546,356
Dean, Education	281,290	337,047	372,005	492,813	486,092	247,788	933,150	942,966	923,905	781,934
Dean, Engineering	606,200	576,541	617,658	927,701	734,800	1,031,184	1,000,338	1,024,970	1,043,591	1,136,864
Dean, Journalism	209,651	219,738	263,241	319,850	273,533	275,592	270,628	272,301	296,700	298,468
Dean, Liberal Arts	655,499	690,902	793,210	833,471	833,548	841,166	822,841	828,205	843,698	1,237,097
Dean, Science	755,969	1,078,316	1,159,809	1,181,278	998,219	1,293,476	1,422,030	1,486,220	1,424,796	1,795,875
Dean, Graduate School	610,602	622,744	697,200	750,910	451,984	411,646	376,382	417,925	696,804	665,473
Information Technology	5,195,753	5,339,193	5,575,315	5,420,667	4,941,248	5,036,062	6,687,792	6,674,883	6,608,495	5,971,305
VP Extended Studies	16,113	17,058	23,838	19,454	19,328	19,472	19,114	19,305	19,744	20,213
VP Student Services	359,672	432,021	468,475	546,015	835,047	811,329	856,488	1,035,580	650,639	670,220
VP Development & Alumni Relations	3,042,307	3,466,680	3,708,781	3,987,880	3,281,470	3,315,528	3,265,750	2,873,853	4,100,750	4,399,174
VP Research & Innovation*	555,779	609,837	680,349	690,185	657,150	629,955	518,023	465,319	753,903	914,408
VP Administration & Finance	36,181,825	36,674,402	37,931,012	40,927,397	36,034,727	36,335,902	33,090,803	31,673,835	32,044,753	32,552,732
TOTAL ADMINISTRATIVE	53,856,407	55,475,113	58,994,431	62,294,045	55,626,829	56,029,524	54,708,003	53,419,042	55,600,568	56,882,169

Scholarships	5,528,249	5,528,249	5,654,481	5,942,623	6,442,623	7,292,623	7,748,562	7,753,274	7,949,012	8,274,088
Research	1,463,170	1,522,209	1,529,452	1,031,633	793,006	905,068	666,191	677,138	1,155,138	545,138
Public Service	112,638	105,739	110,001	122,256	124,184	134,976	185,212	162,115	162,121	
Utilities	8,868,791	10,109,350	10,297,350	11,547,387	11,711,418	11,100,000	9,550,000	9,400,000	9,400,000	9,400,000
Recharges							(4,326,561)	(6,922,000)	(6,922,000)	(6,922,000)
Reserves	(1,784,639)	(1,827,256)	(2,010,796)	2,475,317	(1,383,691)	(1,383,691)	(12,393,308)	(4,477,150)	(8,140,381)	(13,992,289)
))
TOTAL STATE APPROPRIATED BUDGET	165,789,884	176,003,212	183,020,816	196,512,557	179,063,790	178,329,116	153,754,736	157,125,233	158,291,216	161,235,927

* The President's Office includes General Counsel, Faculty Senate, Diversity Initiatives, Integrated Marketing, and Media Relations

** VP Research & Innovation includes the Office of Sponsored Projects Administration

<u>Academic Support Reductions</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>
Libraries	(1,182,000)	(921,000)	(1,855,000)
Teaching & Learning Tech	(414,000)	(118,000)	
International Student & Scholars	(77,000)	(188,000)	
Campus Computing	(197,000)	(2,240,000)	
Learning Resource Center	(123,000)		
School of the Arts	(133,000)	(178,000)	
Provost Academic Bridge			(483,000)
University Assessment		(441,000)	
	(2,126,000)	(4,086,000)	(2,338,000)

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
INSTRUCTION	73,025,770	76,972,010	82,441,453	86,272,884	83,237,057	82,108,458	80,446,615	81,851,653	82,610,696	90,238,805
ACADEMIC SUPPORT	16,724,880	19,463,018	16,766,910	17,389,809	15,249,026	15,085,453	11,082,594	8,834,330	9,198,504	9,100,927
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INSTRUCTION/ACADEMIC SUPPORT/STUDENT SERVICES	97,745,268	105,089,808	108,445,897	113,099,296	105,749,421	104,250,616	97,616,637	97,112,814	99,086,758	107,048,821
ADMINISTRATIVE	53,856,407	55,475,113	58,994,431	62,294,045	55,626,829	56,029,524	54,708,003	53,419,042	55,600,568	56,882,169
TOTAL	151,601,675	160,564,921	167,440,328	175,393,341	161,376,250	160,280,140	152,324,640	150,531,856	154,687,326	163,930,990

Question 3: What is our building utilization, Monday through Saturday, and during the summer?

Classroom utilization is high from 9:00 am to 3:00 pm, Monday through Thursday with lower utilization at other times. The recent Capacity Study, done to determine how the University would absorb the rapid growth of enrollment, concluded that classroom capacity was sufficient to absorb head-count enrollment of 22,000 students with more robust scheduling and classroom quality improvements (such as converting remaining classrooms to “smart” classroom).

The time pattern of use of class laboratories is similar to that of classrooms, but show significant capacity to handle increases in enrollment.

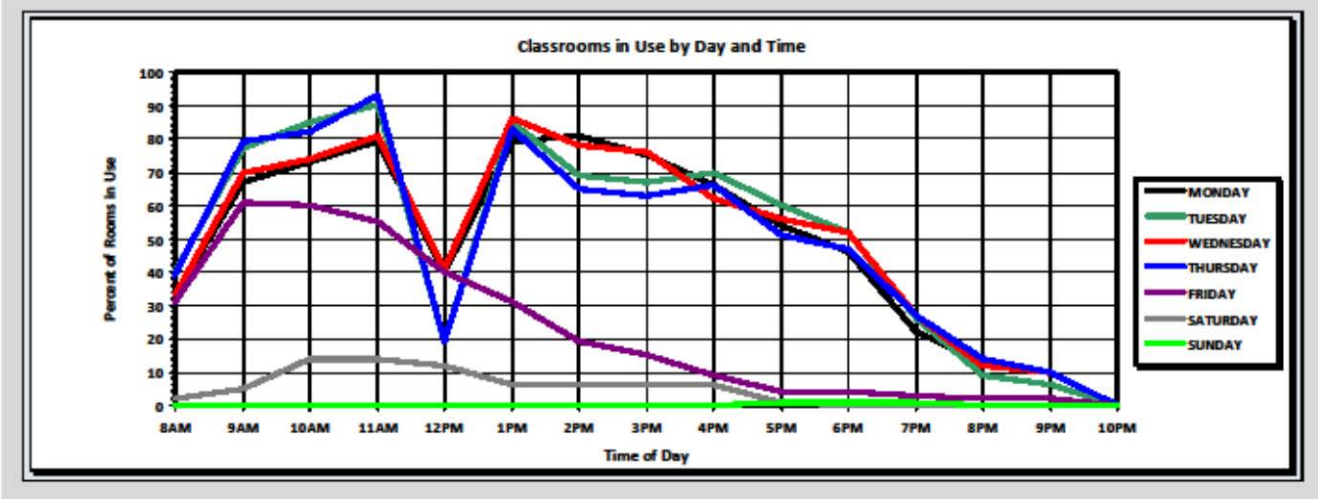
The Capacity Study revealed that the most challenging space issues relate to research laboratories and office for the projected rapid growth in faculty positions. In order to serve 25,000 students by 2020, reduce the Student/Faculty ratio to 18-to-1, and markedly grow research and graduate education, the University projects the need for an additional 420 faculty positions (at least 300 of these in tenure-track positions), 315 Graduate Teaching Assistants, and 80 staff positions. This is projected to require more than 500 additional office spaces and 80,000 square feet of new laboratory space. Significant building construction and renovation plans are progressing. The most significant need is for a new engineering building to serve the most rapidly growing college and the one most often mentioned as the basis for professional workforce development to support industry attraction to Nevada. Space will be needed in every college of the University.

Nevada System of Higher Education
 Instructional Utilization Report
 PERCENT OF CLASSROOMS IN USE PER CAMPUS BY DAY AND TIME
 Fall 2013 / FY 2014
 University of Nevada Reno - Main Campus

Total Number of Classrooms: 124

For all sections occurring 9/9/2013 - 9/15/2013

DAY	8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm	5:00pm	6:00pm	7:00pm	8:00pm	9:00pm	10:00pm
MONDAY	33%	67%	73%	79%	40%	79%	81%	75%	66%	54%	46%	22%	13%	10%	0%
TUESDAY	40%	77%	85%	90%	19%	85%	69%	67%	70%	60%	52%	26%	9%	6%	0%
WEDNESDAY	33%	70%	74%	81%	41%	86%	78%	76%	62%	56%	52%	27%	12%	10%	0%
THURSDAY	39%	79%	82%	93%	19%	83%	65%	63%	66%	51%	47%	27%	14%	10%	0%
FRIDAY	31%	61%	60%	55%	40%	31%	19%	15%	9%	4%	4%	3%	2%	2%	0%
SATURDAY	2%	5%	14%	14%	12%	6%	6%	6%	6%	1%	0%	0%	0%	0%	0%
SUNDAY	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	0%	0%	0%

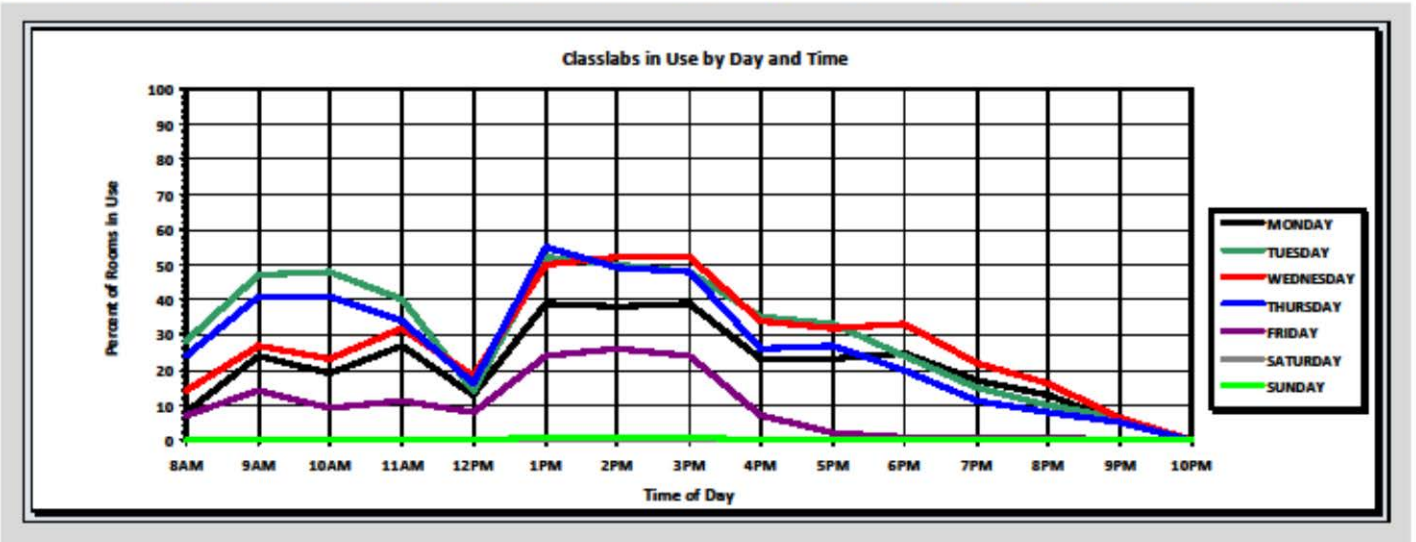


Nevada System of Higher Education
 Instructional Utilization Report
PERCENT OF CLASSLABS IN USE PER CAMPUS BY DAY AND TIME
 Fall 2013 / FY 2014
University of Nevada Reno - Main Campus

Total Number of Classlabs: 88

For all sections occurring 9/9/2013 - 9/15/2013

DAY	8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm	5:00pm	6:00pm	7:00pm	8:00pm	9:00pm	10:00pm
MONDAY	8%	24%	19%	27%	13%	39%	38%	39%	23%	23%	25%	17%	13%	5%	0%
TUESDAY	28%	47%	48%	40%	14%	52%	50%	48%	35%	33%	24%	15%	10%	6%	0%
WEDNESDAY	14%	27%	23%	32%	18%	50%	52%	52%	34%	32%	33%	22%	16%	6%	0%
THURSDAY	24%	41%	41%	34%	16%	55%	49%	48%	26%	27%	20%	11%	8%	5%	0%
FRIDAY	7%	14%	9%	11%	8%	24%	26%	24%	7%	2%	1%	1%	1%	0%	0%
SATURDAY	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SUNDAY	0%	0%	0%	0%	0%	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%



Question 4: What are the salaries of top administrators and athletic department personnel? How have salaries for these positions changed over the last 10 years?

The assembled tables support several conclusions regarding top administrators and athletic department personnel:

- The number of executive positions at the University is less in 2014 than in 2007.
- During the “Great Recession” the University relied on lower-cost interim appointments to maintain operations.
- In terms of base salaries, not reflecting state-mandated salary reductions and unpaid leave, expenditures for executive leadership are a mere \$100,000 more in FY’14 than in FY’07. If unpaid leave is taken into account, expenditures on executive positions in FY’14 was less than in FY’07.
- Executive salaries average 15 percent below Q2 on the Executive Salary Charts of the NSHE, despite having several long-serving individuals in their positions. The chart below shows executive salaries. The highlighted cells show a new hire taking the position.
- The Athletic Director salary is at the average of the Mountain West Conference.
- Football Coach and Men’s Basketball Coach salaries rank 10 of 12 and 9 of 11 in the Mountain West Conference.

Position	2007	2008	2009	2010	2011	2012	2013	2014
Provost	224,139	265,000	265,000	265,000	300,000		300,000	301,180
VP Administration & Finance	199,419	207,505	210,250	210,250	210,250	210,250	210,250	214,970
VP Alumni Rel & Development	206,652	215,028	217,773	217,773	217,773	217,773	217,773	221,313
VP Institutional Technology	198,524	206,575	209,320	209,320	209,320			
VP Health Science Dean UNSOM	436,508	454,041	455,871		500,000	500,000	500,000	501,180
VP Marketing to ED Marketing	189,703							150,000
VP Research to VP RI	220,141	220,141					290,000	291,080
VP Student Services	199,419	207,542	211,202	211,202	211,202	211,202	211,202	215,922
Director of Athletics	258,570	270,546	284,206	284,206	284,206	284,206	285,000	285,885
Dir. of Government Relations	138,900	144,566	147,311	147,311	147,311	147,311	180,000	181,062
Director of Diversity	161,435						130,000	133,540
General Counsel	154,195	160,509	164,169	164,169	164,169	190,000	190,000	194,720
Total Salary, Executive	2,587,605	2,353,461	2,165,102	1,709,231	2,244,231	1,760,742	2,514,225	2,690,852

Men's Basketball Coach Salaries, FY2014

<u>Team/School</u>	<u>Base Salary</u>	<u>Total Guaranteed Compensation</u>
San Diego State	\$ 258,168	\$ 951,000
New Mexico	\$ 300,000	\$ 950,000
Colorado State	\$ 928,200	\$ 928,200
Boise State	\$ 596,573	\$ 738,573
Utah State	\$ 566,638	\$ 715,138
UNLV	\$ 300,000	\$ 700,000
Wyoming	\$ 650,008	\$ 650,008
San Jose State	\$ 331,008	\$ 403,848
Nevada	\$ 300,000	\$ 400,960
Fresno State	\$ 258,168	\$ 350,000
Air Force	\$ 250,000	\$ 250,000
AVERAGE	\$430,797	\$ 639,793

Football Coach Salaries, FY2014

<u>Team/School</u>	<u>Base Salary</u>	<u>Total Guaranteed Compensation</u>
Fresno State	\$ 685,000	\$ 1,400,000
Colorado State	\$ 1,350,000	\$ 1,350,000
Boise State	\$ 1,000,000	\$ 1,316,600
Wyoming	\$ 300,000	\$ 923,000
Air Force	\$ 825,000	\$ 825,000
Utah State	\$ 320,000	\$ 806,434
San Diego State	\$ 210,000	\$ 800,000
New Mexico	\$ 372,690	\$ 772,690
Hawaii	\$ 663,843	\$ 663,843
Nevada	\$ 525,000	\$ 575,000
San Jose State	\$ 258,168	\$ 531,000
UNLV	\$ 250,000	\$ 500,000
Average	\$563,308	\$ 871,964

Athletic Director Salaries, FY2014

<u>Team/School</u>	<u>Base Salary</u>	
New Mexico	\$	418,675
Utah State	\$	415,116
Boise State	\$	334,839
San Jose State	\$	322,092
Hawaii	\$	293,000
Nevada	\$	285,855
Fresno State	\$	262,789
Colorado State	\$	260,000
UNLV	\$	240,000
San Diego State	\$	229,512
Wyoming	\$	200,004
Air Force	\$	165,300
Average	\$	85,599

Question 5: How many courses and credit hours do faculty (tenured, tenure-track, and adjunct) teach per year?

Based on the old state funding formula, the University standards of teaching loads are 18 credits per year for units with a BS/BA degree offered; 15 credits per year for units with a MS degree offered; 12 credits per year for units with a PhD degree offered. Full-time instructors are expected to teach 24 credits per year. The table attached shows the application of standards in the various colleges. Some research-oriented units have lower per faculty class loads due to competitive reasons, especially in the sciences. Some adjustments in number of courses are made to reflect class enrollment and other special circumstances.

The course load of faculty throughout the University is higher than for nearly any Carnegie RU/VH institution. One purpose of driving the Student-to-Faculty ratio down is to lighten the course loads for research-active faculty so they can operate in a professional environment similar to those of Carnegie RU/VH institutions with more productive research programs.

Teaching Loads for Three-Credit Hour Equivalent Courses, 2013-14.

		TT faculty	Lecturers
CABNR		2:2 or 2:3	4:4
Business		3:2 ^a	4:4
Education		3:2	4:4
Engineering ^e		2:1 ^b 2:2 ^c 3:3 ^d	
DHS	CHS	2:2	4:4
	SW	3:2	
	CASAT	3:2	3:3 or 3:4
Journalism ^f		3:2	4:4
Liberal Arts	Anthropology	3:2-2:2	4:4
	Art	3:2	4:4
	Basque Studies	1:1	4:4
	Communication Studies	3:3	4:4
	Criminal Justice	3:2	4:4
	English	2:2	4:4
	History	2:2 (4.5)	4:4
	Music	3:2	4:4
	Philosophy	3:3	4:4
	Political Science	2:2	4:4
	Psychology	2:2	4:4
	Sociology	2:2	4:4
	Theater and Dance	3:3	4:4
	World Languages and Literatures Spanish : French	3:2 – 3:3	4:4
Science	Biology	1:1	2:2 to 3:3
	Chemistry	1:1 to 1:2	2:2 to 3:3
	Geography	2:2	2:2 to 3:3
	Geol Sci Eng	2:2	2:2 to 3:3
	Math and State	2:2	2:2 to 3:3
	Mining Eng	2:2	2:2 to 3:3
	Physics	1:1 to 1:2	2:2 to 3:3

Question 6: How do students perform on nationally-normed tests? GRE and licensure exams?

The table attached shows that passage rates for professional licensure examinations is above national averages in nursing, nutrition, CPA, psychology, social work, education and some engineering fields. Performance is less than national averages in some engineering fields.

Program	Test	UNR Pass Rate	Comparison	Notes
BS Nursing	RN-NCLEX	95%	85%	2014 data for first-time takers. Comparison is 2014 national rate for BSN first-time takers, if ADN first-time takers are included the national number is 81.78%. 5-year average for first-time takers 2009-2014. Comparison is 2008-2013 national rate for first-time takers.
BS Nutrition	Registration Exam for Dietitians	90%	84%	Average of average pass rates for first-time takers in years 2010-2013. Comparison is corresponding national average. UNR number is boosted by a high average of 68% in 2012.
BS and Advanced degree Business	CPA Exam	54%	48%	
Clinical Psychology	Examination for Professional Practice in Psychology	100%		For 2008-2012. No national comparison provided but UNLV number is 85.37% Average for first time takers 2012-2013.
Social Work	Association of Social Work Boards - Bachelors Exam	86%	78%	Comparison is North American average in those years for first time takers. Average for first time takers 2012-2013.
Social Work	Association of Social Work Boards - Masters Exam	98%	83%	Comparison is North American average in those years for first time takers. Average for first time takers 2012-2013.
Social Work	Association of Social Work Boards - Clinical Exam	90%	78%	Comparison is North American average in those years for first time takers.
Engineering	ABET Fundamentals of Engineering Exam - Chemical	53%	90%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Civil	71%	72%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Electrical	63%	80%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Environmental	67%	65%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Geological/Geophysical	29%	60%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Materials	100%	83%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Mechanical	66%	85%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.
Engineering	ABET Fundamentals of Engineering Exam - Mining/Mineral	66%	85%	2014 FE Exam for graduating seniors. Comparison is ABET data for 2014.

Engineering	ABET Principles and Practice of Engineering - Chemical	100%	75%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Engineering	ABET Principles and Practice of Engineering - Civil	53%	71%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Engineering	ABET Principles and Practice of Engineering - Electrical	83%	67%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Engineering	ABET Principles and Practice of Engineering - Environmental	29%	64%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Engineering	ABET Principles and Practice of Engineering - Geological/Geophysical	50%	22%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Engineering	ABET Principles and Practice of Engineering - Mechanical	45%	73%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Engineering	ABET Principles and Practice of Engineering - Mining/Mineral	100%	89%	2014 PE Exam for graduated engineers, usually with work experience who already passed FE exam. Comparison is ABET data for 2014.
Education	Praxis I Mathematics	100%		Average for 2011-2013.
Education	Praxis I Writing	100%		Average for 2011-2013.
Education, School Counseling	NCE Examination	100%		Spring 2014

Question 7: What do the results of the National Survey of Student Engagement (NSSE) show about our institution?

Students at the University align with the national norm in all categories except “campus environment.” Specifically, freshmen had a low response rating with regard to interaction with others and the quality of interactions. The responses improved as the student reached senior status. This trend toward more interactions and higher quality interactions has been a pattern for our students in past NSSE surveys. Students also indicate they are engaging in diversity discussions with others but still would like more support in the campus environment. This is similar to national trends.

In academic engagement (strategies for learning), university students also align with the national norm for first-year students but are below that norm for seniors (see A below), and in student engagement with faculty students align with that norm for both groups of students (see B below).

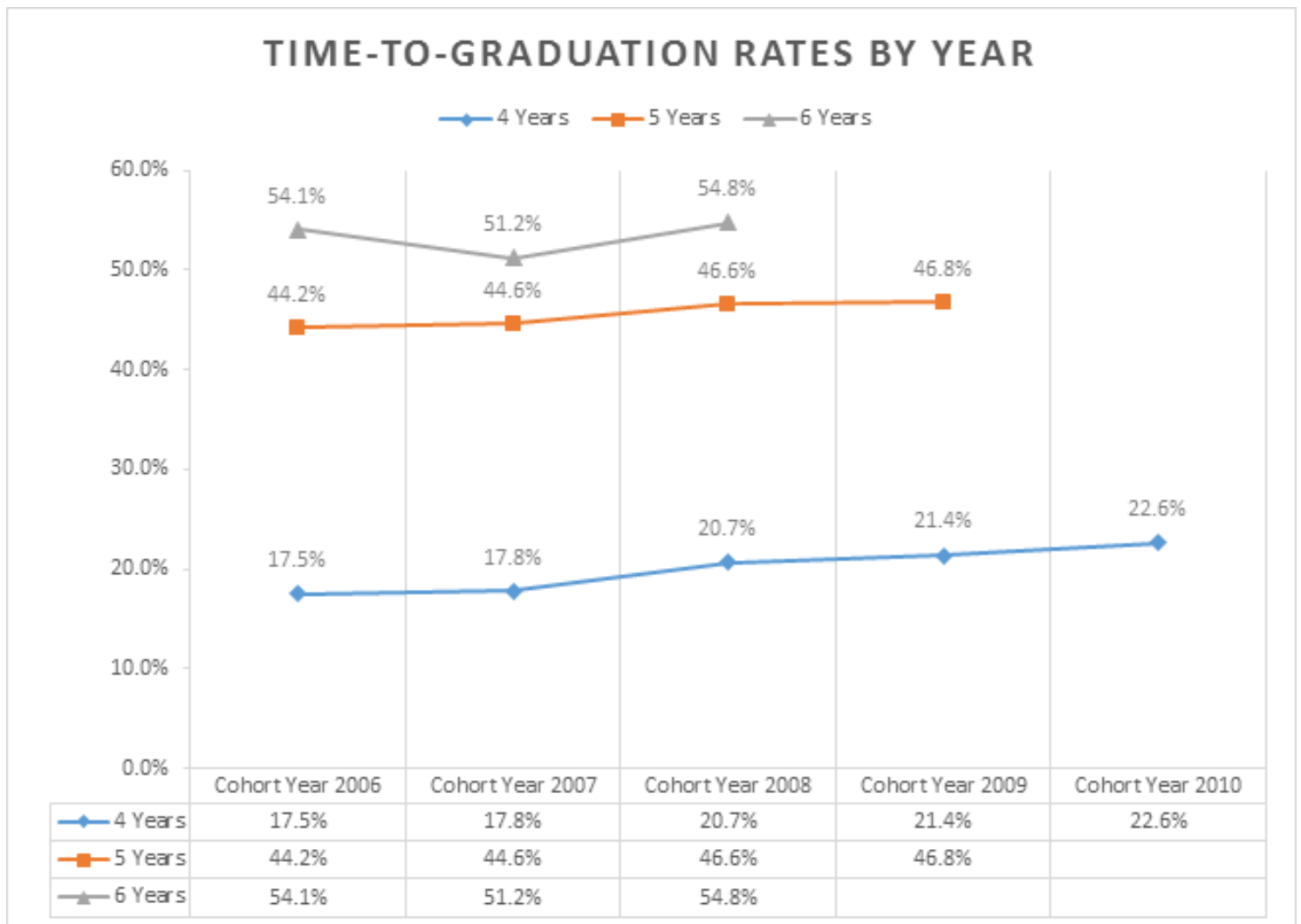
(A) In terms of academic engagement, not surprisingly many of the 'high-end' learning strategies (e.g., applied learning, reflection on previous courses, and critical analysis) are employed by seniors more than first-year students. Our seniors show particular gains in integrating knowledge learned in previous courses and synthesizing ideas from various courses, as well as connecting course issues to societal ones.

(B) In terms of student engagement with faculty, although not nearly as many seniors responded that they rely on such engagement as they do with the learning strategies above, they're clearly more active in talking about career plans with faculty members and keener to talk about the course material and assignments as seniors than they were as first-years.

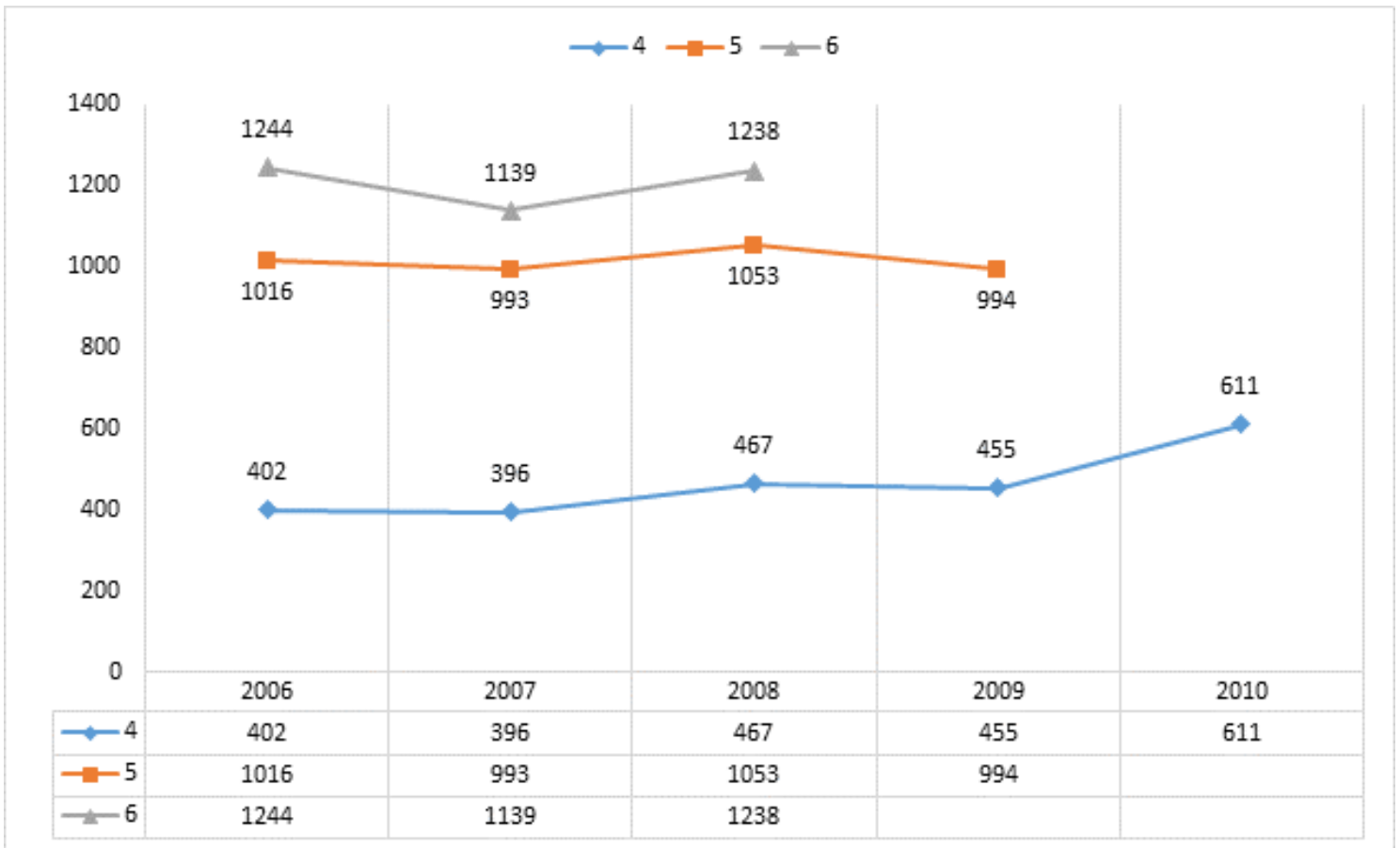
Question 8: What are the four-year, five-year, and six-year graduation rates of our first-time, full-time students for the last five years? If full-time students are not graduating in four years, why not?

The chart of graduations rates over several years shows an upward trend in six-year rates with a dip in the 2007 cohort. This is largely due to the “Great Recession” causing many students to return to the home areas to pursue the remainder of their education (reduced retention rates in 2010 and 2011). There is significant growth in the four-year graduation rate. One note of encouragement is the fact that head-count enrollment rose 6.2 percent from fall, 2013 to fall, 2014 while full-time equivalent growth was 9.5 percent over the same period, indicating that students are taking more courses on their way to graduation.

No. 8: Number of 4-, 5-, and 6- Graduation Rates



No. 8: Number of 4-, 5-, and 6- Graduates



Question 9: When was the most recent campus climate survey on academic freedom and intellectual diversity?

Climate studies have been done with focus on morale, diversity, student sexual conduct and campus safety, but specific questions related to impressions of academic freedom and intellectual diversity have not been surveyed.

Question 10: How do we choose for ourselves board professional development and independent sources of information on national trends?

This is a question directed to the Board of Regents.

Issues:

A. Faculty, Staff and Executive Salaries

Base faculty, staff and executive salaries have been largely stagnant for six years with 2.5 percent merit this year. The impact of salary stagnation has been to cause a non-competitive position in the marketplace for academic talent. It is increasingly difficult to attract and retain energetic employees as salaries do not keep pace with national trends or provide a prospect for competitive compensation.

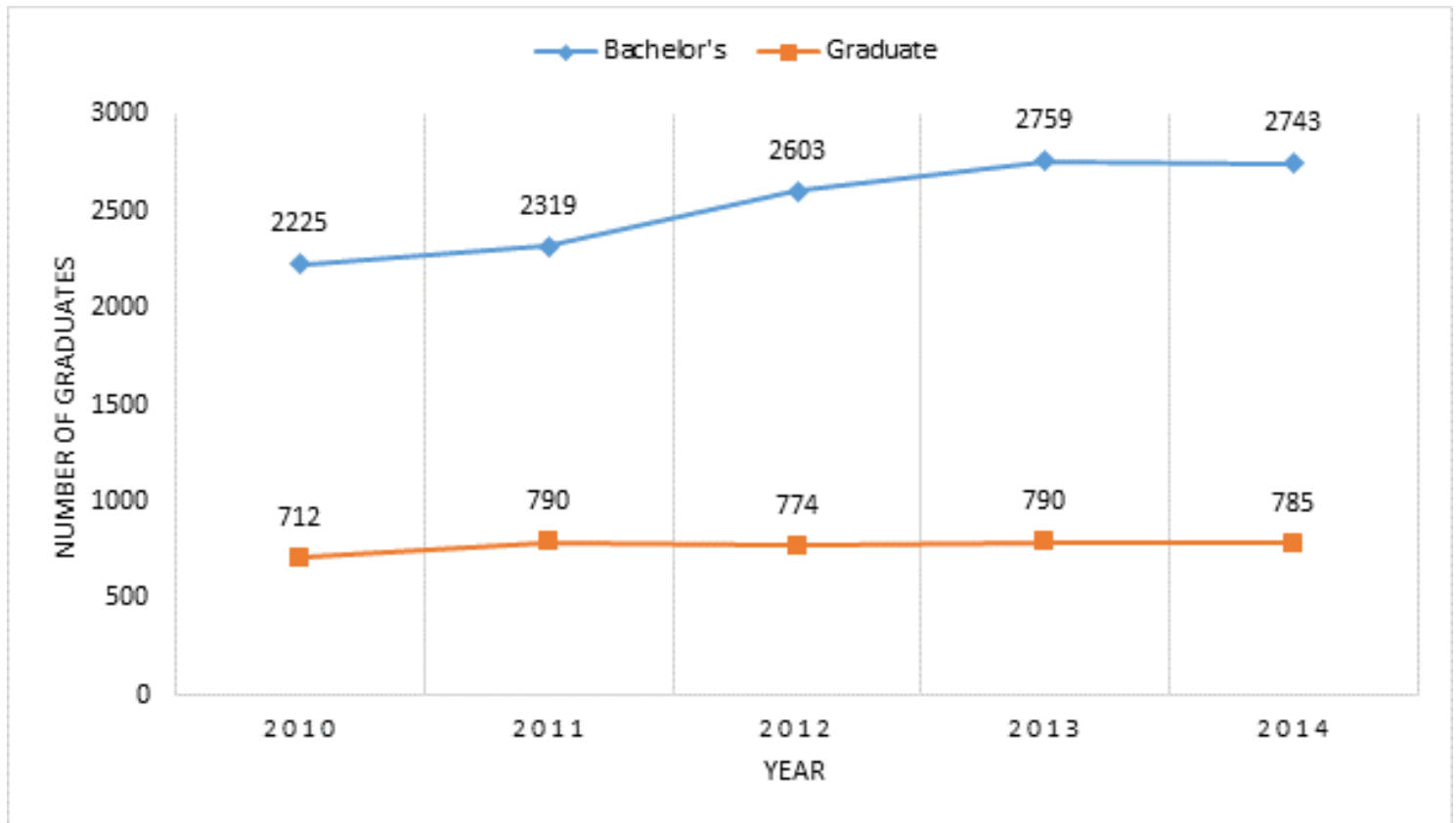
Quintile Rankings for UNR on Salary and from Selected Years:
AAUP's Annual Report on the Economic Status of the Profession

	Prof.	Assoc. Prof.	Asst. Prof.
1997-98	3	2	3
1998-99	3	2	3
1999-00	3	3	3
2000-01	3	3	3
2001-02	3	3	4
2002-03	3	2	4
2003-04	3	3	4
2004-05	2	2	3
2005-06	3	2	4
2006-07	2	2	3
2007-08	2	2	3
2008-09	2	2	2
2009-10	3	2	3
2010-11	3	2	3
2011-12	3	3	3
2012-13	3	3	4
2013-14	4	3	4

B. Graduate Education

While the number of undergraduate students continues to accelerate, the number of graduate students has stagnated. Graduate students are important to expand undergraduate teaching capacity, perform research, and develop a profile representative of a Carnegie RU/VH. In the last two years the University has created 50 new Graduate Teaching Assistant positions and raised stipends to a base level of \$16,500, an increase of \$2,500 per year.

Number of Graduates (Degrees Granted 2010-2014)



C. Faculty Capacity

To achieve university objectives is estimated to require 420 additional faculty positions, 315 additional graduate student positions, 80 classified positions and number administrative faculty. These estimates have been crafted with careful analysis.

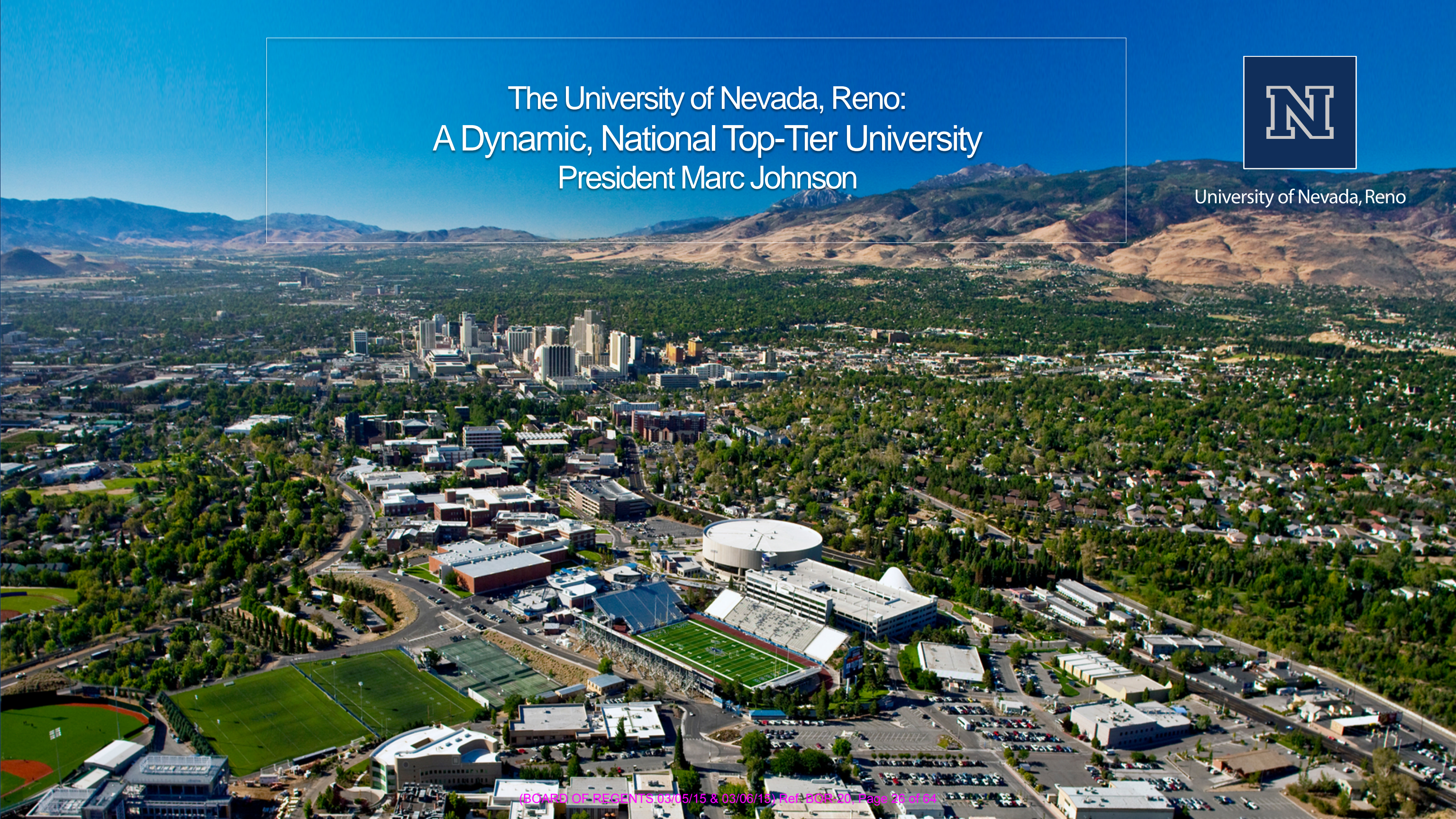
D. Quantity and Quality of Research and Office Space

Successful university programs require quality people, program support and facilities. Many university projects have been identified to add and renovate quality space. Most of these projects are self-financed with student fees, rents, and reallocation of property and other resources. The most critical need is for more quality research space. For example, the University has put its top priority for the next state-supported building on a new engineering building. Engineering is the fastest growing college in terms of enrollment and new faculty positions. The lack of quality and quantity of space has become a central element of recruiting and retaining faculty and students. Engineering also is a fundamental field for development of professional workforce to support the Governor's focus on advanced manufacturing for economic development for northern Nevada.

The University of Nevada, Reno:
A Dynamic, National Top-Tier University
President Marc Johnson



University of Nevada, Reno



TODAY'S LAND-GRANT UNIVERSITY

Vision:

“The University of Nevada, Reno is an internationally-respected, high-quality, accessible, arts and sciences university, fully engaged with Nevada’s citizens, communities, and governments to improve economic and social progress.”



University of Nevada, Reno

UNIVERSITY RANKINGS SNAPSHOT

Top Tier – U.S. News & World Report

Classified by the Carnegie Foundation for the Advancement of Teaching as a comprehensive, doctoral granting, arts and science/professions balanced, high research institution.

Best Value –

- Student loan debt for University graduates below national average
- Ranked 17th nationally and 9th among western universities for value*
- Students receive ROI of \$329,800 over 20 years**

*collegetlas.org

**Payscale Study





University of Nevada, Reno

UNIVERSITY AS A BUSINESS

- Expenditures of more than \$500 million annually
- Headquarters in Reno
- 4,250 employees – second-largest in City of Reno*
- \$89 million in externally funded grants and research produced annually

* According to 2013 City of Reno Financial Report

High-Performing University – Record Metrics from Fall 2014

- Enrollment: 19,934
- Freshman to sophomore retention rate: 82.2%*
- Average freshman ACT: 23.4
- Average credit load: 13.4
- Enrollment percentage of color: 34%
- Enrollment percentage Hispanic: 17%
- National Merit, National Achievement and Presidential Scholars: 309

*Fall 2013 to Fall 2014





High-Performing University – Record Metrics

- 6-year graduation rate: 2008 cohort 55%
- 4-year graduation rate: 2010 cohort 22.6%
- Number of degrees awarded: 3,528*
(second highest after AY2012-13 at 3,549)
- Courses attempted and completed with a passing grade: 95%*
- Grant and Contract expenditures: \$89 million in FY'14,
(a record in years without federal earmarks)
- Philanthropic giving: \$54 million in FY '14

*AY2013-14



BIG CHALLENGES

- Faculty Salaries
- Graduate Enrollment
- Student to Faculty Ratio
- Space Quality and Quantity



University of Nevada, Reno

BIG GOALS

Student faculty ratio 18 to 1

Estimate 22,000 students by fall 2016

Reach Carnegie Foundation for the Advancement of Teaching classification of RU/VH or “Research University, Very High” within the next seven years

University as an economic development pillar



University of Nevada, Reno

No. 1: Tuition over the last five years

	2010	2011	2012	2013	2014	2015	Total Increase (2010-2015)
Undergraduate Registration Fees	154.5	168.75	189.25	203.5	203.5	203.5	
		9.2%	12.1%	7.5%	0.0%	0.0%	31.7%
Consumer Price Index (CPI-U)*		3.2	2.1	1.5	1.6	0.3	
Median Family Income **	60,192	56,544	56,954	59,462			
		-6.1%	0.7%	4.4%			
State of Nevada General Fund Allocation	\$186.2M	\$175.4M	\$146.0M	\$145.1M	\$144.9M	\$148.7M	

*Bureau of Labor Statistics

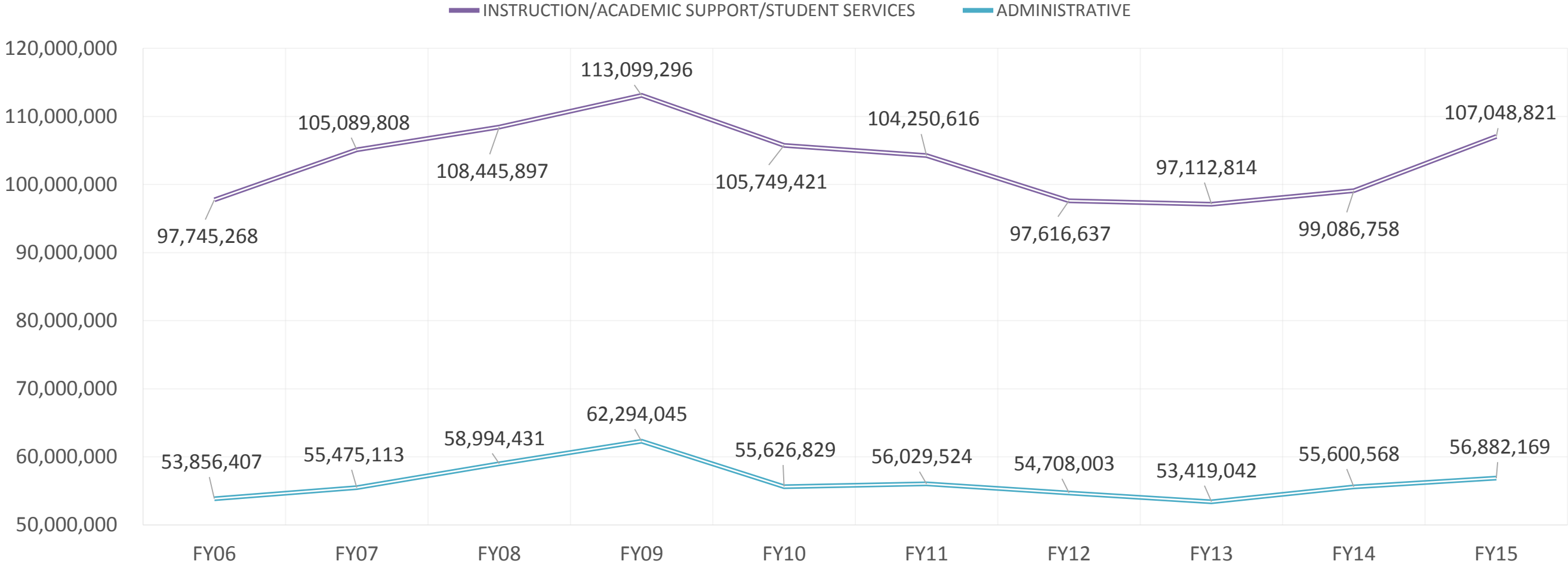
**US Census Bureau



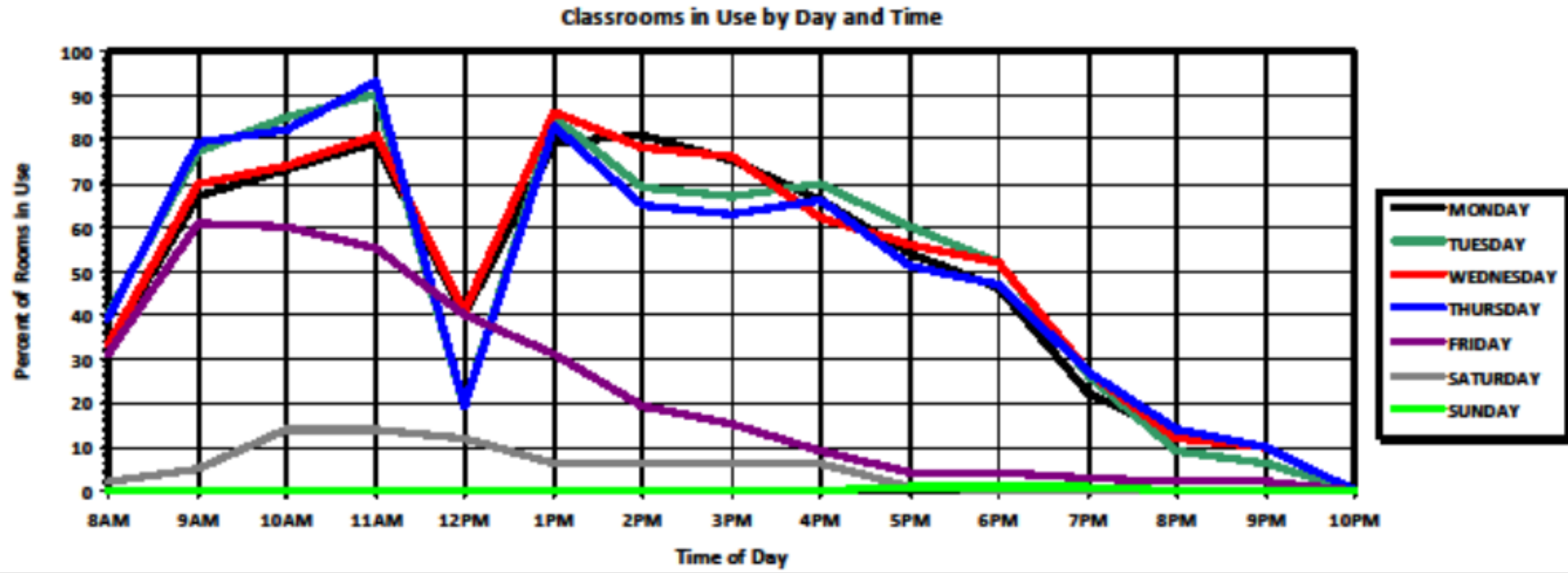
University of Nevada, Reno

No. 2: Ratio of administrative vs. instructional spending over last 10 years.

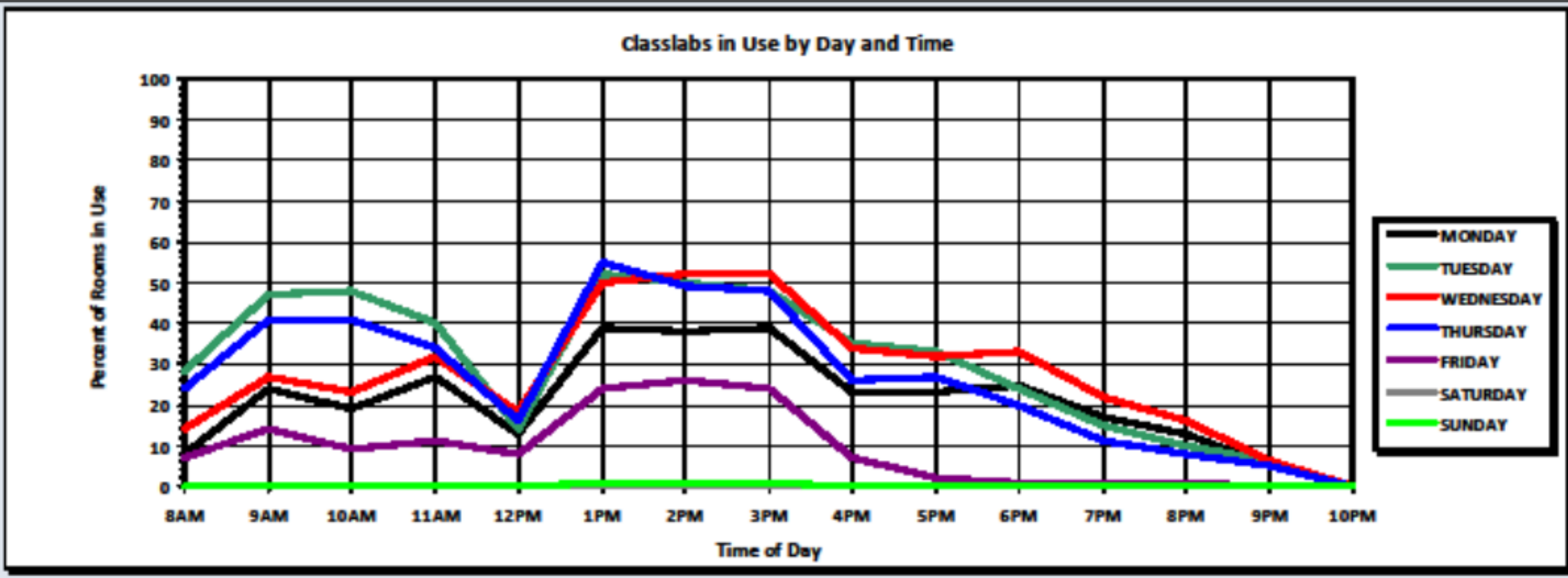
INSTRUCTION/ACADEMIC SUPPORT/STUDENT SERVICES VS. ADMINISTRATIVE SPENDING OVER 10 YEARS



No. 3: Building utilization, Monday through Saturday, and during summer



No. 3: Building utilization, Monday through Saturday, and during summer

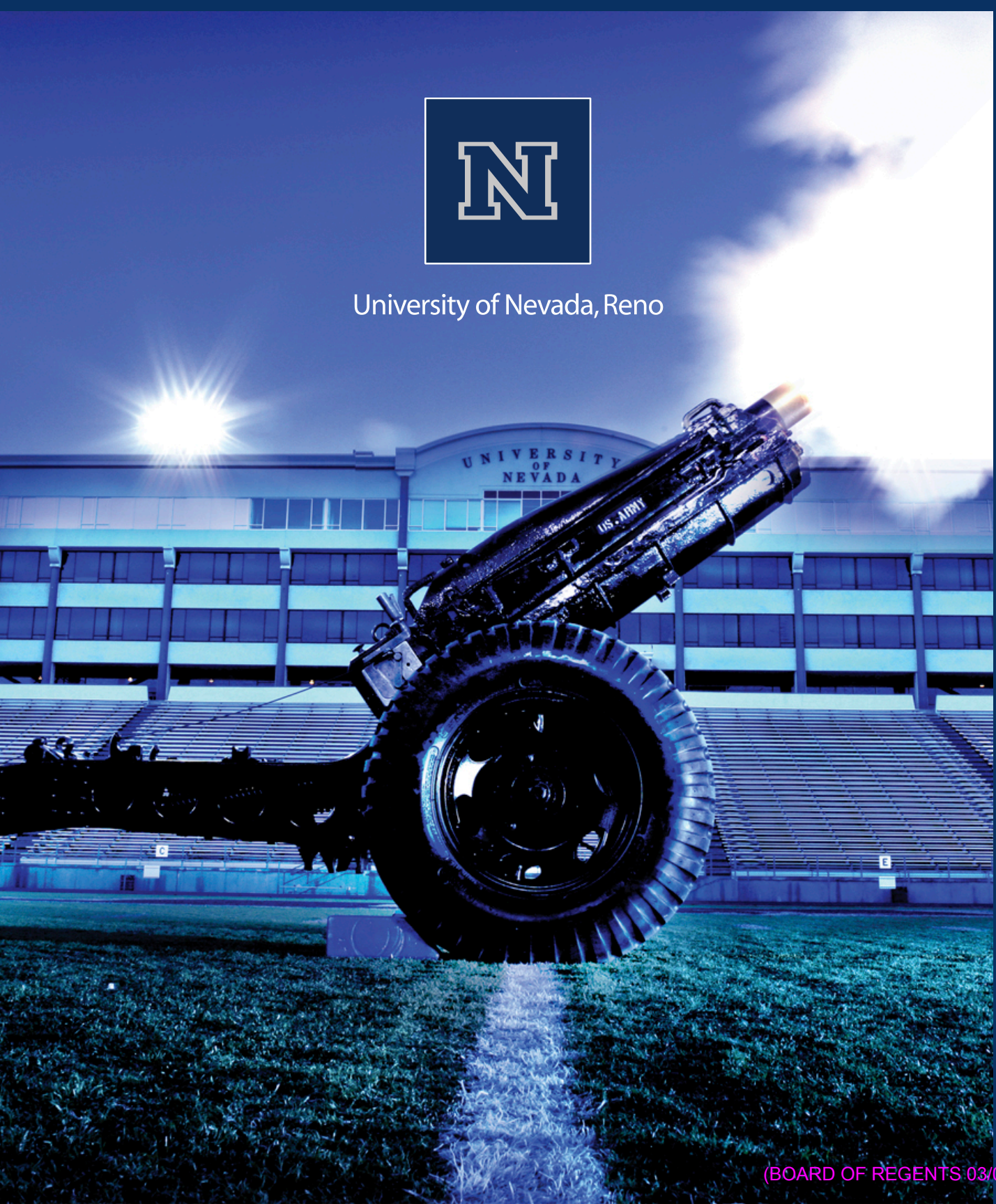


No. 4: Salaries of top administrators and athletic personnel

Position	2007	2008	2009	2010	2011	2012	2013	2014
Provost	224,139	265,000	265,000	265,000	300,000		300,000	301,180
VP Administration & Finance	199,419	207,505	210,250	210,250	210,250	210,250	210,250	214,970
VP Alumni Rel & Development	206,652	215,028	217,773	217,773	217,773	217,773	217,773	221,313
VP Institutional Technology	198,524	206,575	209,320	209,320	209,320			
VP Health Science Dean UNSOM	436,508	454,041	455,871		500,000	500,000	500,000	501,180
VP Marketing to ED Marketing	189,703							150,000
VP Research to VP Research & Innovation	220,141	220,141					290,000	291,080
VP Student Services	199,419	207,542	211,202	211,202	211,202	211,202	211,202	215,922
Director of Athletics	258,570	270,546	284,206	284,206	284,206	284,206	285,000	285,885
Dir. of Gov't Relations to ED Gov't & External Relations	138,900	144,566	147,311	147,311	147,311	147,311	180,000	181,062
Director of Diversity	161,435						130,000	133,540
General Counsel	154,195	160,509	164,169	164,169	164,169	190,000	190,000	194,720
Total Salary, Executive	2,587,605	2,353,461	2,165,102	1,709,231	2,244,231	1,760,742	2,514,225	2,690,852



University of Nevada, Reno



No. 4: Salaries of top administrators and athletic personnel

Athletic Directors' Salaries	
School	Base Salary
New Mexico	\$ 418,675
Utah State	\$ 415,116
Boise State	\$ 334,839
San Jose State	\$ 322,092
Hawaii	\$ 293,000
Nevada	\$ 285,855
Fresno State	\$ 262,789
Colorado State	\$ 260,000
UNLV	\$ 240,000
San Diego State	\$ 229,512
Wyoming	\$ 200,004
Air Force	\$ 165,300
Average	\$ 285,599

No. 4: Salaries of top administrators and athletic personnel

Football Coach's Salaries		
School	Base Salary	Total Compensation
Fresno State	\$ 685,000	\$ 1,400,000
Colorado State	\$ 1,350,000	\$ 1,350,000
Boise State	\$ 1,000,000	\$ 1,316,600
Wyoming	\$ 300,000	\$ 923,000
Air Force	\$ 825,000	\$ 825,000
Utah State	\$ 320,000	\$ 806,434
San Diego State	\$ 210,000	\$ 800,000
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Average	\$ 563,308	\$ 871,964



University of Nevada, Reno

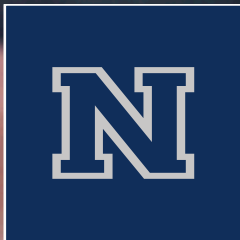
No. 4: Salaries of top administrators and athletic personnel

Men's Basketball Coach's Salaries		
School	Base Salary	Total Compensation
San Diego State	\$ 258,168	\$ 951,000
New Mexico	\$ 300,000	\$ 950,000
Colorado State	\$ 928,200	\$ 928,200
Boise State	\$ 596,573	\$ 738,573
Utah State	\$ 566,638	\$ 715,138
UNLV	\$ 300,000	\$ 700,000
Wyoming	\$ 650,008	\$ 650,008
San Jose State	\$ 331,008	\$ 403,848
Nevada	\$ 300,000	\$ 400,960
Fresno State	\$ 258,168	\$ 350,000
Air Force	\$ 250,000	\$ 250,000
Average	\$ 430,797	\$ 639,793



No. 5: How many courses and credit hours do faculty teach per year?

- 18 credits per year for units with a BS/BA degree
- 15 credits per year for units with a MS degree
- 12 credits per year for units with a PhD degree
- Instructors are expected to teach 24 credits per year





No. 6: How do students perform on nationally-normed tests? GRE and Licensure exams?

- Advanced Degree Business
- Clinical Psychology
- Education
- Engineering
- Nursing
- Nutrition
- Social Work

No. 7: What do the results of the National Survey of Student Engagement show about the institution?

- University aligns with national norm on all categories except “campus environment.”
- Trend is for freshmen students to have less interaction and less quality interactions; this improves over time, with response rate by seniors being much higher in these areas.
- Students are engaging in diversity discussions but would still like more support in the campus environment (similar to national trends)
- Seniors show more of a propensity for “high-end” learning strategies for applied learning, reflection on previous courses and critical analysis.
- Seniors show particular gains in integrating knowledge learned in previous courses, synthesizing ideas and connecting course issues to societal ones.
- Senior students indicated they are more active in talking about career plans with faculty members and were more likely to talk about course material and assignments than first-year students.



No. 7: Student Engagement

- Concrete Canoe Team
- Debate Team
- Neuroscience Illusion of the Year Team
- USAC
- Maker Space



N

No. 8: Graduation Rates

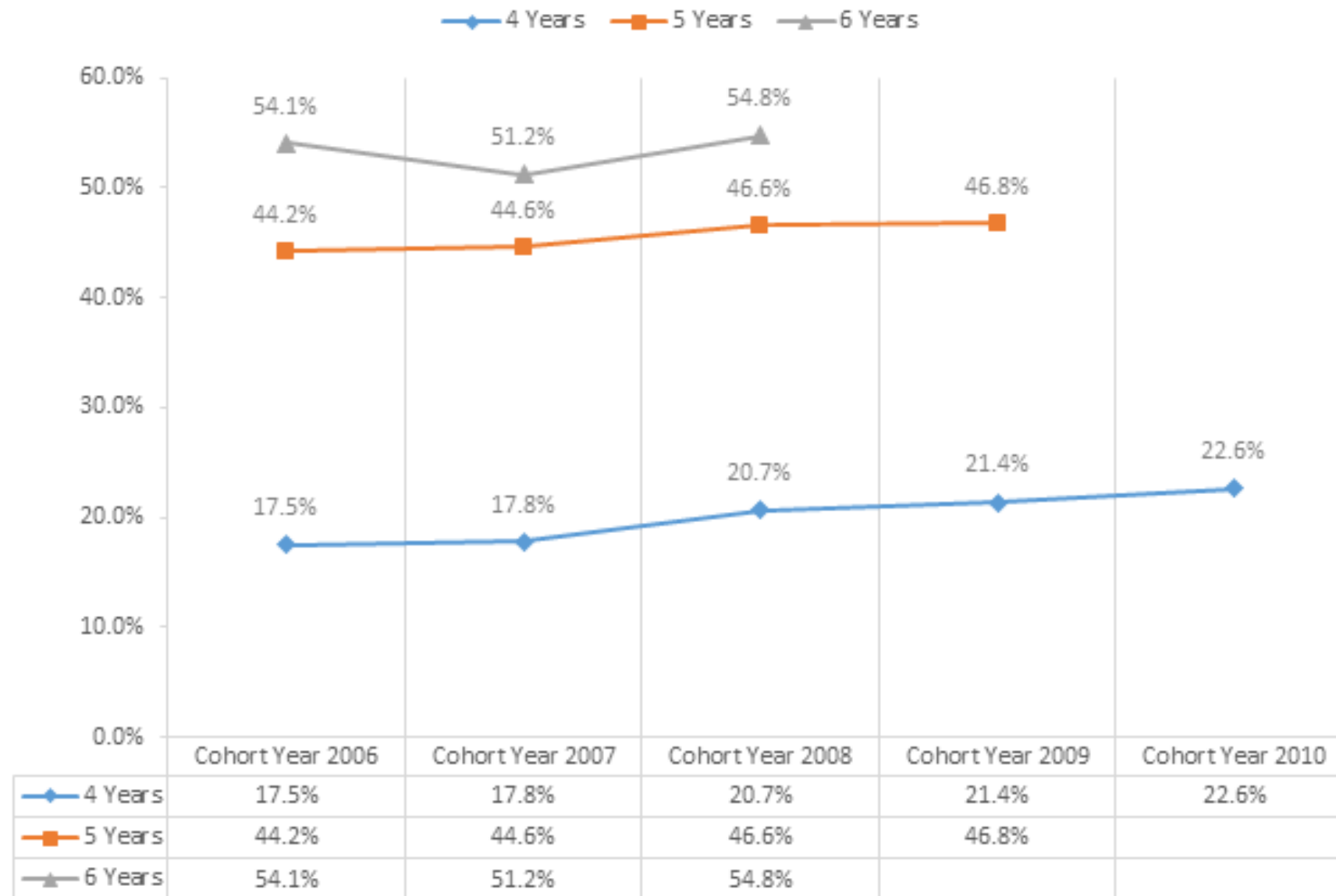
	2010	2011	2012	2013	2014
Total Enrollment	17,433	18,004	18,227	18,776	19,934
Retention, 1st to 2nd Year	79%	78%	79%	80%	82%



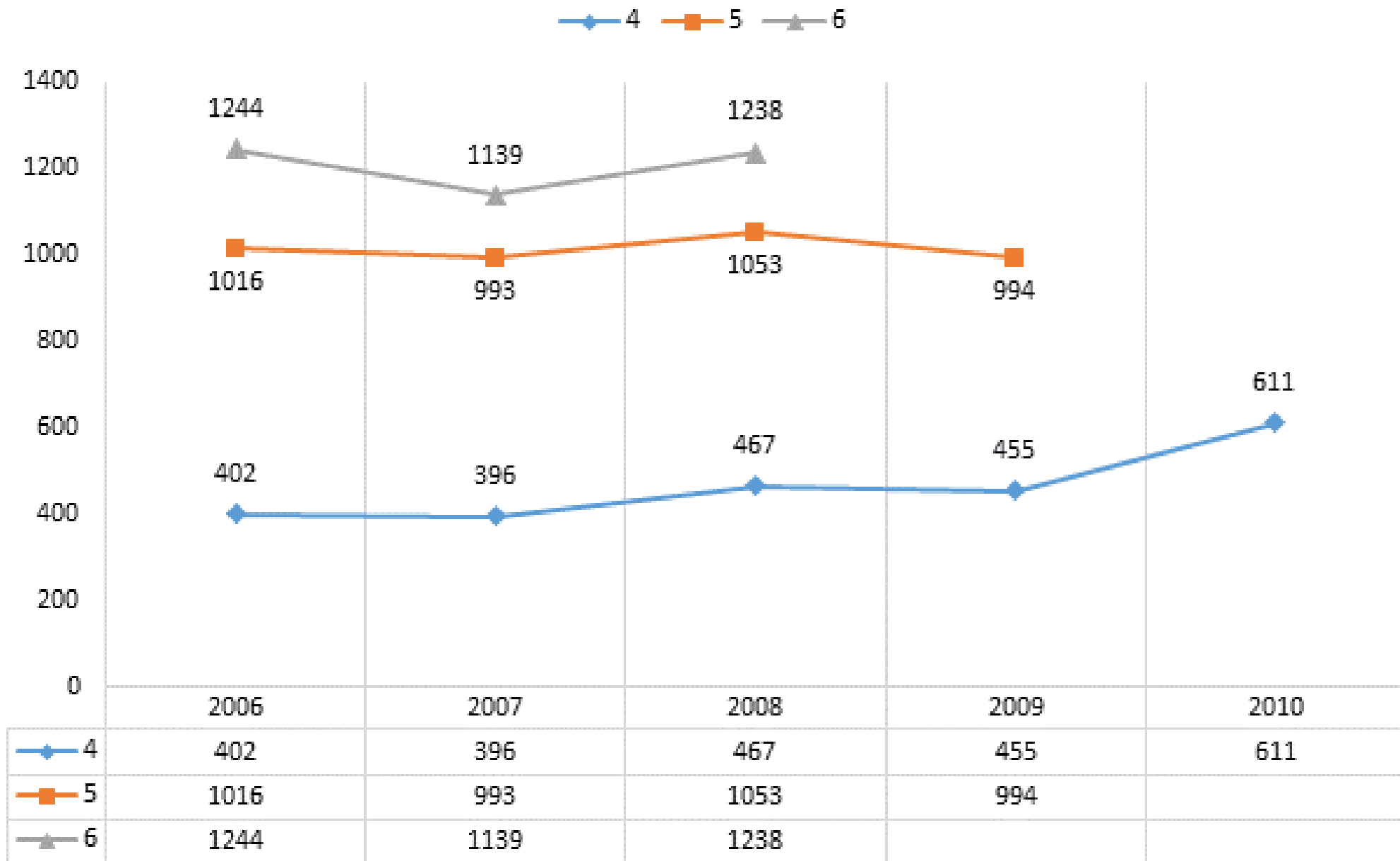
University of Nevada, Reno

No. 8: 4-, 5-, and 6-Year Graduation rates

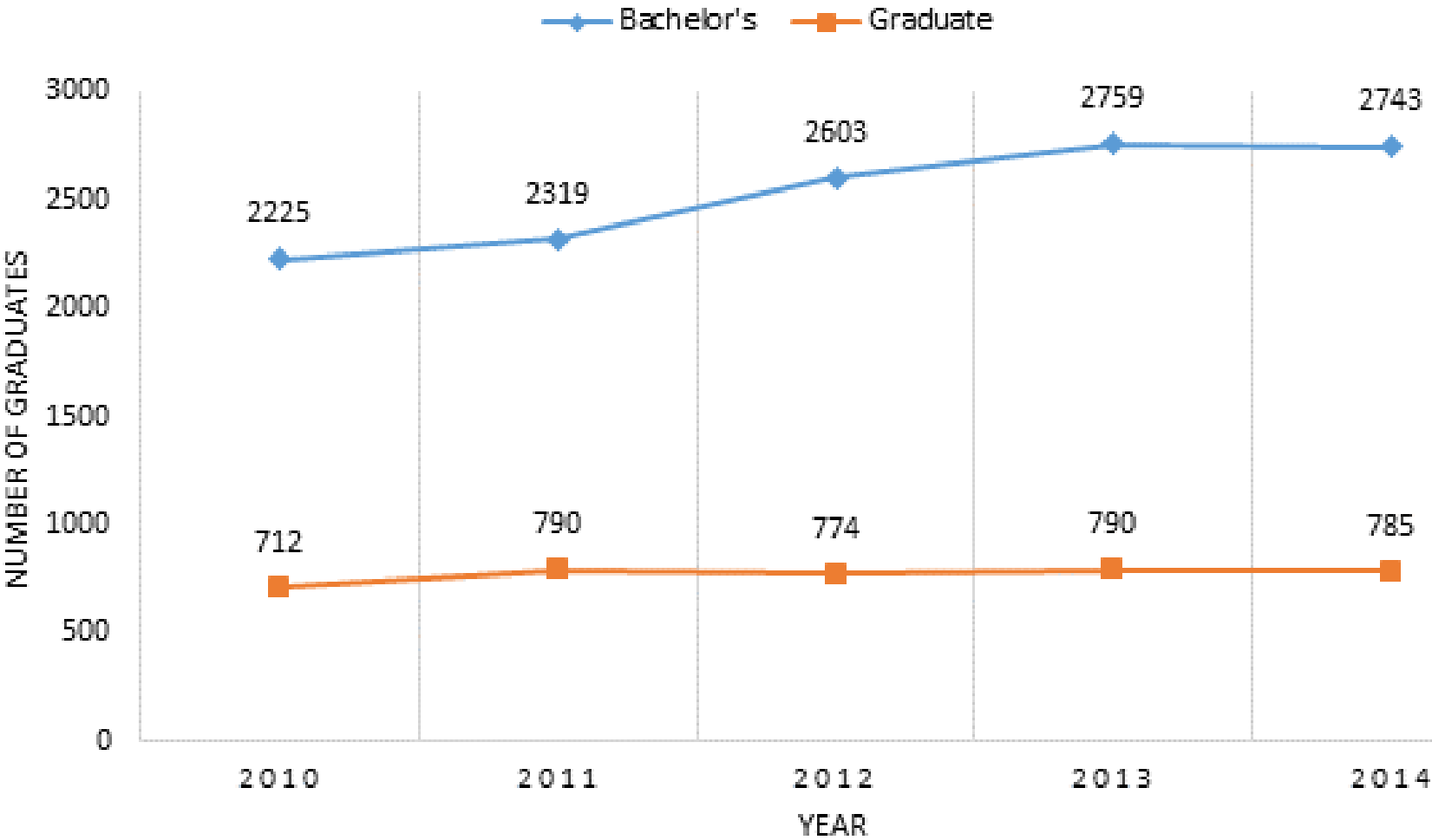
TIME-TO-GRADUATION RATES BY YEAR



No. 8: Number of 4-, 5-, and 6-Year Graduates



NUMBER OF GRADUATES (Degrees Granted 2010-2014)



University of Nevada, Reno

BIG GOALS

Student faculty ratio 18 to 1

Estimate 22,000 students by fall 2016

Reach Carnegie Foundation for the Advancement of Teaching classification of RU/VH or “Research University, Very High” within the next seven years

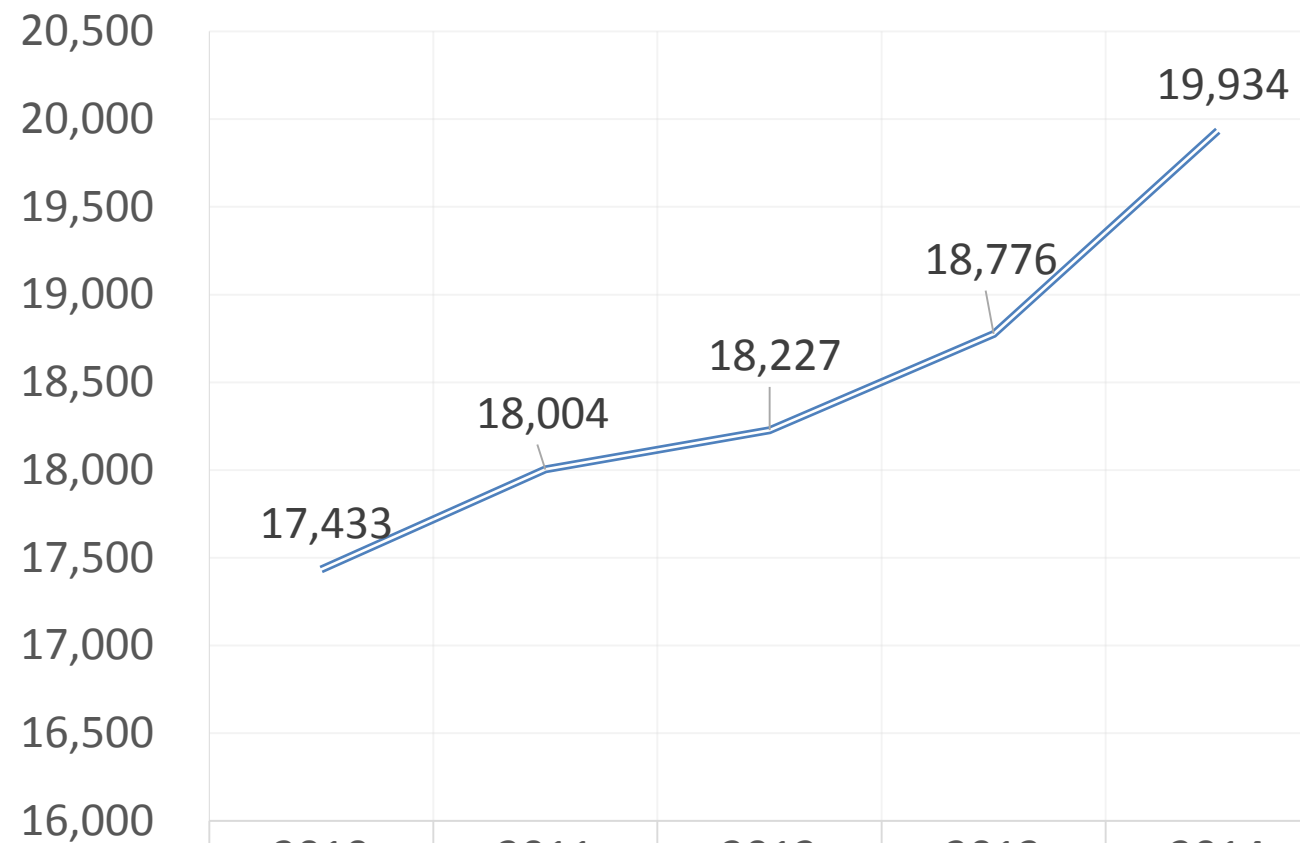
University as an economic development pillar



University of Nevada, Reno

ENROLLMENT

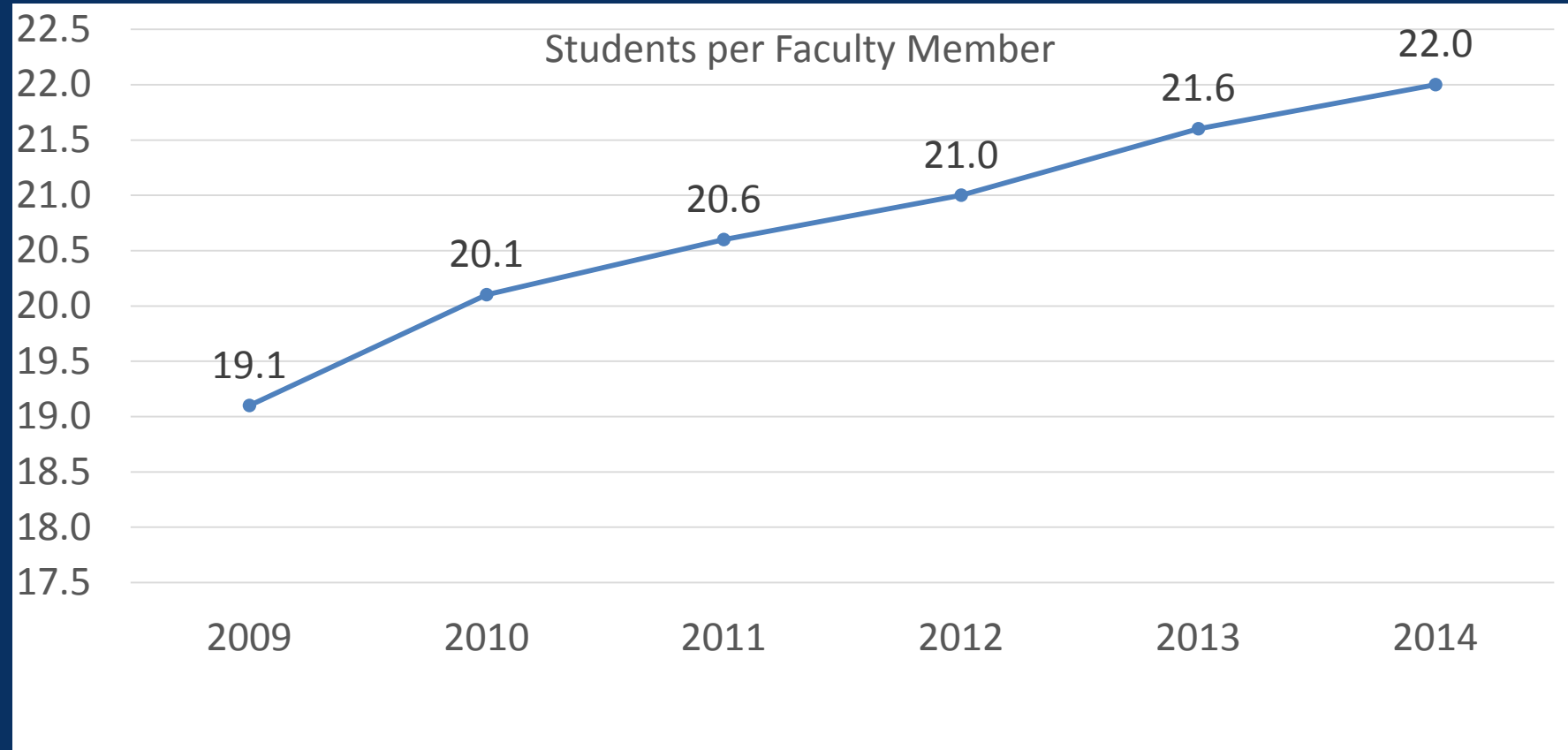
TOTAL ENROLLMENT



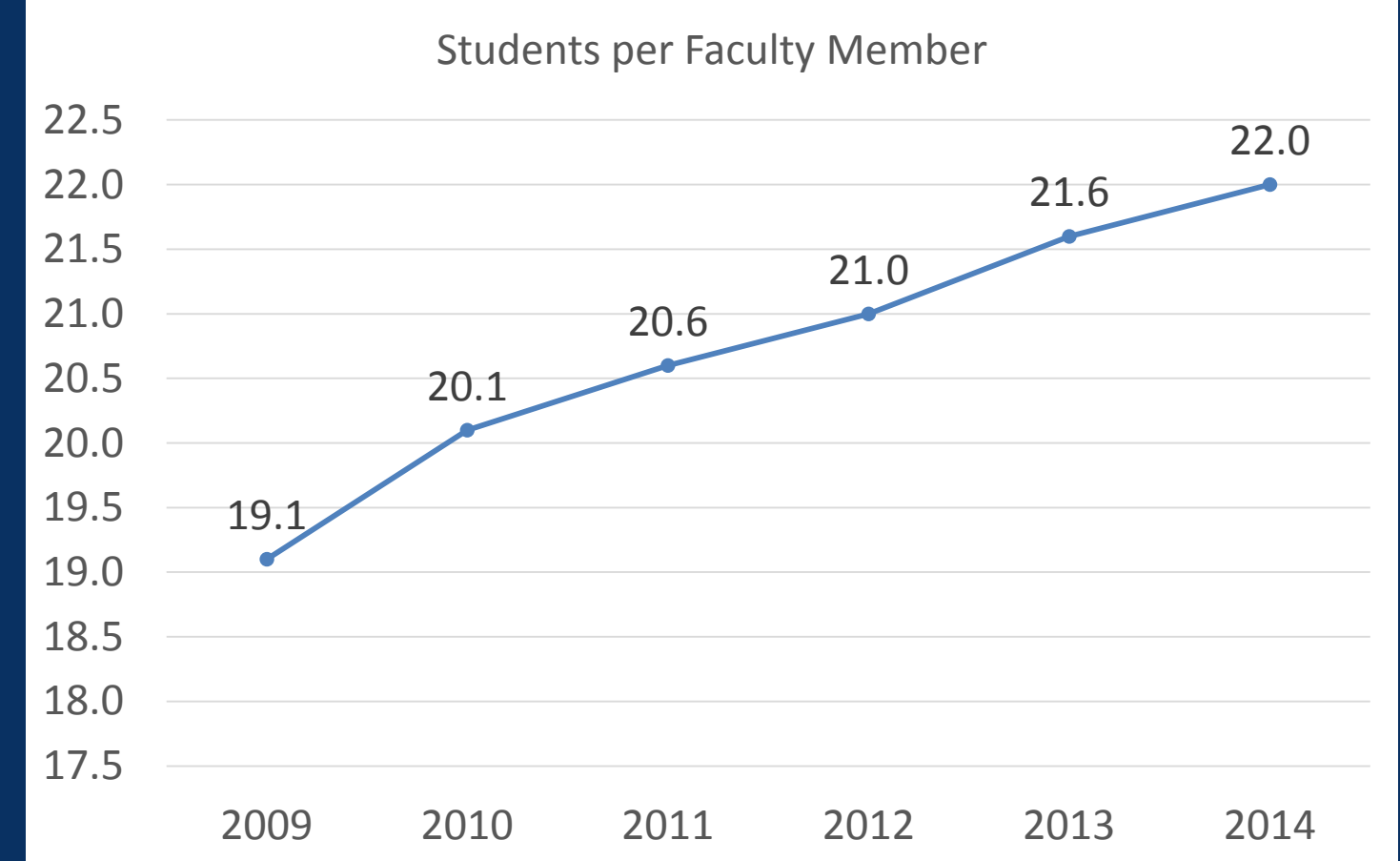
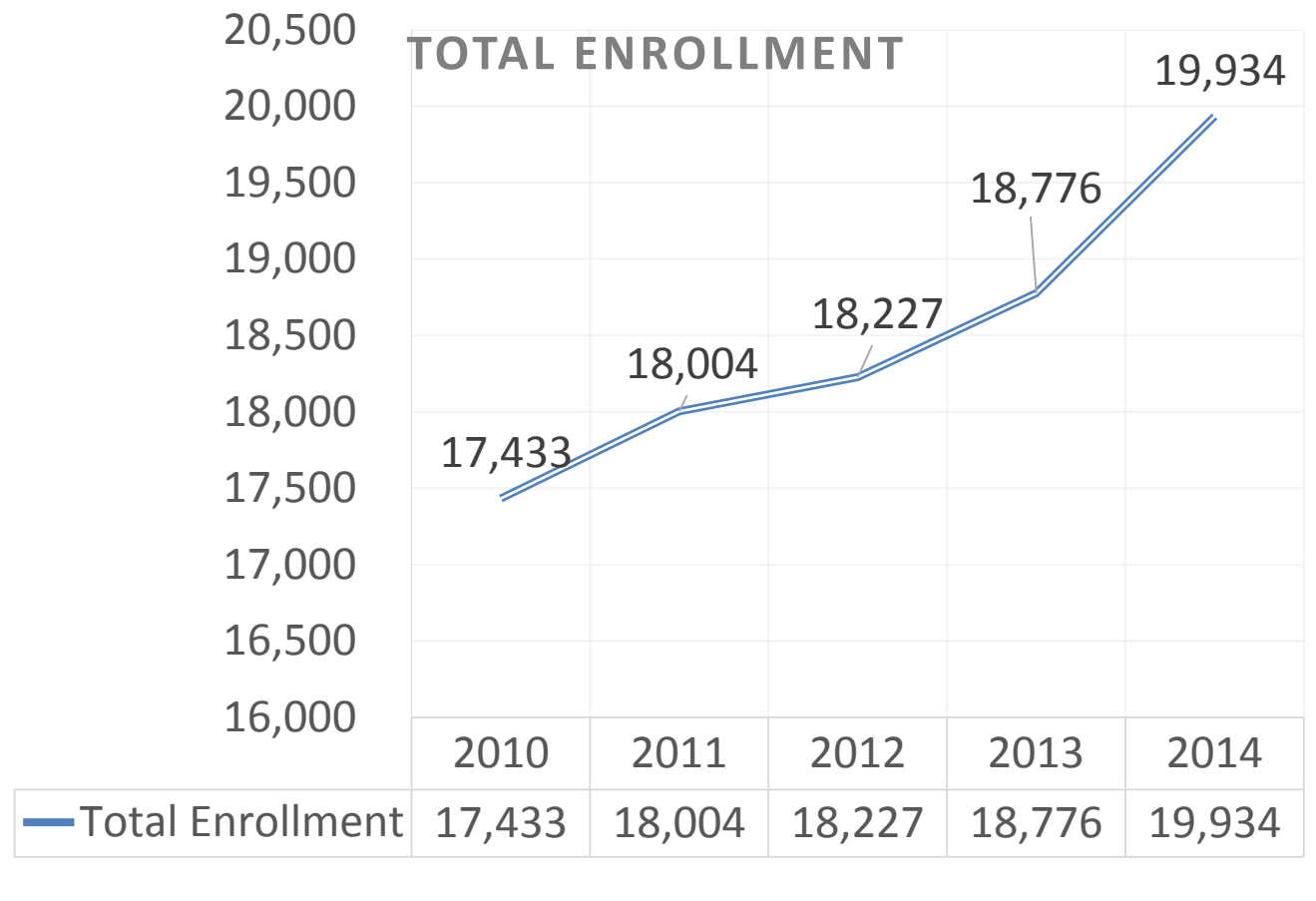
	2010	2011	2012	2013	2014
— Total Enrollment	17,433	18,004	18,227	18,776	19,934



STUDENT TO FACULTY RATIO



ENROLLMENT



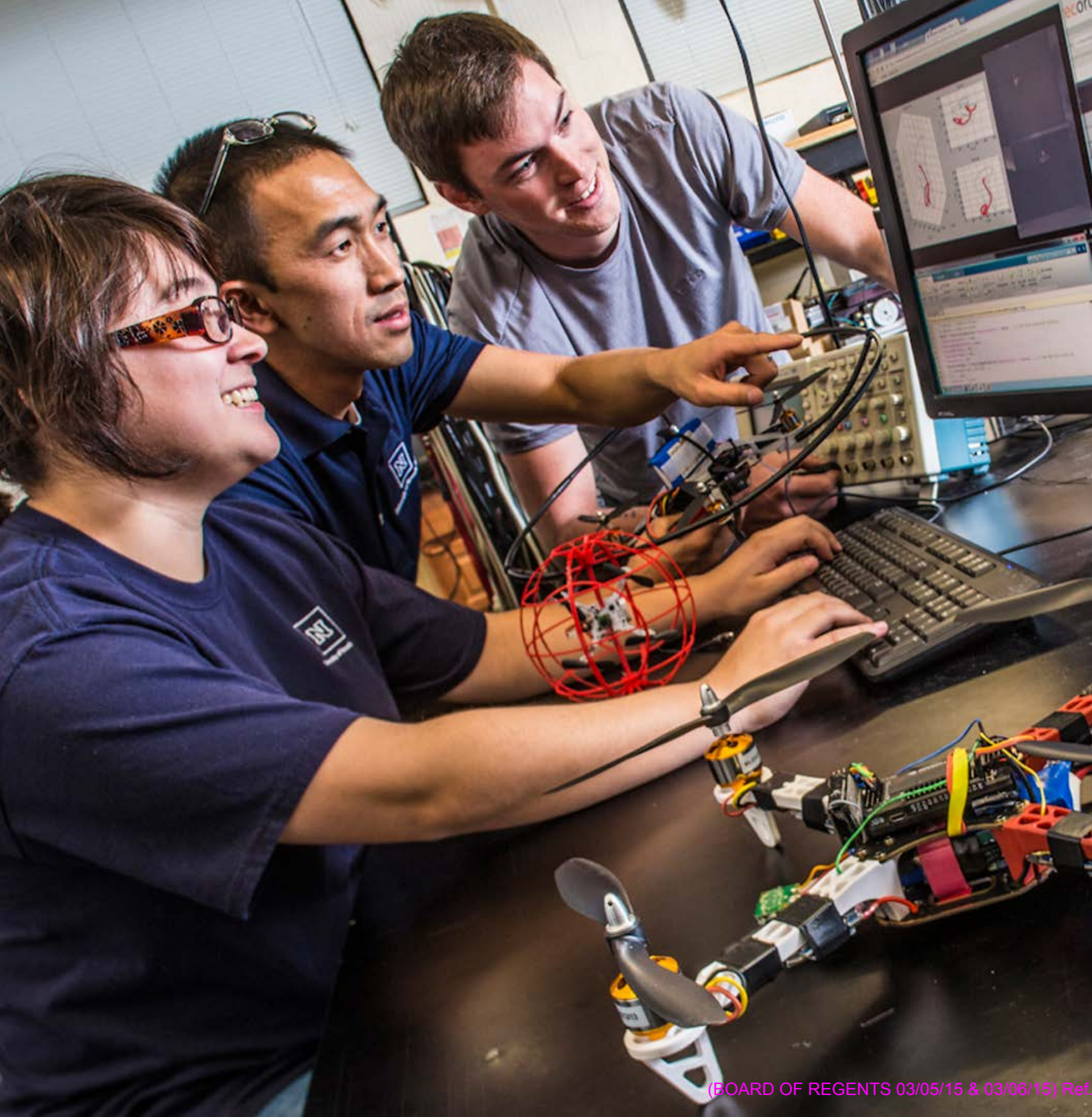


BIG CHALLENGES

- Faculty Salaries
- Graduate Enrollment
- Student to Faculty Ratio
- Space Quality and Quantity



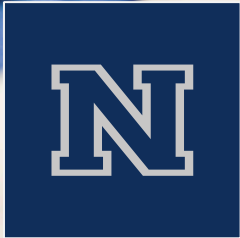
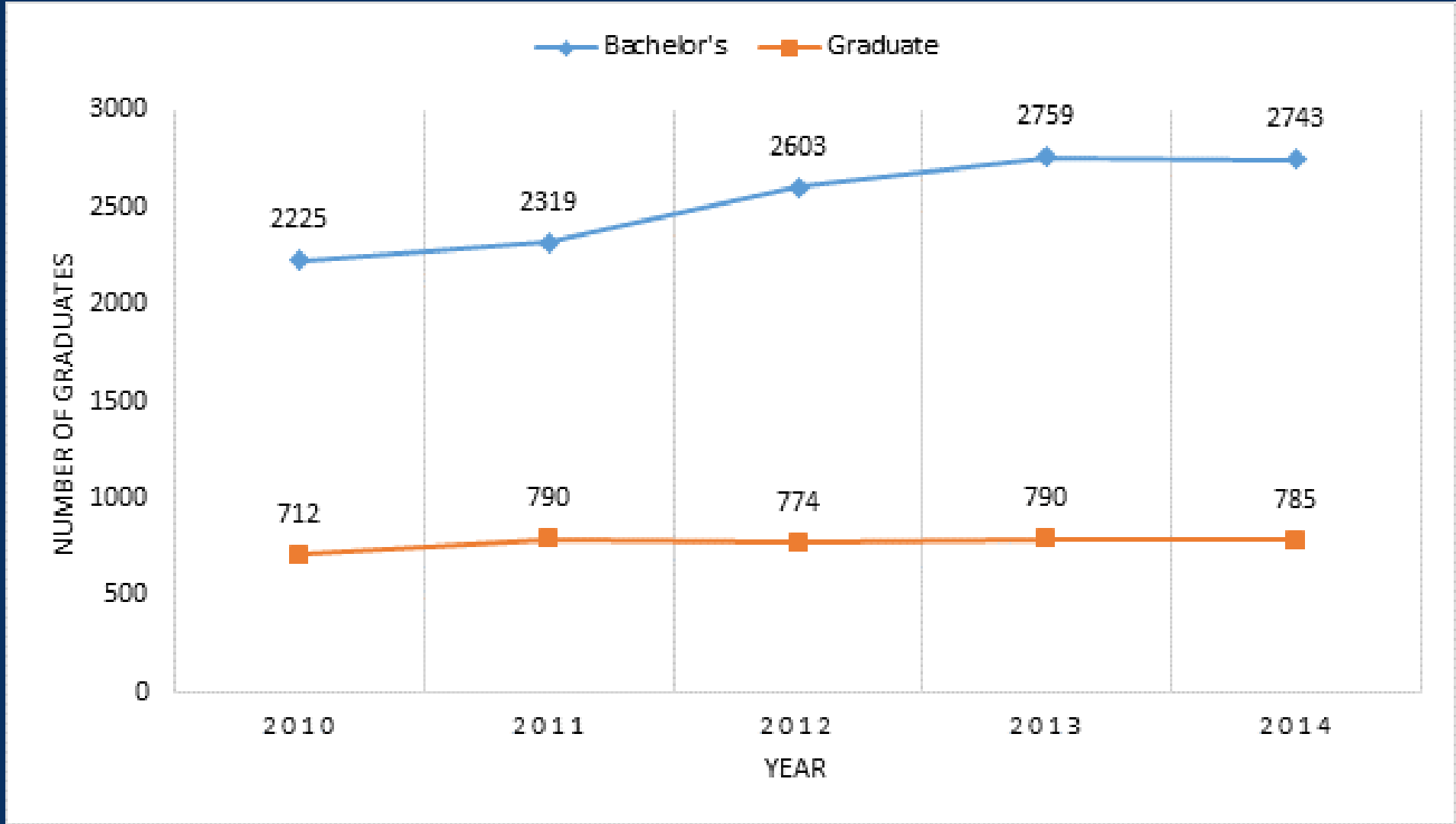
University of Nevada, Reno



Quintile Rankings for Faculty Salaries

Year	Professor	Associate Professor	Assistant Professor
1997-98	3	2	3
1998-99	3	2	3
1999-00	3	3	3
2000-01	3	3	3
2001-02	3	3	4
2002-03	3	2	4
2003-04	3	3	4
2004-05	2	2	3
2005-06	3	2	4
2006-07	2	2	3
2007-08	2	2	3
2008-09	2	2	2
2009-10	3	2	3
2010-11	3	2	3
2011-12	3	3	3
2012-13	3	3	4
2013-14	4	3	4

NUMBER OF GRADUATES (Degrees Granted 2010-2014)



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Addressing student to faculty ratio

Faculty, Staff and Student Investments:

- 420 faculty (at least 300 tenure-track) in the next 6 years
- 315 GTAs
- 80 classified staff
- Many administrative faculty





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CAPACITY FOR GROWTH

Results of Capacity Study:

- Sufficient classroom and teaching lab space
- Need 500 new offices and 80,000 square ft. in research lab space

- Add 420 tenure track faculty position
- Add 315 graduate teaching assistants
- Add 80 classified and support positions

Revenues from increased tuition and fees, and state appropriations are needed to maintain the desired faculty student ratio and augment support units.

ACADEMIC CONSTRUCTION PROJECTS – Self Financed

- Church Fine Arts Renovation – Completion 2014
- Earthquake Engineering Lab – Completion 2014
- InNevation Center – Completion 2015
- Savitt Library Renovation—Completion 2015
- William N. Pennington Student Achievement Center – Completion 2016
- Thompson Hall Repurpose – 2016
- Lincoln Hall Renovation—Completion 2016
- E. L. Wiegand Fitness Center – Completion 2017
- Palmer and Scrugham Engineering Buildings Renovation - TBD
- Fine Arts Building - TBD
- Lombardi Recreation Renovation - TBD
- Engineering and Science Building* – TBD

*Slot Tax Funded



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ATHLETIC CONSTRUCTION PROJECTS

Self-Financed

Mackay Stadium Renovation – 2016
Athletic Fieldhouse – TBD



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RESIDENTIAL HOUSING CONSTRUCTION PROJECTS Self -Funded

Graduate and Family Housing – Completion 2014

Peavine Hall – Completion 2015

Residence Hall 1 – Fall 2017

Residence Hall 2 – Fall 2019



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RESIDENCE HALL CAPACITY

Increasing bed count from 2,372 in fall 2013 to approximately 3,150 beds in fall 2020.

Opening Peavine Hall, a 400-bed facility in fall 2015

Closing Manzanita (97), Lincoln (73) and White Pine (156) in June 2015

Opening Residence Halls, 350-bed facilities in fall 2017 and fall 2019

New residence halls are self-supporting



University of Nevada, Reno

PATH TO THE FUTURE

Sharing our success:
Building a reputation for quality in every
aspect of our mission ...

As we build reputation, we reflect to the world a
reputation of quality for our state

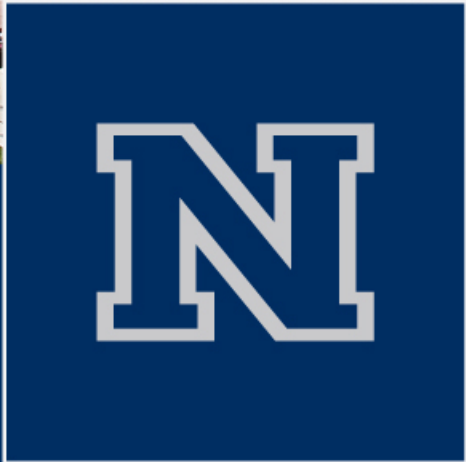
Our abiding values:

- Our students will obtain a quality education
- Our faculty and students will discover and apply new knowledge
- Our people will share this knowledge with the citizens of Nevada and the world



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