

Periodic Evaluation  
Self-Evaluation  
Marc A. Johnson  
University of Nevada, Reno



University of Nevada, Reno

**PERIODIC EVALUATION  
SELF-EVALUATION  
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UNIVERSITY OF NEVADA, RENO  
Interim President, April 16, 2011-April 20, 2012  
President, April 20, 2012-Present  
Previously Reviewed fall, 2014**

The pleasure of serving as President of the University of Nevada, Reno lies in the opportunity to steward a first class, national research university which has developed over a 142-year history, including almost the entire history of the State of Nevada. Higher education was established as a pillar of economic and social development with passage of the Morrill Act of 1862, establishing that every state in the union would be provided with a grant of land to provide a resource to start a college of liberal arts and practical education to build the human capital necessary to promote economic and social growth in the states. Nevada adopted the land grant university challenge in 1864 with its Constitution, and the University of Nevada was organized in 1874. The University has grown and developed into a national, research university with a high reputation for quality education, world-improving research and critical contributions to public education, service and economic development. The university is recognized nationally as a Military Friendly, NCAA Division 1A University ranked in the top tier of national universities by U. S. News and World Report and classified by the Carnegie Foundation for the Advancement of Teaching as doctoral-granting, arts and sciences/professions balanced, R-2 Research University with a medical school.

Following are descriptions of Presidential and institutional performance in the four areas prescribed by the Nevada System of Higher Education Code. Leading a university is a team sport. Students, employee colleagues, and close administrative team members all have been involved in the accomplishments of the University.

**Part 1. FUNDAMENTAL PRODUCTIVITY**

**A. Academic Completion—Student Success.** The NSHE is a performance oriented system. Student success as reflected in academic completion is a key Board policy each President embraces. A President shall be evaluated based on:

- 1. Graduation rates;**
- 2. The total number of degrees and certificates awarded; and**
- 3. Year to year persistence rates.**

The table below shows that six-year cohort graduation rates are strong and on an upward trajectory, though the 2010 cohort graduation rate dipped to 54% from the 2009 cohort graduation rate of 59%. The four-year graduation rate is on an upward trajectory and has risen to 26%. This is the result of persistent effort by the University to encourage four-year bachelor's degrees. The total number of degrees awarded is growing rapidly as a result of increasing enrollment and increasing persistence in the upper classes moving toward graduation. Fall-to-fall retention is a standard cohort measure of freshmen returning as sophomores; the University retention rate is very high for similar universities. (Appendix A displays a summary table of University metrics.)

**Graduation Rates, Numbers of Degrees Awarded, and Retention, AY2012-16  
University of Nevada, Reno**

Year	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Six-Year Graduation Rate	54%	51%	55%	59%	54%
Four-Year Graduation Rate	21%	23%	23%	26%	26%
Bachelor's Degrees Granted	2,603	2,744	2,743	3,178	3,372
Master's Degrees Granted	663	613	612	622	661
PhD Degrees Granted, incl. MDs	176	179	173	179	195
Total Degrees Granted	3,442	3,536	3,528	3,979	4,228
Fall-to Fall Retention	79%	80%	82%	81%	81%

**B. Enrollment—Student Access.** While the NSHE has moved from an input to an output formula, performance growth cannot occur without attracting more students. In addition, Nevada needs more graduates so serving more Nevadans remains important. A President shall be evaluated based on enrollment, including online enrollment.

Enrollment statistics are captured on a census date in the fall semester shortly after the drop-add period. The table below shows that enrollment accelerated over the period 2012 to 2015 to a point that caused the university to implement several strategies to slow enrollment growth, including removal of some scholarships for those at the lower level of eligibility, moving the application date earlier, and raising the eligibility requirements for Western Undergraduate Exchange students. The result was a fall, 2016 enrollment growth of about 450 students rather than the two previous falls with nearly 1,000 additional students each year. The slower growth was intentional to bring growth better in line with faculty, staff and facility capacity, and to address a core university objective to reduce the student-to-faculty ratio. Note that the student-to-faculty ratio rose to 22-to-1 over the period and by controlling enrollment growth and adding 60 new faculty positions, the student-to-faculty ratio dropped to 20.7-to-1 in fall, 2016. Enrollment growth has not come at the expense of student preparation as shown by the strengthening of average freshman ACT scores, rising from 23.3 to 23.6 over the four period shown. Encouragement of four-year degrees and an evolution to more career-oriented students have resulted in increasing course loads, up to 15.7 credits per term for new freshmen and up to 13.8 credits per term for all undergraduate students. For undergraduate students, 15.0 credits per term are considered full-time and will result in a 120-credit degree in four years (eight semesters). In terms of the state funding formula, weighted student credit hours for finished courses rose from 655,071 in academic year 2013-14 to 721,836 in academic year 2015-2016, resulting in positive caseload growth.

**Enrollment Statistics, Fall, 2012 to Fall, 2016**  
**University of Nevada, Reno**

Year	2012	2013	2014	2015	2016
Headcount Enrollment	18,227	18,776	19,934	20,898	21,353
Student Full-Time Equivalent	14,341	14,830	16,240	17,380	18,018
Average Freshman ACT Score	23.3	23.4	23.4	23.7	23.6
Average Freshman Credits	14.6	14.7	15.3	15.5	15.7
Average Undergraduate Credits	13.0	13.1	13.4	13.7	13.8
Percentage Students of Color	29%	31%	33%	35%	36%
Percentage Hispanic/Latino Students	13%	15%	16%	17%	18%
Student:Faculty Ratio	21	22	22	22	20.7

**NSHE has a fundamental commitment to equity and diversity. The President shall separately state institutional progress with respect to critical underserved populations, including minority groups and low income student, indicating efforts to close attainment gaps where they exist among populations.**

The University of Nevada, Reno has practiced a principle of access to encourage all students qualified by NSHE admission standards to enroll, regardless of background by gender, ethnicity, income level, disability, national origin, veteran/military status, sexual orientation, or other characteristics identified by NSHE in the definition of the Diversity and Title IX Committee. Once enrolled, the university provides a myriad of student financial, social, and academic services with the purpose of supporting every student to successful degree completion.

The President established the Chief Diversity Officer position in winter, 2012 and made the position full time in FY'14. The role of the Chief Diversity Officer is to raise awareness at President's Council, Academic Leadership Council and among faculty and student groups of the opportunities to embrace diversity. The Chief Diversity Officer serves as a consultant to university units seeking to expand diversity of students and faculty in terms of several dimensions. The Officer oversees a set of voluntary training opportunities available to employees and students to build awareness of diverse identity, learning and communication styles. The university supports the Center for Student Cultural Diversity (now called "Every Student Every Story") and various ethnic, national origin and LGBTQAI special graduation convocations. The University of Nevada, Reno is now an emerging Hispanic-Serving Institution, meaning that more than 15 percent of students are of Latino or Hispanic origin; a committee is functioning to determine how the institution should prepare for operations as a Hispanic-Serving institution (see table above).

The University of Nevada, Reno is an institution which seeks to enroll the best prepared college students, including National Merit Finalists, and is an access institution attracting well prepared first generation, low-income and under-represented students. Significant efforts are made to recruit and retain students of all backgrounds, regardless of income or under-represented group. Deans Future Scholars, GEAR UP, Upward Bound, Center for Student Cultural Diversity, and TRiO programs reach out to first generation, low income, and under-represented students in the sixth grade to provide mentorship, college experience, and confidence along the path of middle and high school preparation to encourage enrollment in the four-year college experience. The result is an ever-increasing proportion of students who are students of color, first generation and from low

income households. The proportion of ethnically under-represented students climbed from 23 percent of total enrollment in fall, 2009, to 36 percent in fall, 2016. The proportion of Pell eligible students is 30 percent of all undergraduate students. All well-prepared students are encouraged to succeed at the university.

The table below shows the increasing diversity of students by ethnic background. Over the period 2009-16 large percentage increases have occurred in the enrollment of students of color and students whose families meet the low-income definitions of Pell Scholarship eligibility. Focused advising, tutoring, counseling and financial assistance are provided to these students to enhance their probability of achieving a degree. The William N. Pennington Student Achievement Center was opened in February, 2016 for the purpose of providing student success services for all students. Within the building are special spaces and services for low income and first generation students, students with disabilities, and veteran students. Offering the opportunity to connect with smaller communities within a large university enhances the probability of degree attainment.

**Diversity of the Student Body, Fall, 2009 to Fall, 2016**

**University of Nevada, Reno**

	<b>Enrollment fall, 2009</b>	<b>Enrollment fall, 2016</b>	<b>Change from 2009 to 2016</b>	<b>Percent of Fall, 2016 Student Population</b>
American Indian/Alaska Native	154	158	2.6%	0.7%
Asian American/Pacific Islander	1,093	1,519	39.0%	7.1%
Black Non-Hispanic	428	677	58.2%	3.2%
Hispanic/Latino	1,735	3,954	127.9%	18.5%
Multiethnic	516	1,250	142.2%	5.9%
Total Students of Color	3,923	7,681	95.8%	36.0%
White Non-Hispanic	12,058	12,591	4.4%	59.0%
Non-Resident Alien/Unknown	881	1,081	22.7%	5.1%
International (to fall, 2015)	648	717	10.6%	3.4%
Pell Eligible (to fall, 2015)	1,976	5,084	157.3%	24.3%
Disabled Served by DRC* (to fall, 2015)	600	1,007	67.8%	4.8%
Veterans Self-Identified (to fall, 2015)	281	601	113.9%	2.9%

\*Disability Resource Center

**C. Grants/Contracts/Special Events/Research and Development/Gifts.** Funding is a challenge all institutions face. A major focus of every President is leading an institution that secures alternative funding sources. The sources include attracting grants, contracts and gifts. The goal is to diversify sources of college revenue through community partnerships.

A President shall separately state funding attainments in each of the following categories, giving the institution's baseline for the applicable evaluation period for each:

- 1. Grants and contracts;**

Contract and grant income at the University has grown steadily over the period FY'13-FY'16. The table below separates external funding by functional purpose (research, instruction, service, financial aid). Service grants mostly are competitive grants which support performance of services, such as psychological clinics and cooperative extension educational programs. "Research expenditures" is the standard of comparison among universities measuring the level of research activity; this is calculated and reported using procedures prescribed by the National Science Foundation.

**Sponsored Funding and Research Expenditures, FY'13-FY'16**  
**University of Nevada, Reno**

External Funding	FY'13 (millions \$)	FY'14 (millions \$)	FY'15 (millions \$)	FY'16 (millions \$)
Research	79.6	92.1	92.1	91.0
Instruction	3.8	2.9	2.7	3.2
Service	28.1	27.3	26.6	29.2
Financial Aid	83.1	86.0	99.3	103.0
<b>Total</b>	<b>194.6</b>	<b>208.3</b>	<b>220.7</b>	<b>226.4</b>
Research Expenditures*	86.8	87.3	90.1	94.4

\*NSF Survey Report

- 2. Special events;**
- 3. Research and Development; and**
- 4. Gifts.**

Philanthropic giving was at low ebb during the recession which stretched into FY 2013 (see table below). Launching a seven-year, \$500 million comprehensive campaign in 2014 and placing a focus on raising funds for building projects increased giving to the highest level in university history, at \$54.6 million, in FY 2014 and the \$46.3 million raised in FY 2016 represents the second highest giving total in university history. Contributions to date are on a linear path toward achieving the goal. Each college is focused on building faculty, program and student support, and the university continues to focus on gift support for endowed faculty chairs, campus-wide programs (like Dean's Future Scholars and Nevada FIT), and building facilities. Building construction philanthropic goals have included:

- 1. The Earthquake Engineering Laboratory--\$3.0 million [match for a \$15 million federal grant]
- 2. The William N. Pennington Student Achievement Center--\$12.0 million [complementing student CIP fees]
- 3. The E. L. Wiegand Fitness Center--\$16.0 million [complementing student CIP fees]
- 4. The University Arts Building--\$24.0 million [essentially fully donor funded]
- 5. The New Engineering Building--\$20 million [complementing student CIP fees and state funds (hopefully)]

These gift funds have been very important to expand the ability of the University to develop quality facilities for student life and academic and research programs.

**Philanthropic Giving, FY'2012 to FY'2016**  
**University of Nevada, Reno**

	FY 2012 (million \$)	FY 2013 (million \$)	FY 2014 (million \$)	FY 2015 (million \$)	FY 2016 (million \$)
Philanthropic Giving	22.0	24.9	54.6	40.7	46.3

**Part 2: INSTITUTIONAL WELL-BEING AND MANAGEMENT EFFECTIVENESS**

**D. Entrepreneurship. Closely related to the metrics in Part 1 C is encouraging innovation and entrepreneurship throughout the institution. A President shall separately state steps the President and the institution have taken to encourage entrepreneurial activity.**

Entrepreneurship and innovation are encouraged across the campus when complementary with core missions. Innovation occurs in research commercialization by students and faculty, encouragement of innovation by businesses and members of the public, new academic support and degree offerings, and campus operations.

Several years ago the Technology Transfer Office within the Vice President for Research Office provided services for patenting and marketing of intellectual properties. These efforts did not prove to be very productive. Upon retirement of the Vice President for Research, the President initiated a national search for a Vice President for Research and Innovation. Since the arrival of Dr. Mridul Gautam, the university has established the Nevada Center for Applied Research (NCAR). NCAR was established in 2015 as a Knowledge Fund project supported by a \$3.1 million grant from the Governor's Office of Economic Development. The purpose of NCAR is to advance the incubation and growth of business, including emerging bioscience and technology companies, spin-outs from the University, and research collaborators. NCAR works with businesses and entrepreneurs to help determine the assets and expertise they need, and then develop a customized plan and fee structure. The right technical support may be assembled, and important related services such as training, waste management and internet are also provided or available. The physical assets available through NCAR include the new Biosciences Entrepreneurial Lab (BEL), located in the University's Applied Research Facility, and the University's Shared Research Facilities:

- The BEL is a "wet lab" space managed by NCAR and fully equipped to accommodate scientific research involving chemicals, compounds or biologics.
- Shared Research Facilities is the collective name for a network of existing, sophisticated laboratories, centers and maker spaces on campus -- some with capabilities unique in northern Nevada -- now being made available to industry through NCAR.

Steve Hill, director of the Governor's Office of Economic Development said, "NCAR will provide start-ups and established companies with a central and public access point to utilize a wide-range of technical services, intellectual capital, testing and research capabilities in a cost-effective manner, and BEL will provide critical bioscience infrastructure for Nevada companies to reduce some of the cost prohibitive downsides for bio-tech start-ups and early stage companies."

The University of Nevada, Reno has established another center in collaboration with the Governor's Office of Economic Development's Knowledge Fund. The Nevada Advanced Autonomous Systems Innovation Center (NAASIC) has the goal of creating unique industry-university partnerships to commercialize technologies in autonomous systems. This includes land-based, aerial and stationary robotic systems such as industrial robots, advanced manufacturing systems, driverless road vehicles and underwater robots. NAASIC is a collaboration led by higher education that involves EDAWN, the Governor's Office of Economic Development, the manufacturing industry and K-12 and higher education programs to enhance Nevada's workforce. The FAA designation of Nevada as one of the nation's six test sites for autonomous aerial systems complements NAASIC plans to help build economic development. The University has more than a dozen faculty across several departments and colleges, including engineering, business, geological sciences, cooperative extension and environmental sciences, who are contributing to the research, design, implementation and commercialization of advanced autonomous systems. Manos Maragakis, dean of the College of Engineering, said, "This is a true systemic approach to economic development. The vision for this initiative is to partner with the private sector to support innovation for advanced autonomous and manufacturing systems. A number of agencies and organizations we already work with are coming together to generate a new level of engagement."

The faculty has been encouraged to start companies in several ways. In 2014, university policy was changed to provide faculty who start businesses to commercialize intellectual properties based on their research with a higher proportion of returns from the commercial venture. In 2015, the University of Nevada, Reno led the effort for NSHE to adopt entrepreneurship and commercialization as measurable achievements which count for tenure. Several faculty members have started companies under these arrangements, like DxDiscoveries started by Drs. Tom Kozel and David AuCoin in medical diagnostics, Strycogen by Dr. Dean Burkin in muscular dystrophy cures, NanoLabs by a former faculty member in Engineering, and EscaZyme Biochemicals by Dr. Claus Tittiger in insect traps.

A major university development supporting innovation across northern Nevada is the opening of the University of Nevada, Reno InNEVation Center, Powered by Switch. The 25,000-square-foot, four-story facility opened in October, 2015. Located at 450 Sinclair Street at the edge of Reno's emerging Midtown district, it is approximately 1.25 miles from the University's main campus and three blocks from Reno's City Hall. The university partnered with Switch in the design and renovation of the building. The InNEVation Center offers co-working, conference and meeting space, and a maker space with resources and equipment to support development of prototypes and minimize the design-cycle time. Mentoring by industry executives and experienced entrepreneurs plus the opportunity to make connections with external networks and access to capital are available through the InNEVation Center. University business engagement programs have their home facilities in the InNEVation Center: NCAR, NAASIC and Nevada Industry Excellence (NVIE).

The President and Vice President for Research and Innovation accompanied Governor Sandoval on the trade mission to Australia in 2016 where they met with seven universities and four innovation centers. Already two representatives from the innovation centers have visited Reno and the university.

Organizations to support student entrepreneurship also have been developed. The Sontag Prize is supported by a donor gift which started a business plan competition with a single winner; the winner is awarded a \$50,000 prize and most of the winners use the funds as start-up capital to generate progress on their businesses. The student winners have drawn together students from engineering, science, agriculture and business. In 2015, the



Erin and Fatih Ozmen Center for Entrepreneurship was established with a gift to the College of Business. The purpose of the Ozmen Center is to support and inspire the growing number of students in the entrepreneurship minor. In addition to offering University students a space where they can strategically and creatively execute ideas with help from area business leaders, the Ozmen Center has focused on academics and enriched curriculum. As part of the University's all majors' entrepreneurship minor, this curriculum is designed to enhance student business endeavors long after graduation. Numbers in the entrepreneurship minor have grown since the program's inception in fall, 2013 and the program currently has students from a number of colleges across campus. The minor was purposefully designed without pre-requisites so any student wanting to build a startup business could benefit from entrepreneurial training. Special topics courses, taught by community industry leaders, have become so popular the college is working to make them a permanent part of the curriculum.

The College of Engineering requires a full-year capstone project experience which requires development of novel products or operating systems. The engineering students are exposed to business experts from the community to add a business component to their project with the intent to discover commercial opportunities with their novel ideas.

The DeLaMare Science and Engineering Library has been renovated from a library with books to a library with discussion tables, white marker walls, computers, 3-D printers, laser cutters and other tools to make this library a "maker space." As the library has attracted students, there are wonderful examples of collaborations between engineers, scientists, artists and journalists. In 2014, the DeLaMare Library was named one of the most innovative universities teaching spaces in America by Maker Magazine and in 2016 EDAWN awarded the DeLaMare Library with an innovation award, along with an innovator award for Director Tod Colegrove.

Entrepreneurship is evidenced in on-line education, as well. The on-line electronic Master of Business Administration (EMBA) was established several years ago and is well subscribed. A new model of on-line degree development is being implemented through a partnership with Pearson Education. The first on-line degree with this partnership is in Social Work and projections suggest that the model will provide educational opportunity nationally with lucrative results for the School of Social Work and the University. The next on-line degree being developed with Pearson is the Master of Public Health. Both the Social Work and Public Health degrees complement already successful in-class degrees offered by School faculties. Pearson offers several advantages which complement university capacities, such as a nationwide marketing network and 24-hour class consultants. New degree programs are being constructed which are based on existing expertise, e.g., the BA in Dance is growing from the Dance minor, MS and PhD degrees in neuroscience are growing from a very successful BS in neuroscience, and PhD degrees in Statistics and Mathematics are growing from undergraduate and master's programs in Statistics and Mathematics.

Provost Kevin Carman brought a new idea to the university from his former institution, Louisiana State University. The program is called NevadaFIT (Freshman Intensive Transition). NevadaFIT is the University of Nevada, Reno's premiere academic preparation program for incoming freshmen students, which gives them a five-day crash course on the rigors of college academics. In its fourth year, the program spans all eight colleges and more than 40 majors across the University, with more than 1,000 participants in fall, 2016.

Innovative teacher preparation also has occurred at the university. The University of Texas, Austin developed a new approach to teacher preparation for STEM disciplines, UTeach. The approach is spreading across the nation

at research universities at a measured pace. The University of Nevada, Reno applied to be one of the expansion universities in 2014 and was selected (NevadaTeach), along with getting a grant to support mentor teachers and operations. The College of Education and the College of Science are collaborating with curricular modifications in a way that for all teachers preparing for endorsements in STEM disciplines, they will obtain a bachelor's degree in the STEM discipline and a secondary teacher license. In each year of the student's undergraduate program, there are organized in-school experiences. NSC was interested in connecting their teacher preparation programs to the UTeach model but was not eligible due to the "research university" requirement; NSC is participating along with the University of Nevada, Reno in the program.

Innovations are occurring in university operations as well. Just two examples are presented here. A major innovation in waste management has been implemented, moving to a centralized single-stream waste handling system throughout the campus. Another innovation is the multi-year replacement of individual-building chillers for cooling with a new centralized chiller facility with a distribution loop which will serve 28 buildings. The new plan will save on utility bills, equipment purchases and replacements, and space in new and renovated buildings which no longer will require a space for a single-building chiller.

There are many more examples of encouraged entrepreneurship and innovation at the University of Nevada, Reno. The above examples demonstrate an atmosphere of encouragement to try new approaches with careful evaluation of potential results, organizational structure, and financial viability.

**E. Campus Environment. As President, effectiveness as a leader echoes throughout the institution. A President shall detail any major initiatives or advancements to improve the campus environment under the President's leadership.**

An important part of "campus environment" is communication, engagement, and morale. Faculty and staff have representative organizations to enhance communications among themselves and with administration. The President and Vice President of Student Services meet monthly with the leadership of the Associated Students of the University of Nevada, the Student Senate, and the Graduate Student Association to discuss current and impending issues. These communication sessions serve to exchange ideas, get student opinion, and organize student input on a number of issues. Examples include gaining student input on registration fee increases, student achievement center and fitness center building design, fitness center fees, tobacco-free campus policy, mandatory student fee changes, faculty position selection, student health insurance plans, preparation for Board of Regents meetings, and other issues. The President meets with the entire Student Senate and/or Graduate Student Association when requested or when issues require communication or agreement. The President and university administration have an excellent relationship with student leadership.

The President and Provost meet monthly with the Faculty Senate Chair to discuss issues and policy proposals coming before the Faculty Senate. Also, the President and Provost meet monthly with the entire Faculty Senate to report on issues affecting faculty and to hear comments and questions relevant to any aspect of the university operation. The Faculty Senate sponsors a Campus Conversations event three times each semester to provide an opportunity for all interested faculty to have a conversation with the President, Provost and Faculty Senate Chair on focused topics.

The President and the Vice President of Administration and Finance meet monthly with the Chair of the Staff Employees Council, an elected, representative body of classified employees. The President and Provost alternate to attend monthly meetings of the entire Staff Employees Council. The unit is important to keep classified employees informed of campus growth and legislative initiatives affecting their positions, as well as hearing of issues affecting working conditions and morale among classified employees. The President enjoys coffee with the Classified Employee of the Month once each month; a great amount is learned about staff employee conditions, their attitudes toward work at the university, and issues which affect their security and their working conditions.

Shared governance has been important in guiding policies for the university. One example of shared governance is the long process of reviewing and adopting the Silver Plan for the new, modernized core curriculum, being implemented for first time freshmen in fall, 2016. The Faculty Senate managed the decision process to assess and construct the new core. At the exit interview with the seventh year accreditation visit by a team from the Northwest Commission on Colleges and Universities (NWCCU), the verbal report (not yet official) provided a commendation on the positive use of shared governance and student involvement in responses to budget reductions, recovery, growth and planning for the future.

### **Part 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES**

**F. Collaboration. NSHE consists of multiple institutions, making relations with other member institutions critical. A President shall work closely with other member institutions to further the goals of student success. A President shall separately state collaborative relationships with member institutions and plans for the extension of these partnerships.**

An important feature of the Nevada System of Higher Education is that all public institutions are governed by a single, unified Board of Regents. The greatest values of the single governing structure are the ability to design mission differentiation to provide a broad array of educational opportunity in efficient structures and operations, and encourage collaboration among institutions to gain highest values for expended resources. Following is a bulleted list of some of the collaborations between the University of Nevada, Reno and other NSHE institutions:

- There are comprehensive articulation and transfer agreements with community colleges for all bachelor's degrees; a four-year graduation plan is shared for each degree program to show how community college classes can fulfill degree requirements in each degree; below is a table showing transfers from NSHE institutions to the University of Nevada, Reno for the last four years plus the fall of 2016:

**Transfers from NSHE Institutions to the University of Nevada, Reno, AY13-16**

AY	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	Fall 2016
TMCC	1,203	1,061	1,008	753	423
WNC	238	234	222	269	175
CSN	247	233	226	238	175
GBC	88	104	130	139	107
UNLV	113	103	98	91	34
NSC	20	17	14	14	3
Total NSHE	1,909	1,752	1,698	1,504	917
Total Transfers	3,123	3,190	3,222	3,031	1,854
NSHE % of Transfer	61.1	54.9	52.7	49.6	49.4

- A Co-Admission policy was established about five years ago whereby a community college student who has passed the initial core English and math classes at the community college can seek admission at the university, stay at the community college if they desire, and receive dual advising by both the community college and the university; this policy has been implemented with all four of the NSHE community colleges, though it is not used significantly;
- Working relationships with UNLV include transition of southern Nevada departments of the UNR School of Medicine to the UNLV School of Medicine, discussions of implementation of Nevada Teach for STEM teacher preparation (not implemented), excellent collaborative relationships between deans of Education and Business, sharing of the UNR Philip G. Satre Chair in Gaming Studies with Bo Bernhard, Executive Director of the UNLV International Gaming Institute, quarterly meetings with the Director of the Governor’s Office of Economic Development, unmanned autonomous research planning, and Board of Directors of the Mountain West Conference;
- Working relationships with DRI include hiring DRI faculty to teach some courses in Atmospheric Sciences and Hydrology, graduate research programs for masters and PhD students working on degrees in environmental sciences, quarterly meetings with the Director of the Governor’s Office of Economic Development, numerous individual faculty interactions, and provision of services by a unified NSHE Department of Police Services;
- Working relationships with Nevada State College (NSC) include a GradFIT program mentoring upper class NSC students for preparation for graduate school, INBRE (NIH IDEA grant at the UNR Medical School) investments in biology education, and inclusion of NSC teacher preparation in NevadaTeach for students preparing to teach in the STEM disciplines;
- Working relationships with TMCC include the long-term, three way monthly conversation between the Superintendent of Washoe County School District (WCSD), TMCC and UNR to design ways to smooth the pathway from public school to college and university, as well as develop curricular pathways from expanding educational opportunities in advanced manufacturing, sharing data through reverse transfer to improve TMCC graduation rates, co-admission assignment of advisors, and provision of services by a unified NSHE Department of Police Services.
- Working relationships with WNC include co-admission assignment of advisors and sharing data through reverse transfer to improve WNC graduation rates;

- Working relationships with GBC include co-admission assignment of advisors, sharing data through reverse transfer to improve GBC graduation rates and a 3 + 1 Social Work degree program;
- Working relationships with CSN include co-admission assignment of advisors, and sharing data through reverse transfer to improve CSN graduation rates.

**G. Regent Strategic Directions. The Board has adopted Strategic Directions and expects full participation by all institutions in critical initiatives such as 15 to Finish, eLearning, Effectiveness and Efficiency, iNtegrate 2 and similar programs. The Chancellor shall review and evaluate the activity and commitment of a President in achieving implementation of critical Board priorities.**

The University of Nevada, Reno actively participates in Regents' initiatives of Complete College America meeting goals for increases in degrees awarded, "15 to Finish" which the university advertises as "Thirty Per Year" to allow for summer school and Wintermester to serve as means to "catch up," iNtegrate I and II with its own instance for PeopleSoft and active participation in trainings and planning for business and personnel systems of Workday, more teacher preparation with the NevadaTeach program for STEM teacher preparation, and Efficiency and Effectiveness initiatives.

Of particular interest to the University of Nevada, Reno is the Regents' initiative to build two Carnegie R-1 universities. Key measurements which influence the index level to be classified as R-1 include research expenditures, numbers of doctoral research personnel, and numbers of PhD graduates across the university. For the last three years the University has been using budgetary measures to build research capacity toward aspirant institutions currently classified as R-1 research universities, especially Universities of New Mexico and Utah. Building research capacity requires hiring more tenure-track and tenured faculty and supporting them with facilities, competitive salaries, and research support. The University has added 166 faculty positions for placement in the falls of 2014 to 2017, 80 percent of whom are tenure-track positions; the importance of hiring tenure-track faculty is that these individuals have responsibilities for both research and teaching/engagement. Faculty with research responsibilities are the ones who compete for research grants and contracts and produce other forms of scholarship and artistry. The university has created many new graduate student positions with graduate teaching assistant stipends and raised the level of the stipends to competitive levels to attract and retain graduate students, mostly at the PhD level. The growth of faculty results in the growth of grant and contract revenue, a source for hiring more non-academic research faculty, post-doctoral fellows, and graduate research assistants. The following table represents key measures of variables which will move the University toward the Carnegie R-1 Research University classification. After several years of little growth in PhD enrollment, the fall, 2016 doctoral class is 5.5 percent higher than for fall, 2015. Growth of grant-funded post-doctoral fellows and research scientists is a direct result of increasing competitive grant awards and converting this revenue to research expenditures by a competitive faculty active in grant submissions. Matching research profile requirements with budgetary resources has put the University on a realistic path to Carnegie R-1 classification.

The classification, itself, is not the objective. The objectives are for the University of Nevada, Reno to 1) contribute significantly to the state of knowledge which provides answers to the grand social challenges of climate change, improved health, environmental sustainability, safety, food security and improved quality of life and 2) create intellectual properties which serve as a basis for business and industry development. An economic impact study, done by Jeremy Aguero of Applied Analysis on contract with the University of Nevada, Reno, estimated that fulfillment of the university's plan for achieving the Carnegie R-1 Research University classification

will add \$300 million of value annually to Nevada, moving the university's annual economic impact from \$1.1 billion to \$1.4 billion and raise the employment base in Nevada by more than 2,000 jobs.

**Faculty Census and Carnegie R-1 Measures, 2012-2016**  
**University of Nevada, Reno**

Year	2012	2013	2014	2015	2016
<b>Academic Faculty</b>					
Tenured/Tenure Tract Academic Faculty	457	463	458	501	541
Lecturers Non-Tenure Track Faculty	107	109	110	113	130
Total Academic Faculty	564	572	568	614	671
Student to Faculty Ratio	21	22	22	22	20.7
<b>Research Faculty</b>					
Tenured/Tenure Tract Research Faculty	565	551	570	593	
Research Faculty and other PhDs	83	79	95	110	
Post-Doctoral	56	74	73	78	
Doctoral Students	760	794	789	787	830
Total Research Awards (millions)*	\$73.3	\$79.6	\$92.1	\$92.1	\$91.0
Total Project Awards (millions)*	\$55.0	\$111.6	\$122.3	\$121.4	\$123.4
Total Research Expenditures (millions)*	\$85.7	\$86.8	\$87.3	\$90.1	\$94.4
* 2016 numbers are unaudited					

**H. Community Partnerships and Connections. Connecting with communities is crucial. This extends beyond fundraising to ensuring the health of critical relationships for the institution. A President shall describe how critical partnerships and community and business relationships have been maintained and extended.**

Since the great recession of 2008-13, Nevada has rebounded with recognition that all entities must work together to build and diversify the economy. A vibrant Economic Development Authority of Western Nevada (EDAWN) has been the facilitator; the University of Nevada, Reno has a seat on the Board of Directors. When EDAWN works with an existing local business to expand or with other businesses to move to western Nevada, the University offers to meet with business leaders to determine if university connections can be useful for education, training, technical expertise or partnership. Heidi Gansert serves as the key contact point as Executive Director of External Relations for the university. EDAWN shares testimonials that when an industry site selection team meets with engineering or science or business faculty who are willing to work with them, it has a strong, positive influence on their location decision. Mike Kazmierski, CEO of EDAWN wrote recently in a Reno Gazette Journal op-ed that the University of Nevada, Reno is the engine of growth in northern Nevada.

The University worked as partners with the City of Reno (sharing a paid consultant and spending hours together in planning) in developing the 2015-2021 university Strategic Plan and the 2015-2025 University Master Plan. The Master Plan shifted the orientation for growth from an easterly direction to a southerly direction to match

city objectives to connect downtown and midtown Reno with the University. The City adopted the gateway portion of the University Master Plan into the city strategic plan in April, 2016.

The President, Provost and Executive Director of External Relations host a luncheon annually for the Mayors of Reno and Sparks, Chair of the Washoe County Commission, Managers of the two cities and county, Director of the Washoe County Regional Transportation Commission, and Manager of the Reno-Tahoe Regional Airport to discuss each entity's priority plans and opportunities for collaboration. The University collaborates regularly with the Governor's Office of Economic Development to align knowledge-based industry with university research and innovation. The President and his wife, Dr. Karen Penner-Johnson, attend many functions of community organizations representing the university; conversations with community members at these events show the interest of the University in the entire community. The President and his wife were honored as the recognized couple at the annual Heart Ball of the local chapter of the American Heart Association, in 2015.

#### **Part 4: OTHER**

**If a President believes other factors than those covered herein fundamentally reflect on the President's performance, the President may briefly describe such efforts separately. In preparing a self-evaluation, the President may also bring to the attention of the Evaluation Committee such distinct aspects and missions of the President's respective university . . . as the President deems appropriate to fully convey the essential nature of presidential performance and institutional advancement.**

**In addition to the factors above, the Evaluation Committee may consider such additional indicators of presidential performance as it deems appropriate to present a complete picture of the Presidents' performance including, but not limited to, relationship with the Board of Regents, promoting and sustaining diversity, budgetary matters, academic and general administration, management and planning including planning for deferred maintenance, and if applicable, oversight and management of intercollegiate athletics.**

Four additional initiatives are described here for the evaluation committee, the Chancellor, and the Board of Regents: 1) the writing initiative, 2) the health and fitness initiative, 3) moving intercollegiate athletics to the Mountain West Conference, and 4) development and finance of physical facilities for the campus. Additionally, it may be of interest to evaluators to know that the President is becoming connected nationally with appointments to the Board of Directors of the Northwestern Commission on Colleges and Universities (NWCCU) the accrediting body of NSHE academic institutions, the Board of Directors of the National Merit Association which sponsors National Merit Scholars, and the NCAA Committee on Women's Athletics which oversees opportunities for women athletes, coaches and administrators.

In spring, 2015 the President worked with the College of Liberal Arts to establish an initiative that would make writing quality a hallmark of every future University of Nevada, Reno graduate. If one asks a person of industry or an agency to evaluate the characteristics of the University's graduates, common themes are: they are bright, they have a firm grasp of knowledge in their area of education, they work hard, but they don't write or communicate well. The application of the new core curriculum in fall, 2016 has Core Objective One being Effective Composition & Communications: "Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes." The Writing Initiative entails:

- Expansion of the doctoral program in Rhetoric and Composition with additional tenure-track faculty and graduate teaching assistant positions;

- Reduction in class size from 24 to 19 students in freshman composition classes with additional lecturers and graduate teaching assistant positions to reduce class sizes and accommodate enrollment growth without greater reliance on Letter of Appointment faculty;
- Enhancement of the Writing Center with new space and operating resources;
- Creation of the Writing Across the Curriculum program with a Director of the program who consults with departments to design ways to enhance writing experiences in courses in the major disciplines between freshman English composition classes and senior capstone classes.

The Writing Initiative is in its second year.

The Health and Wellness Initiative has a goal of building lifetime awareness and practice of fitness and health to enhance the energy and longevity of the application of knowledge gained while students are at the University.

The initiative entails:

- An active Student Health Center with a health and wellness educational program;
- Becoming a tobacco-free campus;
- Providing substance abuse education, prevention and recovery services;
- Adding the E. L. Wiegand Fitness Center with a pricing structure which permits use of the facility with no additional cost beyond a flat mandatory fee;
- Programming health and fitness activities, e.g., students living in Peavine Hall (the newest residence hall) identified one health and fitness challenge to achieve during their freshman year at college.

Intercollegiate Athletics moved from the Western Athletic Conference to the Mountain West Conference in 2011. Moving “up” in conferences requires improved practice and competition facilities, greater coaching salaries and recruiting budgets, and more travel funds. The benefits are bringing more competitive athletic teams to Reno for the viewing public and creating a higher level of competition and challenge for student athletes. Athletic Director Doug Knuth has done a masterful job of building relations with the community, hiring a strong and competitive set of replacement coaches when vacancies occur, and developing an aggressive facility development plan which will enhance coach and athlete recruitment and performance. Importantly, the University practices a philosophy that intercollegiate athletics at a university campus is about development of STUDENT athletes. The University follows NSHE guidelines which require that all students are admitted with the same entrance requirements; there are no special admissions requirements for athletes alone. One result is that academic performance and graduation rates are high for university athletes with an NCAA graduation success rate that is usually at or near 80% and the university Grade Point Average for athletes usually hovers near 3.0. For the last two years, the University of Nevada, Reno has been awarded the Mountain West Conference community service award for providing the most hours of community service of all of the Mountain West universities. The entire university values the culture of balance of academics, athletic performance, and citizenship displayed in the intercollegiate athletics program.

Physical facilities on a growing and transforming campus, which is over 130 years old, are a challenge. A capacity study completed in 2012 showed that with expanded utilization and modernization of existing classroom and class lab facilities, the university could support enrollment growth for the foreseeable future. However, staffing for enrollment growth and transformation to a national research university would require large amounts of office space and research laboratories. These challenges, along with modernization of student life facilities have guided



the path of facility development over the last few years. The table in Appendix B shows a list of major facility development projects undertaken by the University since 2011 and the sources of finance. To summarize, \$386.7 million in facility development has taken place with only \$23.8 million in state funds. The bulk of this facility development has been financed by existing student capital improvement and program development fees, donor gifts, federal grants, and sale of underutilized properties and reallocation of these resources to these facility development projects. These and future projects are building physical capacity on pace with the growth of faculty and students. The debt loads incurred are well within the capacity of the University revenue streams; these always are reviewed by JNA Associates to assure an outside view of financial viability on each major project; the NSHE has receive assurances from JNA that loan capacity of the system is not being jeopardized with University of Nevada, Reno bonding or certificates of participation.

Additionally, deferred maintenance is being managed by Facilities Services within the University. The estimate of deferred maintenance on the campus in 2014 was \$621 million. During the period 2012-2015, Facilities Services spent \$20.1 million on deferred maintenance (\$8.1 million from HECC/SHECC funds). Demolition of Getchell Library and White Pine Hall removed \$53 million from the deferred maintenance list. During 2016, Facilities Services spent \$8.7 million on infrastructure renovation, including roofs, lighting and mechanical systems and controls, and another \$8.8 million to renovate and seismically stabilize Lincoln Hall. This totals \$90.6 million spent to address deferred maintenance in the last five years. During 2017, another \$17.6 million is being used to renovate and seismically stabilize Palmer Engineering to increase the number and quality of offices and laboratories. Much of the deferred maintenance is accomplished while spaces are being renovated to accommodate growth.

The President works to maintain good communications with the Chancellor and members of the Board of Regents. The President faithfully carries out the duties of the position of President of the University which are outlined in the By Laws of NSHE. The President also applies all policies related to the Code. The President sees that proposals for policy or organizational change or investment decisions for Regents review are properly submitted in a timely way. Conversations with Regents' committee chairs are organized when appropriate. An attempt is made to make proposals as complete as possible so they will be easily understood and ready for Board decisions. The Media Relations unit is very good at providing Regents with news releases and media clips related to university announcements on a daily basis. Every attempt is made to inform the Regents of potentially controversial topics before publication with "Regents' Alerts." Prior to each Board of Regents meeting in which the university has a significant proposal, the President meets with each Regent to explain the issues and proposal and makes himself available to answer questions and take comments. When the President travels to Las Vegas he tries to schedule meetings with Regents to have conversations related to NSHE or university issues.

The position of President of the University of Nevada, Reno provides opportunity to affect the lives of students and employees and the future development of Nevada. The position also presents many challenges of time management, financial planning, and serving as a public figure. As long as an individual can stay focused on the core missions of the institution and make decisions based on strong principles of fairness and integrity with the courage of consistency, the position is really fun.

Marc A. Johnson  
Sixteenth President  
University of Nevada, Reno

**APPENDIX A  
SUMMARY PERFORMANCE METRICS, 2009 - 2016  
UNIVERSITY OF NEVEDA, RENO**

										FY09 to FY17	FY12-FY17)
										Percentage	Percentage
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Change	Change
Start of Semester Headcount	16,867	16,862	17,679	18,004	18,227	18,776	19,934	20,898	21,353	26.6%	17.2%
Final Student FTE	12,827.0	12,957.9	13,659.4	14,056.9	14,124.3	14,872.8	16,194.1	17,380.0	18,018.3	35.5%	27.6%
Freshman Retention <sup>1</sup>	76%	80%	79%	78%	79%	80%	82%	81%	81%	6.6%	2.5%
Six Year Graduation Rate <sup>2</sup>	48%	47%	50%	53%	54%	51%	55%	59%	54%	12.5%	0.0%
Four Year Graduation Rate <sup>3</sup>	12%	17%	18%	18%	21%	23%	23%	26%	26%	116.7%	23.8%
Average Freshman ACT Score <sup>4</sup>	22.9	23.1	22.9	22.9	23.3	23.4	23.4	23.7	23.6	3.1%	1.3%
Average H.S. GPA-Cumulative Unweighted		3.35	3.33	3.30	3.35	3.37	3.37	3.38	3.38	0.9%	0.9%
Freshman Special Admits		312	377	367	129	107	98	132	74	-76.3%	-42.6%
Average New Freshman Credits	14.5	14.6	14.5	14.4	14.6	14.7	15.3	15.5	15.7	8.3%	7.5%
Average Undergraduate Credits	12.8	12.8	12.9	12.9	13.0	13.1	13.4	13.7	13.8	7.8%	6.2%
Percentage Students of Color	18%	23%	25%	26%	29%	31%	33%	35%	36%	100.0%	24.1%
Percentage Hispanic/Latino Students	8%	10%	11%	11%	13%	15%	16%	17%	18.50%	131.3%	42.3%
Bachelors degrees granted (AY08 to AY16)	2,119	2,225	2,319	2,412	2,603	2,744	2,743	3,372	Not available		
Masters degrees granted (AY08 to AY16)	606	586	640	642	663	613	612	661	Not available		
Doctoral degrees granted (AY08 to AY16) <sup>5</sup>	131	177	150	161	176	179	173	195	Not available		
Student-Faculty Ratio <sup>6</sup>	21	22	23	21	21	22	22	22	20.7	-1.4%	-1.4%
Percentage of Passing Grades <sup>7</sup>	95%	95%	94%	94%	94%	95%	95%	95%	Not available		
Weighted Student Credit Hours						655,071	685,576	721,836	Not available		
		FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016		
Private Philanthropy <sup>8</sup>		\$ 33.9	\$ 30.0	\$ 18.3	\$ 22.0	\$ 24.9	\$ 54.6	\$ 40.7	\$46.3		
Total Funded Projects Award <sup>9</sup>		\$ 124.9	\$ 119.7	\$ 135.1	\$ 55.0	\$ 111.6	\$ 122.3	\$ 121.4	\$123.4		
Total Research Expenditures (NSF Survey)		\$ 109.1	\$ 95.4	\$ 89.7	\$ 85.7	\$ 86.8	\$ 87.3	\$ 90.1	\$94.4		
Federal & Federal Pass Through-Financial Asst.		\$ 7.7	\$ 12.5	\$ 43.8	\$ 80.0	\$ 83.1	\$ 86.0	\$ 99.3	\$103.0		
Carnegie Research Classification		n/a	RU/H	RU/H	RU/H	RU/H	RU/H	RU/H	RD2*		
US News & World Report Tier		3	3	1	1	1	1	1	1		
Ranking of Public Institutions in USNWR		n/a	n/a	106	98	108	101	110	104		

<sup>1</sup> Percentage of new, full-time freshmen from the previous fall retained to the listed semester.

<sup>2</sup> Percentage of new, full time freshmen from the fall cohort six years previous that had graduated by August 31 of the listed semester, ie Fall 2002 cohort in Fall 2008.

**APPENDIX A**  
**SUMMARY PERFORMANCE METRICS, 2009 - 2016**  
**UNIVERSITY OF NEVEDA, RENO**

<sup>3</sup> Percentage of new, full time freshmen from the fall cohort four years previous that had graduated by August 31 of the listed semester, ie Fall 2004 cohort in Fall 2008.
<sup>4</sup> Uses the best of either ACT Composite or SAT Combined converted to ACT scale.
<sup>5</sup> Includes MDs
<sup>6</sup> Ratios from Fall 2008 to Fall 2012 are recalculated using present part-time/full-time faculty methodology.
<sup>7</sup> Audits, Not Recorded and Continuing grades excluded.
<sup>8</sup> Cash, pledges, stock, and in-kind gifts
<sup>9</sup> Research, Research w/Foundation Funding and other funding, Instruction, Service
*Research Doctoral, Comprehensive w/Medical or Veterinary School
<i>Sources:</i>
<i>Headcount; Test Scores; Average Credits; Ethnicity: PBA Statfiles</i>
<i>Student FTE: NSHE final enrollment worksheets</i>
<i>Retention Rate; Student-Faculty Ratio: Common Data Set</i>
<i>Graduation Rates: Actual Graduation Rates Spreadsheet.</i>
<i>Degrees Granted: IPEDS Completions Report</i>
<i>Passing Grades: SIS_ROSA table &amp; Peoplesoft ENRL Statfile</i>

APPENDIX B  
CIP PROJECTS – 2011-18 (\$ IN MILLIONS)  
UNIVERSITY OF NEVADA, RENO

Major Project	Project Description	Status	Completion Date	Funding Sources Description	Total Project Cost (\$M)	State Funding (\$M)
<b>Aggregate of Infrastructure Improvements 2011</b> >\$300k	<b>Infrastructure Improvements</b>	<b>Completed</b>	<b>2011</b>	Institutional Funds	1.2	
				<b>TOTAL</b>	<b>1.2</b>	<b>0.0</b>
<b>Reynolds School of Journalism Renovation</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>January, 2012</b>	Grants	8.3	
				<b>TOTAL</b>	<b>8.3</b>	<b>0.0</b>
<b>Nevada Living Learning Center Residence Hall</b>	<b>New Building</b>	<b>Completed</b>	<b>August, 2012</b>	Student Rent	37.8	
				<b>TOTAL</b>	<b>37.8</b>	<b>0.0</b>
<b>Aggregate of Infrastructure Improvements 2012</b> >\$300k	<b>Infrastructure Improvements</b>	<b>Completed</b>	<b>2012</b>	Institutional Funds	1.5	
				<b>TOTAL</b>	<b>1.5</b>	<b>0.0</b>
<b>Aggregate of Building Remodels 2012</b> >\$300k	<b>Building Remodels</b>	<b>Completed</b>	<b>2012</b>	Institutional Funds	1.8	
				<b>TOTAL</b>	<b>1.8</b>	<b>0.0</b>
<b>Aggregate of Infrastructure Improvements 2013</b> >\$300k	<b>Infrastructure Improvements</b>	<b>Completed</b>	<b>2013</b>	Institutional Funds	4.1	
				<b>TOTAL</b>	<b>4.1</b>	<b>0.0</b>
<b>Aggregate of Building Remodels 2013</b> >\$300k	<b>Building Remodels</b>	<b>Completed</b>	<b>2013</b>	Institutional Funds	0.9	
				<b>TOTAL</b>	<b>0.9</b>	<b>0.0</b>

<b>Church Fine Arts Renovation</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>June, 2014</b>	<b>Institutional Funds</b>	<b>2.5</b>	
				Donors	1.6	
				<b>TOTAL</b>	<b>4.1</b>	<b>0.0</b>
<b>Ponderosa Village</b>	<b>New Building</b>	<b>Completed</b>	<b>August, 2014</b>	<b>Private Equity/Ownership</b>	<b>20.0</b>	
				<b>TOTAL</b>	<b>20.0</b>	<b>0.0</b>
<b>Earthquake Engineering Lab</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>June, 2014</b>	<b>Grants</b>	<b>12.2</b>	
				Institutional Funds	4.4	
				<b>TOTAL</b>	<b>16.6</b>	<b>0.0</b>
<b>Aggregate of Infrastructure Improvements 2014</b> >\$300k	<b>Infrastructure Improvements</b>	<b>Completed</b>	<b>2014</b>	<b>Institutional Funds</b>	<b>1.9</b>	
				<b>TOTAL</b>	<b>1.9</b>	<b>0.0</b>
<b>Peavine Residence Hall</b>	<b>New Building</b>	<b>Completed</b>	<b>August, 2015</b>	<b>Student Rent</b>	<b>40.5</b>	
				<b>TOTAL</b>	<b>40.5</b>	<b>0.0</b>
<b>InNEVation Center</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>September, 2015</b>	<b>Institutional Funds</b>	<b>1.6</b>	
				SWITCH Partnership	0.5	
				<b>TOTAL (Estimated)</b>	<b>2.1</b>	<b>0.0</b>
<b>Aggregate of Infrastructure Improvements 2015</b> >\$300k	<b>Infrastructure Improvements</b>	<b>Completed</b>	<b>2015</b>	<b>Institutional Funds</b>	<b>6.9</b>	
				<b>TOTAL</b>	<b>6.9</b>	<b>0.0</b>
<b>Aggregate of Building Remodels 2015</b> >\$300k	<b>Building Remodels</b>	<b>Completed</b>	<b>2015</b>	<b>Institutional Funds</b>	<b>0.4</b>	
				<b>TOTAL</b>	<b>0.4</b>	<b>0.0</b>

<b>Pennington Student Achievement Center</b>	<b>New Building</b>	<b>Completed</b>	<b>February, 2016</b>	<b>Lead Gift - Pennington Foundation</b>	<b>6.0</b>	
				Other Gifts - Various	6.0	
				Student CIP Fees	21.1	
				Institutional Funds	10.9	
				State - 2013/15 Appropriation	0.5	0.5
				<b>TOTAL</b>	<b>44.5</b>	<b>0.5</b>
<b>Outdoor Tennis Courts</b>	<b>New Facility</b>	<b>Completed</b>	<b>August, 2016</b>	<b>Donors</b>	<b>1.6</b>	
				Institutional Funds	0.4	
				<b>TOTAL</b>	<b>2.0</b>	<b>0.0</b>
<b>Ansari Business School Renovation</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>August, 2016</b>	<b>Donors</b>	<b>1.7</b>	
				Institutional Funds	0.4	
				<b>TOTAL</b>	<b>2.1</b>	<b>0.0</b>
<b>South Campus Chilled Water Interconnect (Phase 1)</b>	<b>Infrastructure Improvement</b>	<b>Completed</b>	<b>August, 2016</b>	<b>State HECC/SHECC</b>	<b>3.6</b>	<b>3.6</b>
				State - 2013 Slot Tax Bond Proceeds	0.2	0.2
				Institutional Funds	1.9	
				<b>TOTAL</b>	<b>5.7</b>	<b>3.8</b>
<b>Mackay Stadium Improvement Project</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>August, 2016</b>	<b>Increased Ticket Prices/Sales</b>	<b>13.0</b>	
(Premium Seating, Loge Boxes, Women's Restroom Expansion, Scoreboard/Sound System)				Donors	2.0	
				<b>TOTAL</b>	<b>15.0</b>	<b>0.0</b>

<b>Thompson Hall Renovation</b>	<b>Building Remodel</b>	<b>In Progress</b>	<b>March, 2017</b>	<b>Institutional Funds</b>	<b>4.6</b>	
				<b>TOTAL (Estimated)</b>	<b>4.6</b>	<b>0.0</b>
<b>Lincoln Hall Renovation</b>	<b>Building Remodel</b>	<b>Completed</b>	<b>September, 2016</b>	<b>Institutional Funds</b>	<b>8.8</b>	
				<b>TOTAL</b>	<b>8.8</b>	<b>0.0</b>
<b>Palmer Engineering Building Renovation</b>	<b>Building Remodel</b>	<b>in Progress</b>	<b>July, 2017</b>	<b>State - 2013 Slot Tax Bond Proceeds</b>	<b>14.2</b>	<b>14.2</b>
				<b>TOTAL</b>	<b>14.2</b>	<b>14.2</b>
<b>Electrical System Replacement and Upgrading (Phase 1)</b>	<b>Infrastructure Improvement</b>	<b>Construction in Progress</b>	<b>February, 2017</b>	<b>State - 2013 Slot Tax Bond Proceeds</b>	<b>3.0</b>	<b>3.0</b>
				<b>TOTAL</b>	<b>3.0</b>	<b>3.0</b>
<b>Aggregate of Infrastructure Improvements 2016 &gt;\$300k</b>	<b>Infrastructure Improvement</b>	<b>Design in Progress</b>	<b>2016</b>	<b>Institutional Funds</b>	<b>1.7</b>	
				<b>TOTAL</b>	<b>1.7</b>	<b>0.0</b>
<b>E. L. Wiegand Fitness Center</b>	<b>New Building</b>	<b>Construction in Progress</b>	<b>January, 2017</b>	<b>Lead Gift - Wiegand Foundation</b>	<b>8.0</b>	
				<b>Other Gifts - Various</b>	<b>5.5</b>	
				<b>Institutional Funds</b>	<b>1.3</b>	
				<b>Student Fitness Fee</b>		
				<b>Financing</b>	<b>30.4</b>	
				<b>State - 2013 Slot Tax Bond Proceeds</b>	<b>2.3</b>	<b>2.3</b>
				<b>TOTAL</b>	<b>47.5</b>	<b>2.3</b>
<b>Great Basin Hall</b>	<b>New Building</b>	<b>Design in Progress</b>	<b>June, 2018</b>	<b>Student Rent</b>	<b>62.7</b>	
				<b>TOTAL (Estimated)</b>	<b>62.7</b>	<b>0.0</b>

<b>Lombardi Recreation Renovation</b>	<b>Building Remodel</b>	<b>Design in Progress</b>	<b>August, 2017 (Estimated)</b>	Donors	0.7		
				Institutional Funds	2.3		
				<b>TOTAL (Estimated)</b>	<b>3.0</b>	<b>0.0</b>	
<b>Fine Arts Act II Building</b>	<b>New Building</b>	<b>Design in Progress</b>	<b>July, 2018 (Estimated)</b>	Donors	23.8		
				<b>TOTAL (Estimated)</b>	<b>23.8</b>	<b>0.0</b>	
<b>TOTAL</b>						<b>\$386.7</b>	<b>\$23.8</b>