



# Joint Vision 2017

A Student Vision For The University Of Nevada



OFFICE OF THE  
PRESIDENT



ASSOCIATED STUDENTS OF  
THE UNIVERSITY OF NEVADA

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The Joint Vision 2017 project began as the creation of the new strategic plan for ASUN. As we began to research various issues facing the Associated Students in March and April 2009, it became clear that the scope of the project was becoming far larger than we ever anticipated. In July 2009, our research efforts into best practices from Universities across the United States and higher education administration theory reached completion. We then began to consolidate the voluminous data into a coherent set of best practices that most aptly apply to the University of Nevada. Another component of our research was to examine the current programs and practices at our University to identify which areas could be reinforced or improved upon.

Our goal in the project is to craft a student vision for the University of Nevada in 2017. We have attempted to keep our recommendations as general as possible and it is critical to point out that the University has already made headway in many of the following recommendations. The intent of this document is not to point fingers or criticize different elements of the University. The first step in making progress in any field of human endeavor is a sense of brutal honesty and willingness to accept constructive feedback. Joint Vision is designed to provide a vehicle for discussion about our future as an institution in terms of direction, structure, philosophy, and efficiency. We must consolidate our efforts and clearly delineate our institutional priorities to our faculty, staff, students, community, and citizens.

As stated earlier, this document is not a criticism of our current practices. We merely hope that the University community will view our Joint Vision as a primer for the institutional evolution to the great University we have all striven to build. At the University of Nevada, we have incredibly talented and dedicated faculty and staff whose collective work forges the excellence that our institution has and will be known for. Over the past year, we have truly come together as a University community to fight the extraordinary difficulties the state budget situation presented us with. We now stand poised to enter an era of rebuilding and reorganization; we stand at the precipice of immense change where we can decide to continue on our present course while divvying up scarce resources or take the plunge to strive to become the best institution we can to serve the students and citizens of Nevada.

Thank you very much, and go Wolf Pack.

Sincerely and Respectfully,



Eli M. Reilly  
President, 2008-10  
*Associated Students of the  
University of Nevada*

*“Vision without action is a dream. Action without vision is simply passing the time. Action with vision is making a positive difference.”*

*– Joel Barker*

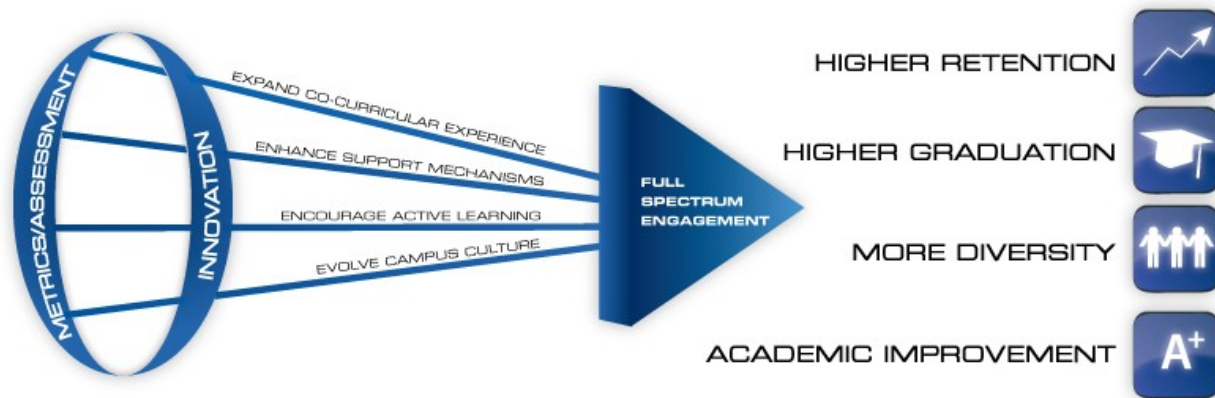
In the year 2017, the student experience at the University of Nevada is one of the most comprehensive and fulfilling of any institution in the United States. From the instant a new student lights their candle and recites the Nevada Oath at the New Student Opening Ceremony to when they walk across the stage at commencement, students at the University of Nevada are provided an expansive range of opportunities in the realms of academics, traditions and student life. The University has a succinct and widely accepted mission statement whose common principles are used as a foundation for decision-making; prompting faculty and administrators to ask, “Does this decision help us carry out our mission?” All staff on campus, regardless of their position, is committed to one eminent philosophy: our business is student success. Through our utilization of the ‘Full Spectrum Engagement’ model, we have made great advances in the areas of academic engagement, retention and graduation rates, as well as diversity of student population.

Our students at the University of Nevada are held to high academic standards, challenging students to reach beyond their perceived capabilities while providing a range of support services for those who require enhanced assistance. The Academic Success Center houses all supplemental instruction and tutoring efforts who cater to students who are either underprepared by the public school system or are having difficulty succeeding in the realm of an ever-evolving University curriculum. Through our improved early alert systems, widely expanded advising capabilities, and universally-implemented first-year initiatives, we are reaching out to students in ways never before possible. The Office of Undergraduate Research funds hundreds of thousands of dollars annually to provide our students the opportunity to pursue their own research initiatives which are presented at the research symposium each April as a celebration of the academic achievements of our students.

One of the hallmarks of students’ time at the University of Nevada is the scope of opportunities offered to our students. Our Student Activities Center is a dynamic organization committed to providing students a laboratory to experiment with and refine the lessons they learned in the classroom. Our co-curricular experience capitalizes on the mutual understanding and reliance between our student services and academic apparatuses. We provide students the tools to blaze their own trail through their University experience with no two students pursuing *exactly* the same sets of shared experiences.

Faculty at the University of Nevada are continually exposed to new and innovative forms of pedagogy and student development theory to teach as effectively as possible to a generation who never knew what life was like without the advent of the internet, cell phones or modern computing devices. A major factor in any new faculty hire is their ability to believe in and execute the University mission and common principles. Our new hires are predominately full-time tenure-track faculty who possess not only a passion for their respective fields, but also for student success and institutional improvement; they are committed to lifelong learning.

This is the world of 2017 at the University of Nevada.



The model which we have created to fulfill our Joint Vision is what we have termed, 'Full Spectrum Engagement.' The term full spectrum engagement (FSE) is an all-encompassing term for several generic outcomes we have identified as the goals for this document:

- Improved academic engagement
- Higher retention rates of first and second year students
- Higher graduation rates
- A more diverse student population

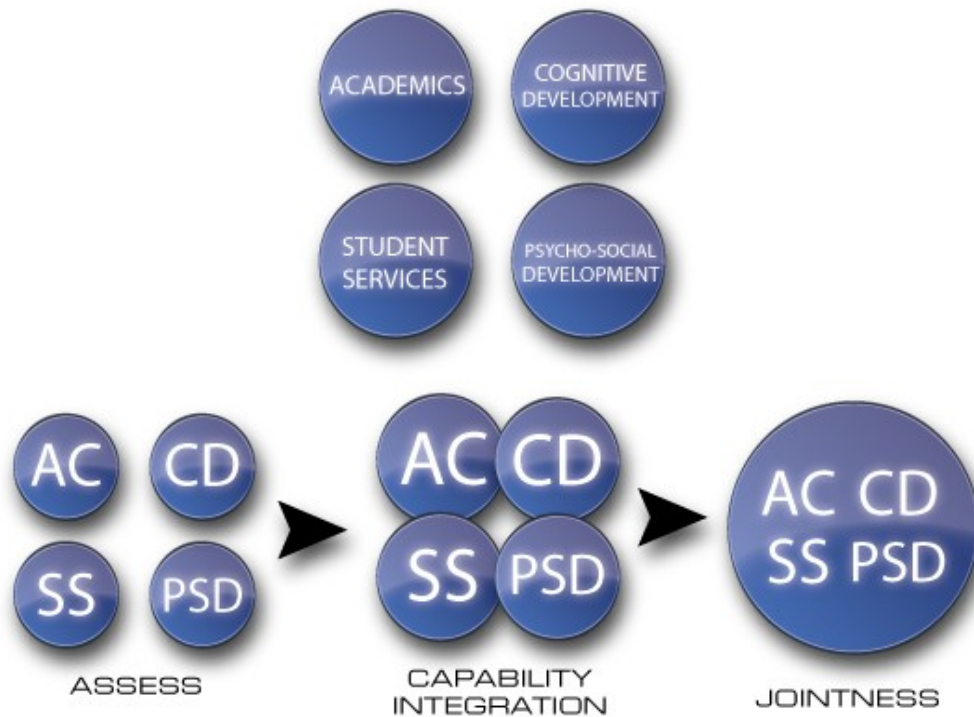
The ring on the left side of the model signifies our starting point. Decisions and the implementation of the model should be based on:

- The development of metrics for all of our programs, services, and academic departments
- Objective assessment of all programs using the determined metrics
- Using innovation to turn theory into practice

The FSE model uses four inter-dependent drivers to push towards FSE:

- Enhancing support mechanisms
- Encouraging active learning
- Evolving the campus culture
- Expanding the co-curricular experience

In short, using metrics, assessment, and innovation, we will begin to implement the recommendations inherent in the drivers towards full spectrum engagement. By doing this, we will achieve FSE and the goals which are intrinsic in its culmination. Each of the drivers has a subset of recommendations and will be discussed individually in the following sections.



Organizationally, we as an institution of higher learning must strive to achieve what we have termed '*jointness*.' As we execute the drivers in the FSE model and progress towards full spectrum engagement, we will concurrently be making strides towards jointness. In the jointness model, we identified the two organizational units of the University and the type of learning they are typically associated with: academics with cognitive development and student services with psycho-social development.

First, we must assess these differing areas to eliminate any repeated or inefficient services. As we execute the drivers of full spectrum engagement, we will begin to 'stitch' together all four areas to foster better cooperation between the student services and academic units. Once a foundation of extensive mutual cooperation has been laid, we will be able to fully integrate the capabilities of all campus entities. Once this is achieved, we will then be able to embark on new innovative collaborations to best serve the students. When we achieve true jointness, we will be able to utilize the strengths of units across the University in the most powerful and effective manner.

# Evolve Campus Culture

Perhaps one of the most difficult aspects of any change to an institution is the evolution in its culture. The culture at the University of Nevada is one that is well established and with slight alterations to our existing practices, we can greatly affect our ability to engage the campus community. In the following section, we discuss how our campus culture can evolve to be more engaging and welcoming to our students. By having our students truly connect with and appreciate the value of the culture of the institution, they are given more of a reason to remain on campus, take pride in their University and comprehend what it means to be a member of the Nevada Wolf Pack.





## Focus the University Mission & Principles

*“The mission establishes the tone of a college and conveys its educational purposes, whether based on religious, ideological, or educational beliefs, giving direction to all aspects of institutional life, including the policies and practices that foster success.”*

*– Student Success in College – George Kuh.*

Though a bit lengthy, the mission statement and values of the University of Nevada are comprehensive of many directions the institution strives to pursue. Our mission and University values could be condensed to provide a less ambiguous representation of what we, as an institution, stand for. By shortening these



concepts and making them easier to articulate, we would be arming all entities of the University with a clear sense of direction and purpose. Individuals should be asking themselves prior to making a decision, “How does this help us fulfill our mission?” Also, by clearly delineating our values, we are able to communicate them much more effectively to our students and community. The importance of this point cannot be understated; this is the

starting point for evolving the campus culture. With a clearly articulated mission and set of core values, many issues will become much easier to solve. It will become much easier to begin aligning our student services and academic initiatives along with promoting a greater sense of University community.

If we started by simply identifying five bullet points which represent what we stand for as an institution (academic excellence, etc.) we can begin incorporating those values into the curriculum and reinforcing them throughout a student’s experience at the University. We can also play on existing traditions and capitalize on their ingrained significance which encompasses our institutional principles: students should always know that ‘the strength of the pack is the wolf, and the strength of the wolf is the pack.’ Students, faculty, and staff are the strength of the pack.



## Expand and Create Campus Traditions

*“Rituals and traditions can bond students to one another and to the institution. Feelings of belonging help students connect with their peers and institution.” Student Success in College – George Kuh*

Shared experiences are the bond that ties students to an institution of higher learning. Students at the University of Nevada should understand that they are a part of a legacy that stretches back to 1864. Our common principles and University mission should be reinforced by the traditions that our students participate in. As a University, we must strive to align our values and traditions as well as reinforce them through the student experience on campus. Activities like painting the N, the Mackay offering, New Student Opening ceremonies and Homecoming Week have

reached a level of consistency which has asserted them as hallmarks of the student experience. Our campus lacks traditions surrounding commencement which are present on many other campuses; Ohio State, for instance, distributes class pins at a ceremony the night before commencement.



Small gestures such as this can go far in terms of building the cohesion among individual classes and anticipation for graduation further fostering a culture of completion. Traditions surrounding athletic programs are also somewhat lacking. The recitation of ‘The Law of the Jungle’ before each basketball game is an excellent tradition which can be improved on simply by identifying methods to express the meaning behind it. The message behind the tradition is not reinforced or truly communicated. By understanding that “the strength of the pack is the wolf,” they are understanding the importance of themselves in the greater scheme of the University community.

## Provide 24-Hour Campus

*“In the end, every campus is simply a collection of facilities, encased within so many sheds that are arranged in functional proximity to one another. But there is also an invisible campus, a mental hierarchy of associations and sentiments, which in their totality form a living tradition, capable of inspiring great affection and loyalty” -Dr. Michael J. Lewis*

The years 2007 and 2008 were marked by the openings of two new facilities on our campus which have enabled the University to branch out in directions which were never before possible due to space constraints: the Joe Crowley Student Union and the IGT-Mathewson Knowledge Center. For example, the movie theater in the Union has enabled programming entities around campus to capitalize on a previously nonexistent resource. Also, the unprecedented technological capabilities of the Knowledge Center have given students the opportunity to use technology to solve a multitude of challenges both in and out of the classroom. Data indicates that the use of these facilities is tremendous; a one-week survey of traffic in the Knowledge Center showed that between Monday and Thursday, an average of 7,000 students per day were taking advantage of the building.



The area known as ‘mid campus’ consists of the grouping of the Knowledge Center, Lombardi Recreation Center, and the Joe Crowley Student Union. Few other campuses are able to take advantage of the main student life facilities being in such close proximity. Efforts must be made to promote cooperation and complementation of the services each of these vastly different facilities offer; an excellent example of jointness. From Monday-Thursday, there is no place on campus to study past midnight. Many students have stated that they do not study or do homework on campus later at night because they know that their time there is very limited. In order to provide an optimum work environment, these facilities must be accessible to students 24 hours a day. By having 24 hour access to these buildings, a student on any given night, can be studying for an exam, take a break and play some table tennis at Lombardi, or play a board game with friends at the Joe. These types of options could truly foster an academically enriching and vibrant student life on campus at all hours of the day or night.

## Expand Lombardi Recreation Center

*“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of creative and dynamic intellectual activity.” – John F. Kennedy*

One of our primary goals in this document is to provide students with reasons to utilize services on campus that they could also obtain elsewhere. Our campus provides exceptional recreational activities for our students at low cost. Built in 1975, the Lombardi Recreation Center was originally designed to serve a campus population roughly 1/3 our present size. Through renovations over the past several decades, the facility has evolved to attempt to meet the growing demand and scope of the facility’s use. In order to meet any future need, a far-reaching renovation of the facility is necessary. The Lombardi Recreation facility was originally intended to provide a simple venue for students to exercise and has evolved to incorporate many other facets of recreation and wellness: nutrition, drop-in classes, and new forms of physiological improvement. This project should be the target of our fundraising efforts in the future.



Concept art for the LRC expansion. Provided by Lombardi Recreation staff.



## Cultivate Global Citizenship

*“Institutions of higher education need to embrace the global perspective of multicultural education if we are going to remain models of democratic societies in a pluralistic world and stay academically competitive in relation to the rest of the world.”*  
- Gloria M. Ameny-Dixon

It has been the long time mission of the University to create a campus environment that mirrors the diverse cultural characteristics of the state of Nevada. The Center for Student Cultural Diversity was opened for the sole purpose of providing a welcoming environment for students of various backgrounds. While this and other entities on campus strive to reshape our student body to embrace the differences of our global society, current statistics show that we must still continue our endeavors in encouraging growth and developing intercultural skills to fulfill our mission. In an ever-changing environment, it is our duty to prepare our students to be responsible citizens of the world. We must continue to increase recruitment of underrepresented students, faculty, staff, and members of the administration. Efforts must be made to integrate an appreciation and understanding of varying cultures across the curriculum. To truly change the direction



of the University, we must plant the seed of global community in every member of the Wolf Pack.



## Promote Intercollegiate Athletics

*“...college sports permeate these university communities as their culture revolves around these events season by season... alumni are bound to their institution by the common experience of returning each year for a football weekend or attending a bowl game or an NCAA tournament.”* - James Duderstadt



Intercollegiate athletics are a cornerstone of the experience at any University. Competition and healthy rivalry can foster a loyalty to an institution in ways not possible in any other realm. Athletic events are perhaps the most visible way for students to show their school spirit in a focused and constructive way. Budgetary issues are always problematic for the Athletics Department as, like the rest of the University, a large percentage of their budget is made up of state supported funds. Efforts must be made to cultivate a much broader donor base for our athletics program while concurrently identifying ways to make the enterprise more profitable. Nevada also has the lowest amount of student fee contribution to Athletics of any school in the WAC and more student-funded support from the program is a possibility which should be explored by 2017. An emphasis on recruiting the finest athletic talent from the state of Nevada should be a priority while also attracting outstanding regional talent. We must continue to enhance and expand our varsity sports and continue to compete in the national spotlight in a multitude of Division-I events.

Another vital component of how athletics can complement the college experience is through traditions. As discussed in the ‘Create and Expand Traditions’ section, ritualistic activities are critical to promoting the university principles and reinforcing what exactly the ‘strength of the pack’ really is.





# Enhance Support Mechanisms



**A**s a land grant institution, it is incumbent in our mission to carry out an inclusive admissions policy to provide open access to higher education in the state of Nevada. A great deal of the students admitted to this University require remediation in mathematics or English (40 percent of freshman need remediation in English, alone). In order to retain and ensure the success of these students who have been ill-prepared by the public school system or the multitude of other contributing factors, we must direct resources to enhance the support mechanisms we provide them. Graduate students, as well as international students, rely heavily on services such as the Writing Center to produce graduate and professional levels of writing.



## Expand Peer Tutoring Opportunities

*“Tutors typically benefit at least as much if not more from tutoring those who are being tutored.”*

*- Pascarella & Terenzini*

Studies have shown that student tutors learn just as much from the tutoring process as those they are assisting. Currently, there are about 30 student tutors employed by the Tutoring Center. We must grow the number of tutoring opportunities we have available to students and doing so will enable us to simultaneously support students who need assistance in a variety of academic areas while reinforcing the strengths and deep understanding the tutors have in the subject matter. This will provide opportunities in terms of employment (for both graduate and undergraduate students) as well as cognitive and psycho-social development.



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## Consolidate Academic Support Services

*“Efficiency is doing better what is already being done.”*

*- Peter F. Drucker*

Currently, various forms of academic assistance are available across campus: the Math Department operates the Math Center, Student Success Services oversees the Tutoring Center, etc. For the sake of efficiency and accountability, all supplemental instruction efforts from across campus should be consolidated under one administrative area. The University of Nevada Supplemental Instruction Committee Report (May 2009) was designed to examine the Math and Writing Centers and concluded that a long-term recommendation was not possible given that neither area had developed success metrics to gauge their effectiveness. With

one over-arching administrative unit responsible for all supplemental instruction efforts, there would be clear accountability standards for these services. The creation of an 'Academic Success Center' is an excellent example of the capability integration step in the jointness model.

## Expand Early Warning Systems

*“Early warning systems and not-so-invisible safety nets are in place to “catch” students who are teetering on the edge.”*

*- Student Success in College - George Kuh*

Many best retention practices at other Universities include a multi-pronged approach to identify undergraduate students who are struggling in or outside of the classroom. Once the struggling students are identified, they can be easily directed to the appropriate on-campus support service. Currently, the only officially organized early warning system at the University is the MAPworks program; an



initiative which is an excellent step in identifying jeopardized students. Ball State University created the program and has seen great improvements in first year retention efforts. A drawback of the MAPworks system is that it only identifies first year students who fill out the survey. Many Universities have adopted slightly more aggressive means to evalu-

ate students through their first two years. This borderline invasiveness demonstrates to the students that the University cares about their success and will help foster a feeling of belonging. Faculty must also be cognizant of the resources that are available for student success; they are on the front lines in helping to identify students in need of assistance.

## Create 1st and 2nd Year Initiatives

*“Current research on the importance of freshman year has shown that student retention is linked to the freshman year experience, that academic and social integration is the key to student success in the freshman year, and that students who become academic “high risk” can be identified and taught to be successful.”* - Walter R. Earl

Many Universities have implemented new initiatives directed at ensuring student success for first and second year students. These programs can take a variety of forms from first year freshman seminar courses to social activities specifically for sophomore year students. Regardless of the shape the program takes, the outcomes are still the same: identifying ways to better integrate first or second year students into the University community, invigorate their academic vitality, express faculty and University expectations, etc. It is critical that students feel as though they are a part of a true community of scholars; that they are obligated to contribute to the academic enhancement of their peers because they, in turn, will do the same for them. These initiatives must be properly aligned with the consolidated University mission and principles to clearly articulate and reinforce what the campus community deems important. Student Services has recently created the ‘New Student Initiatives’ unit (which currently oversees orientation activities and MAPworks) and will be the springboard for these types of new programs. These types of new directions clearly illustrate jointness as they combine aspects of the academic and student services communities to co-develop psycho-social and cognitive development.





# Expand the Co-Curricular Experience



**T**he University of Nevada must increase the number of opportunities students have to get involved. There exists a number of University-sponsored organizations that have a pronounced history of active student engagement: ASUN, Student Ambassadors, Concrete Canoe Team, etc. We must expand and hone these traditionally successful activities while seeking new avenues for student involvement; both socially and academically. Student publications, the Greek system, and student clubs are only a few of the areas which show tremendous potential for students to apply lessons the learned in the classroom into the experiential arena of practical organizations.

## Expand Student Research Opportunities

*“...students who worked alongside a faculty member on a research project considered the experience a highlight of their undergraduate career.”* – Student Success in College – George Kuh

Studies show that a monumental factor in student success and satisfaction is personal interaction with faculty. The Office of Undergraduate Research has seen great success since its inception in 2003 and must continue to be nurtured with increasing amounts of resources devoted to developing its true potential.

Since 2006, 314 undergraduates have had proposals funded to carry out various types of research across the curriculum and the programmatic funding has been steadily rising (\$250,620 in the 2007-08 academic year alone). The research symposium held every April must be promoted much more extensively to celebrate the academic achievements of our student



population. Personnel must be dedicated to assisting and promoting faculty and students in the search for grant opportunities to pursue their research. Efforts must also be made to provide graduate students with expanded research initiatives along with encouraging them to involve undergraduates in their work. The benefits of this type of interaction would be that undergrads have a great opportunity to be exposed to the idea and rigor of a graduate course of study while also



assisting the grad students in their work. With expanded research opportunities, graduate students will have more access to graduate assistantships as well.



## Expand On-Campus Employment

*“...research supports the contention that employment during college enhances the development of career-related skills.”*

*– How College Affects Students – Pascarella & Terenzini*



For fall 2008, there were 1,350 students employed on campus and 1,460 employed in spring 2009; both figures representing approximately 8 percent of the student population. We must grow student employment on campus in the forms of internships, work-study opportunities, and other types of employed positions. Departments should examine the possibility of shifting responsibilities of certain

full-time positions to student workers, where feasible. Data indicates that students who are employed on campus have higher persistence rates as well as higher GPAs. With students (both graduate and undergraduate) taking on responsibilities in on-campus employment, they are also participating in co-curricular engagement, furthering both their cognitive and psycho-social development. With more utilization of student workers, departments are then able to save money and be somewhat less reliant on state funding. It is also essential that the number of graduate assistantships and teaching assistantships increase. Doing so helps graduate students remain employed on campus while greatly contributing to the academic life on campus.





## Expand Campus Programming

*Campus programming is the bridge between knowledge and application for students on a college campus. It is fundamental in building relationships by creating shared learning experiences outside of the academic classroom. The results include the exchange of ideas through dialogue, the celebration of tradition and culture and the means to explore the plethora of ideas and voices that make us a community.* - Sandra Rodriguez

Aside from the club community, there is currently only one outlet for students who are interested in large-scale event planning: ASUN Flipside Productions which provides students with the opportunity to plan and carry out any event they wish. The Joe Crowley Student Union is beginning to get involved with programming events of their own; a positive step in the right direction which could evolve into its own independent programming apparatus. No single entity should have a monopoly of hosting on-campus events. With multiple programming boards and the club community, we will be able to provide a comprehensive schedule of diverse events. On many other campuses, fierce competition erupts between programming entities competing for on-campus resources; namely facilities.



To combat this type of competition and foster further jointness, a University Programming Council must be established so that all programming bodies have an official venue to communicate and arbitrate any issues which may arise. This body would also ensure that events are not conceptually repeated and a diversity of events is maintained. The creation of a true Student Activities Center will ensure continuity of traditional programming duties such as Homecoming and MacKay Weeks while the other entities are responsible for series-oriented programs and new types of events.

## Grow the Number of Clubs

*“Voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.” – Student Success in College - George Kuh*

ASUN currently has about 200 recognized clubs and organizations, however, a great deal of those are not truly active (holding regular meetings, striving to increase membership, etc.) and requesting money from the student government (only 123 organizations requested funding during the 2008-09 academic



year). Clubs are a true segue to providing students with various types of opportunities around campus. The dexterity of the club community can be truly impressive: clubs can range from the Young Democrats, to the Wolf Pack Rugby Team, to the American Society of Civil Engineers. In virtually every case, the opportunities for psycho-social and cognitive development are limitless. In *Student Success in College*, the authors state, “research on college student development shows that the time and energy devoted to educationally purposeful activities is the single best predictor of their learning and personal development.” With the expansion of our Student Activities Center, we will be able to provide a level of advising appropriate to the volume of organizations and finally be able to meet the demand of our student organizations. Another element to our clubs and organizations which can be improved is club development. Any clubs on campus should be striving to enhance themselves as an organization and help their members become better leaders and citizens.

# Encourage Active Learning



**A** part of being an improvement-oriented University is to continually strive to improve our methods of instruction and learning opportunities for both our students, faculty, and staff. Experimenting with and executing new methods of instruction to enhance students' engagement in the course material will create a better learning environment and result in improved academic capabilities from our students. These new approaches to teaching and learning will cater to our students' diversity of learning styles, transitioning them from passive to active learners. Concurrently, we must strive to further enhance the skills of our faculty and staff through varying methods of professional development.



## Engage in New Forms of Pedagogy

*“Evidence suggests that active student involvement in learning has a positive impact on the acquisition of course content.”*

*- Pascarella and Terenzini*

It is understood that lecturing in the classroom is a predominant vehicle for post-secondary education in the United States. Typically, students sit in a classroom and attempt to absorb the information which has been given to them. Research has shown that students who are engaged in differing methods of instruction (i.e. small group discussions, question and answer dialogue, case study debates, etc.) retain course material in a more effective manner. This is not to say that lecturing is not effective; but rather that there are more efficient and mean-



ingful ways that students can be challenged in the classroom to maximize their learning potential and enhance their various cognitive and psycho-social skill sets. As a University, we must strive to incorporate new forms of pedagogy into our classrooms. Slight manipulations to teaching styles can yield great results in terms of

student success and their ability to truly learn the subject material. This concept also applies to the utilization of technology in the classroom. Students have access to tremendous technological capabilities and should be challenged to use various types of technology in their classes. Many other Universities have entities on campus (either formally or informally) that host workshops and promote the value of new pedagogical approaches. The ‘Excellence in Teaching’ program or a similar entity should be created to facilitate these types of activities.



## Engage Students in the Community

*"Universities cannot afford to remain shores of affluence, self-importance and horticultural beauty at the edge of island seas of squalor, violence and despair." ...Emphasizing service has the potential to enrich learning and renew communities, but will also give "new dignity to the scholarship of service"*  
- Robert Bringle

As a public land-grant institution, part of our mission is to give back to the community. The taxpayers of Nevada support this institution and it is critical that we provide a caliber of service that only our University can achieve. Students at the University should be provided the opportunity to carry out service to the community whether through volunteer service or classroom activities. This type of experience can enrich students and greatly contribute to the cognitive and psycho-social growth of students while simultaneously reciprocating the support the University receives from the community. Many aspects of our institution are designed specifically to carry out this mission. Cooperative Extension, the Small Business Development Center, and the Agricultural Experiment Station provide excellent services to the state of Nevada as well as supplementing the learning experience for our students. Activities such as this should be incorporated into the curriculum and our campus outreach efforts wherever possible. By engaging students in their community, we are able to foster a greater understanding of a citizen's place in society and the world. Our service opportunities should not be limited to just the state of Nevada or the western United States; our reach must truly extend across the planet.



## Grow our Number of Tenure-Track Faculty

*“The more students interact with faculty in a variety of formal and informal settings, the greater degree those students will be committed to the institution.” Greater commitment results in increased persistence.”*

*- Ernest Pascarella*

As our campus enrollment grew dramatically over a short period in the early 2000s, the University hired a number of full-time lecturers to meet the demand for classes. Though a necessary component of any University’s faculty, these lecturers do not fulfill many of the important roles that our tenure-track faculty can: serving on committees to develop solutions to an array of University

issues, conducting research in their respective fields, etc. In our hiring processes, we must seek out committed faculty members who share a passion for student success and their respective fields and are also willing to identify new ways to relate material to students in a meaningful way. By capitalizing on these committed individuals,



our institution will be able to better reach out to and engage our students. Subsequently, the University must provide incentives and rewards for faculty who go above and beyond; many Universities offer varying levels of stipends for making the extra effort in terms of assisting students. It is critical that an influx of new faculty do not displace graduate students teaching lower-level courses. New faculty should be utilized to expand the breadth of our course offerings, not replacing current ones. A higher number of new tenure-track faculty members will also mean that there are greater opportunities for graduate student mentorships and advising.

As stated in the introduction, the aim of this document is to set out a vision for the University of Nevada from the perspective of her students in the year 2017. This is not intended to be a criticism of the way our University currently operates nor is it an attack on any particular field or area. We have been able to do amazing things given limited resources and our University would not exist had it not been for the group of tremendously dedicated faculty, staff, and students who made the University of Nevada what it is today. Joint Vision 2017 is merely hoping to establish a direction that we feel is most congruent with the needs of our students and asserting ourselves as a truly exceptional University.

Some of the ideas in this document (particularly in regards to funding) might be somewhat controversial. The old adage seems appropriate: “You get what you pay for.” For too long now, we have been among the most ‘inexpensive’ institutions in the country and because of this, our ability to reach out to and provide support for students has been limited. As stated earlier, our faculty and staff have fought valiantly in trying to do the best with the resources they are allocated. With a more appropriate level of funding and a more ‘joint’ atmosphere on campus, the possibilities for creating exceptional programs are greatly enhanced.

By heeding the direction outlined in the document, the University of Nevada can make strides towards true ‘full spectrum engagement’ and a ‘jointly’ operating institution. It all begins with a redefinition of the University mission and core values. If we can assert these basic principles, many of the other functions will more easily align. We are at a unique position in our campus’ history where we have the opportunity to make a profound impact on the culture of this great institution of higher learning. The hardest step of any transition is always the first one. The American writer Maria Robinson once wrote, “Nobody can go back and start a new beginning, but anyone can start today and make a new ending.” The majesty of this institution is that it will never truly end; merely evolve. It is upon us to take the first step in this evolution.

The following people were interviewed in developing this document:

- Dr. Gerald Marczynski, Associate Vice President, Student Life
- Dr. Rita M. Laden, Faculty Member, Department of Educational Leadership
- Sandra Rodriguez, Director, Student Activities
- Dr. Jason Geddes, Regent, Nevada System of Higher Education
- Dr. Richard O. Davies, Faculty Member, Department of History
- Brandis Bernard, Advisor, Advising Center
- Dr. Fabienne MacPhail-Naples, Associate Vice President, Student Success Services
- Patricia Wilson, Advisor, Advising Center
- Dr. Heather Hardy, Dean, College of Liberal Arts
- Casey Stiteler, Director, ASUN Flipside Productions
- Patrick Delaplain, Director, ASUN Department of Clubs & Organizations
- Gabriel Matute, Chief of Staff, ASUN President's Cabinet
- Gracie Geremia, Speaker, ASUN Senate
- Charlie Jose, Vice President, ASUN
- Yvonne Pena, Associate Director, Student Activities
- Molly McCormack, Assistant Director, Student Activities
- Amy Koeckes, Associate Director, Student Activities
- Matt Smith, Vice President, Graduate Student Association
- Araceli Martinez, Center for Student Cultural Diversity
- Ellen Houston, Center for Student Cultural Diversity
- Jerome Maese, Associate Director, Residential Life, Housing, Food Service
- Dr. Elliot Parker, Chair, Faculty Senate
- Dr. Steven Zink, Vice President, Information Technology
- Jillian Murdock, President, Graduate Student Association
- Dr. Marsha Urban, Director, Tutoring Center



The following reports or scholarly works were utilized in researching the project:

- Undergraduate Research 2003-2008, University of Nevada, Reno
- UNR Accreditation Self Study 2007
- *Access Without Support Isn't Opportunity*—Vincent Tinto
- *7 Principles of Good Practice in Undergraduate Education*—Chickering & Gamson
- A Vision for Greek Life at the University of Alabama
- *How College Affects Students*—Pascarella & Terenzini
- *Student Success in College*—George Kuh
- Joint Vision 2020, United States Department of Defense
- Clemson University Sophomore Year Experience Program; presentation at annual NASULGC meeting
- University of Nevada Fall Residential Life Retention, Fall 07-08, First-Time Full-Time students
- The Center for Student Cultural Diversity 2008 Annual Report
- *Forget Classrooms. How Big is the Atrium in the New Student Center*  
- Dr. Michael J. Lewis
- *Service Learning: A Balanced Approach to Experiential Education*  
- Andrew Furco