

No Walls: 2025

A Student Vision for the University of Nevada



OFFICE OF THE PRESIDENT

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A Letter from ASUN President Caden H. Fabbi

No Walls: A Student Vision for the University of Nevada in 2025 began as a project for the new strategic plan for the Associated Students of the University of Nevada. In the beginning, hours upon hours were spent meeting with and listening to dozens of administrators, faculty, students and community members about their vision for the ideal student-centric experience on the University of Nevada campus in 2025. Nearly as many hours were spent organizing the qualitative data collected, deciding on the recommendations outlined in this document, and developing metrics to assess our successes and opportunities for these recommendations.

As the document was drafted, a consistent theme became clear: most everyone interviewed felt positively about the current upward trajectory that is happening in terms of the quality of the educational experience being offered at the University of Nevada, Reno. However, there are some barriers in the way—“walls,” as they are called in this document—that may keep us from reaching our highest potential as students. These walls must be broken down in future years in order to create the best learning environment, community-to-campus cohesion and highest quality university experience possible.

This document is broken down into five parts, each equally as important as the other. Within each section are specific issues that must be addressed—the “walls” that must be broken down—in order to reach the most ideal student experience by the year 2025. Specific goals and projects are outlined to break down each wall, although the ideas to break down these walls should never be limited to only what is within the document.

This plan serves the purpose of giving a high-level, “from the clouds” vision of what the University of Nevada should look like ten years down the line. It is a bold vision, and this document has come to be by taking a critical look at current practices on campus and collaboratively finding ways to improve our services to make a more successful, wholesome student. And collaboration will be of utmost importance as the document moves into the implementation stage. None of the goals outlined within this document can be accomplished within the “ASUN sandbox.”

We have an incredibly talented administration, faculty, and student body that has been forced to rebuild after the great recession just a few years ago. We have made efficient use of limited resources, and it is now our time to build strength upon the blocks that have been placed before us by the leadership of previous years. Undoubtedly, there is the potential for a big future at the University of Nevada that can impact millions. This is the world of 2025.

Respectfully,
Caden Fabbi
President, 2015-2016
Associated Students of the University of Nevada

The World of 2025

“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 2025, the University of Nevada has one of the most wholesome and innovative student experiences that can be found in the country. A new student on campus is completely immersed and overwhelmed in the amount of opportunity that they have to take their education to the next level. And they can pick and choose in which direction they want to do so; no two student experiences will be completely the same.

Reno has transformed into a complete college town; one that is comparable to the communities of Berkeley or Boulder. Transportation changes have made the campus more accessible, the University is participating in community education projects, and the Gateway District has ended the “9th Street Divide” between the campus and the town. Anyone in Reno—visitor, or resident—knows that the University of Nevada is there because of its invasive visibility, its community support for athletics, and its student support for the Reno arts and cultural movement. More students and faculty are participating in civic engagement and research projects that will have a positive impact on the surrounding community, fulfilling the University’s land-grant mission.

Internally, the campus has increased its diversity of students and faculty, and has created spaces where controversial topics can be discussed in the classroom maturely and safely. Students are thinking outside of the box to solve global issues, and are becoming more globalized themselves. They are looking out for each other, supporting each other, and making each other better and stronger scholars. They are using their voices to stand up for their colleagues and set an example across the country for what strong, bold, yet respectful student servant leadership is.

The graduate is well-rounded—they are professional, developed, and healthy in the mind, body, and spirit. They have learned the skills in and out of the classroom that will enable them to be leaders in the workforce. They are prepared for the rigors of graduate school or full-time employment. They capitalize on the opportunities that come to them, and students have the chance to blaze a trail on campus that none have done before them.

The successful student is a true scholar—a critical thinker, a lifelong learner, a leader who has the ability to solve the world’s problems. They are perseverant and are given the resources they need to succeed. They learn in innovative pedagogies and are shapers even of their own classroom experience. They excel, and prove that they are some of the best students in the country.

There are no walls to student success in 2025.

The World of 2025

Part 1: A College Town *"No walls within our City"*

City leaders have made comments in recent years that indicate a desire to move towards becoming more of a University Town. The next ten years will be absolutely vital to removing the barriers that currently exist outside of Sierra, McCarran, and Evans streets. Taking steps to demolish the existing walls between the campus and city will make students feel that they are a part of a larger community and finally end the feeling among some Northern Nevadans that the university is just the "campus on the hill" that is disconnected from the population around them.



Accessible

“The Gateway District could be a radical transformation for our university town.” -Dr. Bret Simmons

As the University of Nevada grows to a sizable 25,000 students and expands into downtown Reno, the university area will naturally become more urbanized. The “9th Street Divide” will end, with private businesses, student housing and university buildings taking over the area between Evans and Sierra Streets and the I-80. The Gateway District will provide students with everything they need—groceries, clothing, housing, barber shops and more—all within a couple blocks’ walk from the campus. The area will be vibrant and have a college student energy to it, and a new grand entrance to the University will make it clear to every passerby that they are now in Wolf Pack land.

As we become more urbanized, efficient transportation will be critical to the success of the area. Gone are the days of cars; transportation around the University in 2025 will consist of alternatives: bike and ride share programs will be popular and many will skate, bike and walk around a pedestrian accessible campus. A 24/7 fixed shuttle route will get students and faculty to the opposite side of campus quickly, which will allow for Campus Escort to serve students who live a farther distance away from campus. The Virginia Street Rapid Transit Expansion project will allow for students to quickly and safely travel around Reno—to Midtown, a popular student destination. The University and/or the Reno Transportation Commission will subsidize bus transit passes. Parking problems will still need to be addressed, but the problem will also be offset by the smaller amount of students with cars. Freshmen will not need (and may be discouraged) from bringing cars to their first year of college.



To break down the accessible wall, we must:

- Collaborate with the city, pertinent public agencies and the private sector to develop the land around the campus to create the University District
- Work with the Reno Transportation Commission to ensure the Virginia Street Rapid Transit Expansion project is a success
- Establish a more efficient on-campus transportation system through collaboration with on campus Parking and Transportation and ASUN Campus Escort
- Create alternative transportation options for students to and from campus
- Encourage and incentivize students to use alternative transportation options

Educated

"We will be more dynamic shapers of this city, to the point that people will be asking, 'when will these graduates stop re-shaping our city?'" –Dr. Marcelo Vazquez

The University of Nevada's main focus is and should continue to be in developing its own students to educate a generation of educated citizens. However, as a land-grant institution, it also serves a larger purpose: to serve its greater community.

In 2025, an expansion of Learning 365 and Co-operative Extension has allowed the creation of the Experimental College: a "college" of non-credit courses offered to teach students and community members skills and further develop their hobbies. Classes offered will vary in subject from culinary, to music, to technology and more—whatever the university community wants to learn about. Classes will be taught by community experts on the subject, or university students.

Students also begin to serve their own community through student-run businesses. A variety of employment opportunities for students will run rampant in the Gateway District. Students also are becoming entrepreneurs, and are able to design and execute their own ideas.



To break down the educated wall, we must:

- Identify and create programs that educate our community and students at the same time
- Give students opportunities to develop healthy skills, hobbies and habits
- Encourage student entrepreneurship through grants and creating opportunities for students to innovate in the business world

Visible

"The University of Nevada, Reno is recognized as having a positive economic and cultural impact on the city and region. It is a crucial component of the northern Nevada economy." –Dr. Joe Cline

To create the college town, one of the most important things that the University must do is increase its visibility. In 2025, you won't be able to get anywhere around Reno without seeing the University's presence in the community.

Steps such as holding more events in the city and inviting the community, and, adversely, inviting the community to on-campus events will help connect the city to the students and students to the city.



Events such as March from the Arch and the Biggest Little Festival will be cultural staples for the entire community. Classes in Downtown Reno are more popular. The University of Nevada and ASUN will have a presence at large community events, and because of this, all of Northern Nevada will believe that the university is a crucial part of our community. Local businesses will cater to the needs of the student body, as they know that the 25,000-member Wolf Pack community can have a huge economic impact to the city.

Rather than butting heads, the University is a partner with surrounding neighborhoods. This will be important as the University becomes more urbanized; it must be constantly in an open dialogue with its surrounding neighbors to ensure that the Gateway District project is a success. In addition, recruitment events have increased, and the Nevada Bound program has expanded far beyond just the West Coast. Recruitment has gone beyond the original "courtship" with students.

To break down the visible wall, we must:

- Increase the University's visual presence in the community through Wolf Pack-style beautification in Reno-Sparks and the neighborhoods surrounding the University (this could help especially in lower income areas and would create a college-going culture)
- Hold events for students and the community both on campus and in the city
- Increase ASUN and the University's presence at community events
- Advise the private sector of possible collaborations with their community, and how they can help students
- Work to expand recruitment efforts beyond Nevada and the West Coast

Spirited

“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

Undoubtedly, Athletics is a key aspect of any successful public research university. A strong Athletics program can assist in recruitment efforts, fundraising, and overall morale of and support for the university. It draws community interest to our campus—there is a strong connection between the community and Wolf Pack Athletics, and it should be expanded upon.

Compared to universities with long-standing athletic programs such as Nevada’s, students lack long-standing traditions. By 2025, students are participating in new traditions that have become a staple of the student campus experience, particularly around athletics. Our campus will also celebrate traditions that make our state unique, such as Nevada Day.

Student-Athletes are often an ignored constituency in ASUN. In 2025, officers are meeting with and listening to the needs of our athletes—and are also increasing their participation in civic engagement and other university activities. Wolf Pack Athletics have competitive programs in each major sport. The Blue Crew has built a dedicated student fan base, which has a presence at every game or meet, large or small, men’s or women’s. One central student section for our increasingly populated and engaged student body will be important for students to be a force that road teams are nervous to play in front of. Student-athletes not only have the resources that



will assist them in their athletic pursuits, but also in their academic and professional aspirations. Wolf Pack athletic teams have become a part of the culture and success of engagement activities at the University.

Athletic facilities have also been upgraded for fan satisfaction—additional renovations to Mackay Stadium and Lawlor Events Center should be considered to create a more engaging fan experience. Lombardi Recreation Center and the Fieldhouse finally give student-athletes access to modern and appropriate practice facilities that they can play in year-round.

To break down the spirit wall, we must:

- Create new traditions that have become a cultural part of the experience at the university, particularly around athletics
- Work to make one central student section for each sport
- Change the student culture to support Athletics by planning quality activities that engage students with every sport
- Support Athletics’ fundraising endeavors for new facilities
- Consistently communicate with student-athletes to understand their needs
- Increase student-athlete civic engagement and university activity participation

Cultured

“The student experience in 2025 will give students access to a wide variety of experiences that introduce us to things that we would otherwise not come into contact with. It is intellectually engaging, and prepares students for work and a rich life.” -Dr. Larry Engstrom

In recent years, Reno has made significant steps in becoming an arts and culture mecca of Nevada. The City of Reno’s Reimagine Reno strategic plan rated arts and culture as the second most popular vision of the City of Reno. By the year 2025, the City of Reno has fully embraced the arts and cultural movement—one that is unique to Northern Nevada.



In 2025, the University of Nevada has increased its commitment and partnership with the City of Reno to support the arts. Students have access to renowned art and lectures from people with international standing (it should be noted for this to happen, funding will need to be made available, whether it is through an increase in the student arts fee or otherwise). Students have not only embraced Reno and Northern Nevada’s arts community, but have also become active participants in it. Students are displaying their works in the community, and more community members than ever are engaging in the University’s arts activities. Increased arts activities happen on campus, and the new fine arts building not only gives students the facility they need to be successful in their degree programs, but also gives the community the perfect window into the University arts community and student talents. Students are encouraged to take part in the arts culture, and are forced to “get out of their bubble” and be exposed to new things.

Further, the University has fully become a part of the Reno culture. This means strong community support for the university—for example, every Friday, people all across the City are participating in “Wolf Pack Fridays” and wearing their Nevada Wolf Pack gear—and no one thinks anything of it.

To break down the cultured wall, we must:

- Give students access to renowned art and lectures from artists with international standing
- Increase community and student engagement with university arts activities
- Increase the amount of arts activities on campus and the opportunities for students to display their works
- Help with the City’s movement of becoming an Arts center of the west
- Pursue projects such as Wolf Pack Fridays to connect the campus to the city and create a culture of support for the University

Prepared

"I submit to you this evening that an education system for this century requires bold new ideas to meet the reality of our time ... This work begins with our youngest learners" –Governor Brian Sandoval, 2015 State of the State

The State of Nevada has lagged in national education statistics throughout its history. In 2025, this has finally changed, and people outside of Nevada look at the state, and particularly look at Washoe County, as a place where their children can gain a quality education and have access to a quality university.

By 2025, the University must bridge the gap between the Washoe County School District and the campus. Students and faculty in disciplines across campus are participating in the K-12 community so that students in Washoe County are prepared for college. As a result, remedial course rates for new students have dropped significantly. Washoe County students are invited often to campus for activities and educational programs. Students have assisted in creating a college-going culture in the school district through outreach and partnerships with its schools. Students in Reno are excited to come to the University of Nevada, and not disappointed to be going to their "home-town university."



To break down the prepared wall, we must:

- Develop and create programs to connect university students with the Washoe County School District
- Assist in educational efforts in WCSD to make sure that students are prepared for college-level coursework
- Connect with students and parents in the school district through educational programs

Part 2: An Inclusive Community

"No Walls Between Each Other"

In a time when there is constant contention between diverse groups of people around the world, and even politicians are engaging in increasingly divisive language, it is time for college campuses to set an example for what an inclusive, listening community should look like. Creating a campus that makes all people comfortable enough to have the uncomfortable conversations on campus that will help them grow is an important key to unlocking the ideal student experience in 2025.



Diverse

"In 2025, the University of Nevada will have an enviably rich and diverse relationship with its community, students and faculty." –Dr. Jen Hill

A successful experience at a college or university absolutely must consist of students getting outside of their comfort zone and interacting with others who are different than them. It is practical preparation for the real world workplace, where anyone could be required to work with someone completely different than themselves.



In 2025, our student diversity is one that other universities are envious of. It is representative of the City of Reno and reflected in our faculty. Our faculty is aware of the best practices for working with students with diversity, gender and identity issues. We continue to be supportive and provide the resources to make sure that our first generation students succeed.

The University of Nevada is not only a recognized Hispanic-Serving Institution, but is also designated as a Native American Serving Institution. Because of our increased campus diversity, more conversations are happening both in and out of the classroom around social justice and cultural competency. Offices that are staples at other universities have been added to the campus, including a Gender Equity Center. The campus has gained a greater understanding for people different than themselves. The University continues to be a veteran-friendly university, and non-traditional students have become more engaged with university activities.

To break down the diverse wall, we must:

- Assist the university in recruitment of Hispanic, Native American, first generation and other diverse students
- Consider advocating for centers and increased resources for gender equity, sexual assault, and resources for student deaths
- Expand the Center for Cultural Diversity to meet the needs of an increasingly diverse student body
- Advocate for increased diversity in faculty as well as discussions and workshops for faculty members to understand the needs of diverse students
- Ask and listen to the needs of diverse students on campus
- Work with the Veterans Center to assist student veterans in finding a successful and engaging collegiate experience

Global

“You can’t live in the world today, and you can’t do business in the world today, unless you are a global citizen.” –Margaret Lee

In 2025, the graduated student from the University of Nevada is an engaged global citizen. Students have an understanding of other cultures and backgrounds through discussions and education in their academic coursework and intentional experiences with diverse students. They regularly interact with international students. A greater percentage of our students study abroad, and everyone on campus knows what the USAC office is. Resources to assist students in study abroad opportunities have



increased. More students are taking advantage of and spending time in the Northern Nevada International Center.

It will also be important for the University to connect with the global citizens of the City of Reno. This includes reaching out to the Hispanic population in the city to assist in creating more of a college-going culture. Further, a university-wide foreign language requirement to gain a degree should be considered—the more students that graduate bilingual, the more impressive and successful communicators they could be in our highly globalized and diverse state.

To break down the global wall, we must:

- Increase interactive opportunities between international and traditional students
- Cater university town and other community projects to populations that are not traditionally involved with the University
- Consider recommending a university-wide foreign language requirement
- Increase scholarship opportunities for students to study abroad
- Partner with the Northern Nevada International Center, USAC, and other global offices to increase awareness of and appreciation for the global community
- Increase the amount of international student representation to over 100 countries

Interactive

"The 2025 Nevada student is part of a unique culture. We recognize them by how they talk, how they walk, and how they interact." –Dr. Jason Geddes

A key difference between high school and college psycho-social development is that students are no longer constrained to their "bubble" of like-minded individuals and friends. In college, students should be exposed to as many different ways of thinking about the world as possible. In future years, the University and students should invest in strategies to encourage more human interaction.

In 2025, the University of Nevada has an energy to its campus. People from all different backgrounds and from all different disciplines are constantly interacting. Communal areas for these interactions to occur are common both on and around the campus. Spaces such as accessible art studios and innovation centers encourage student collaboration and creativity. The ASUN Center for Student Engagement has become a central place for students to go to find out what is happening on any given day and to connect with others.

On-campus residential life is a rite of passage for students in their freshman year, but is also common and available for upperclassmen students. Housing considerations are also made for students of unique backgrounds and identities—including the fraternities and sororities of the Multicultural Greek Council.



To break down the interactive wall, we must:

- Strategize and incentivize ways for students of different disciplines and backgrounds to interact
- Increase communal areas on and off campus for students to get creative, innovate and collaborate
- Work to increase on-campus residential housing options for new students, upperclassmen students, and students of unique backgrounds and identities

Inclusive

"In 2025, the University of Nevada is a full-fledged, multi-dimensional and transformative national university." –Dr. Marc Johnson

One important aspect of an inclusive college town is a widespread feeling of community. Members of our Wolf Pack community in 2025 always look out for each other, support each other, and listen to each other.

In 2025, the appropriate physical venues are available for large student and community events. This will enable inclusive feeling and connection for students on campus; it would be a space where everyone who wishes to interact can be together in one space; we will finally be able to accommodate for ALL students who

wish to attend traditional events such as Homecoming. Already, in 2016, the spaces available for these types of events are booked quickly and/or are not large enough. As the university expands to 25,000 students, large event space will be vital to create the sense of community that our students will be longing for—whether this is expanding the Joe Crowley Student Union or otherwise.



Richer nighttime and weekend activities are available so that students constantly have healthy, educational and safe social activities and a way to meet others to create the inclusive community. Activity space is available all over a constantly vibrant campus. Students look out for each other through programs such as a volunteer sober driver program, and students are aware of medical amnesty and other important policies that allow for students to create community. Academic and Student Service units also assist in this united feeling through collaborations and connectivity.

To break down the inclusive wall, we must:

- Advocate for increased event space for student and community activities
- Hold increased nighttime/weekend activities for students
- Increase open student activity space in all areas of campus and in the surrounding community
- Create and support programs that encourage students to self-police and look out for each other

Part 3: A Bigger Responsibility

"No walls with our community"

A land-grant university, such as the University of Nevada, serves a greater purpose beyond educating its admitted students. It owes a commitment to its community, and its events, research and education should benefit taxpayers. Through a cultural shift in the understanding of the inherent purpose of the University of Nevada, students and faculty should develop a deep-rooted responsibility and commitment towards the Nevada community.



Civic

“Students who give back to their community through civic engagement fulfill the promise of responsible citizenship and meaningful learning. Only then can you lay claim to being a part of something larger, more impactful and more important than oneself. Only then can you understand the intimate connection between education and human dignity.” –Sandra Rodriguez

Higher education is not only important to give students a deeper education in their field of interest to prepare them for the workforce; it is also vital to the development of a civic-minded citizen. If done properly, higher education creates the committed community leaders today and will create the ones of tomorrow. An understanding of a greater responsibility to the community will be a key component to the education of the University of Nevada graduate in 2025.

In 2025, students have created a greater appreciation of service; it is the new norm. Students and faculty who excel in community work are rewarded. Service learning is fully integrated into the classroom, and every student has a meaningful service-learning component in a class at some point in their time at the University. Civic engagement and service learning fit in to the student’s curriculum from their freshman year until the day they graduate. A minimum requirement of service hours to



obtain a degree at the University could be considered. Student organizations have also allowed service to become a part of their culture, and track their service outcomes to assist the university in becoming a Carnegie-classified civic engagement university. In exchange, a co-curricular transcript has been developed for students to input their activities outside of the classroom, which employers will find extremely valuable.

To break down the civic wall, we must:

- Increase voluntary civic engagement opportunities for students and student groups
- Incentivize and reward students and student groups who complete community work
- Work to integrate service learning into the academic classroom and curriculum
- Establish a tracking system to compile and organize student civic engagement activities
- Adopt a co-curricular transcript

Committed

"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

A degree from the University of Nevada in 2025 not only is a symbol of an intellectually sound and educated graduate, but it also is a sign of a committed citizen, with an understanding of their obligation to their community.

Students are actively involved in projects, research and work—in and out of the classroom—that improves the community. Research projects at the university should address some of the most



prevalent issues that we see in our community, such as homelessness. Community projects provide a service, such as voluntarily doing taxes for community members or helping citizens to learn economics. The entire student community is getting behind a common cause, together, for an annual large philanthropy event for anyone to participate in, in order to help fix a community issue. We must also show commitment to two of ASUN's most important prizes: the Nevada Wolf Shop and John Mackay Endowment Fund.

Students are also registered and responsible voters and are educated on community problems and how we can fix them. This can happen through educational events such as hosting on-campus debates for local or statewide offices. Such programs will not only educate, but will also prove to our students the importance of democratic engagement.

To break down the developed committed wall, we must:

- Incentivize student research and community service projects that directly improve our community
- Hold regular voter registration drives to increase the amount of students who are registered to vote
- Program educational events for students to learn about community issues, candidates for office and beyond
- Program a large, annual philanthropy event for all students to participate in, which will help solve an community problem
- Continually work with the Nevada Wolf Shop to find ways to encourage students to shop at the student-owned bookstore
- Add to the John Mackay Endowment fund in order to accrue more money for more student scholarships

Loud

“The students of the University of Nevada, Reno will live out and provide leadership on making use of limited resources.” –Paul Baker Prindle

One clear sign of a democratically engaged student body is when the students are activists and use their voices on issues that affect them.

Students in the year 2025 are a force to be reckoned with, and decision-makers across the state are nearly forced to listen to them. They are attending and testifying regularly at public meetings—ASUN and beyond. They are forced to think about issues critically and develop a stance on them, perhaps even silently through a permanent on-campus Democracy Plaza. Students are actively involved in the system of shared governance at the University of Nevada and assist in the planning and direction of the university. They are holding their representatives and administrators accountable for their decision-making, whether it’s at the system, city, state or national level. They are framers of the student experience of the university. They are vocal leaders.

The student lobbying presence to local governing bodies—particularly, the Nevada State Legislature—can no longer be discounted or denied. Every legislator in the state of Nevada knows at least one student leader from our campus. Students have an active, visible presence on bills that affect the campus community, and even those that don’t—and they have an important voice that is considered when making decisions. Strong connection with legislators and community leaders will be key to student lobbying successes.

If our students take advantage of the opportunities presented to them, the student voice will not only be present, but will be asked for when elected leaders are making their decisions. Student participation in surveying and evaluation of campus programs will also be key to this.

To break down the loud wall, we must:

- Increase educational opportunities for students on public meeting opportunities for them to voice their opinions on issues
- Increase the amount of activist student groups on campus
- Create a Democracy Plaza, where students can exercise free speech in vocal and silent ways
- Ensure that student leaders stay active and involved in decision-making opportunities that are given to them, such as membership on university committees
- Build a structured system for student leaders to maintain a presence at relevant governing agencies
- Develop strong connections with elected officials in order to move student policy initiatives forward
- Create a culture of participation in surveying and assessment of campus programs

Part 4: A Well-Rounded Student
“No walls in our future.”

A higher education goes beyond what is learned in the textbook and classroom. A successful graduate ought to have learned the skills, habits and lifestyles to be a successful professional, citizen and adult. To create these leaders, investment must be made in key areas that will develop students into model citizens and adults. An expectation will be made for students to go beyond what is learned in the classroom, and to spend time learning skills outside of the classroom that will prepare them for “real world” activities.



Professional

“...research supports the contention that employment during college enhances the development of career-related skills.” –How College Affects Students – Pascarella & Terenzini

In 2025, by the time each and every student graduates, they will have had some form of real world experience that has prepared them for the workforce. This could include internships and/or on-campus employment.

It should be noted that in the year 2025, the connotation of an internship has changed. Students are no longer simply going on coffee runs or making copies for a company; rather, they are completing substantive projects that contribute to the industry—and are compensated for it.

The Career Studio has expanded its purview to all career development on campus, and is the centralized campus location for career resources. Collaboration between academic departments and the Studio has allowed for this to happen in the classroom as well. Every student attends a resume/career workshop at some point in their undergraduate career. Networking opportunities are abundant. Students are knowledgeable about graduate and professional programs, and are fully prepared for them. The Pack Internship Grant Program has continued to grow in the amount of internships offered, and the businesses have become a financial stakeholder in the program, as they are receiving quality talent from the University that can help them in their endeavors.



On-campus employment is not only a proven successful tool for student retention and graduation rates, but also often provides students with an experience of what their future workplace could look like. Expansion of on-campus employment opportunities ought to be encouraged.

To break down the professional wall, we must:

- Work to bridge the gap between career development opportunities in the academic departments and the Career Studio
- Create additional ways to present career development both in and out of the classroom, such as resume/career workshops, graduate school fairs and informational sessions, and networking opportunities
- Increase on-campus employment opportunities
- Develop more relationships with community partners to create substantive, meaningful and paid student internships, and smartly expand the Pack Internship Grant Program to increase quality internship opportunities to our students

Developed

“In 2025, the University of Nevada will be equipped with everything we need to launch satisfying careers and be leaders in the state and global economy.” –Mary T Calhoun

An important aspect of a student’s development at the collegiate level is developing the soft skills necessary to succeed in a highly competitive and fast-paced world. Development programs and lessons learned at a university can leave a large, positive and lasting experience on the student. Soft skills such as knowing how to professionally email, keeping track of finances or answering the phone can go a long way in painting a personal brand that is attractive to employers.

Further, the freshman college student needs to know how to succeed in college. A syllabus is very different in high school compared to higher education. Study skills must be developed to be a successful student. Everyone should know how to check their grades, how to communicate properly with professors, and how to manage their time between different responsibilities. Most students no longer live with their guardians for the first time in college, and thus will be forced to completely take care of themselves. This doesn’t come naturally to many students—and that’s okay.

Students should also learn about themselves and their communication techniques/leadership styles; it will only help them in their future workplace when they have colleagues that work differently than them. An understanding of morals/ethics should be developed in our students, in and out of the classroom. Nevada students have become independent, autonomous decision makers who understand the positive and negative consequences of any given situation.

To engrain the importance of these developmental skills into students, a mandatory first year seminar should be considered. Students who participate in first-year seminars “significantly increase the likelihood of a first college year characterized by the integration of ideas, information, and experiences as well as academic challenge and effort, and these two good practices, in turn, enhance first-year growth in need for cognition” (Padgett, Keup & Pascarella).

Leaders on campus in competitive organizations have the ability to compete on a national level (Debate, Concrete Canoe, Band, and academic awards such as the Rhodes and Truman) have become a celebrated part of the culture, and the infrastructure is in place for students to compete on a national level.

To break down the developed wall, we must:

- Establish programs that educate students on soft skills
- Hold leadership trainings and workshops for groups of students to learn more about their communication and leadership styles
- Consider a requirement of a first year seminar for freshman students
- Enhance support systems for successful student leaders in competitive fields

Healthy

*"We have a community for active living, and the University needs to be a part of that."
-Dr. Nora Constantino*

Nevada, as a state, has never been known for its health and sustainability efforts, likely because of its deep history in the casino, tourism and mining industries. However, there is clearly a desire, particularly in Northern Nevada, for more health and sustainability initiatives. In 2025, not only are students practicing wellness and being cognizant of their carbon footprint; they are also an active participant in making the campus, city and state more healthy and sustainable.

The public health program will explode because of both increasing student interest and community need. Educational health programs will be important in creating a healthy culture on campus. Students will finally have enough recreational space/athletic fields to play organized sports on, but also to casually exercise. In the beautiful outdoor city of Reno, opportunities for outdoor recreational activities are regularly available to students. The local food movement has grown substantially; students have healthy options, eat locally grown products, and CABNR is contributing to this movement.

By this time, students have also become leaders in the sustainability movement on campus, and are assisting in campus sustainability projects. There is a strong, implemented recycling program, campaigns to encourage students to use less power, and movements by students to advocate for composting and to minimize plastics. Our facilities are built to a high sustainable standard. The university has also gained the Tree Campus USA designation.

A culture shift will occur on campus that will guide our students into a healthier lifestyle.



To break down the healthy wall, we must:

- Support public health program growth
- Advocate for increased recreational space/athletic fields on or near the campus
- Establish an outdoor recreational activities program
- Assist and participate in the local food movement
- Create sustainability programs and projects that reduce the student carbon footprint
- Program events that educate students on strategies to live a healthy lifestyle

Lifelong

"Every graduate of the University of Nevada should remain a part of the Wolf Pack community for their entire life." –Caden Fabbi

Alumni are an important part of any university. They are a part of the past, present and future of the campus. The unique connection and mentorship that can come from university alumni is a great resource. To continue to improve as a campus and meet institutional goals, it is important to create a dedicated, lifelong culture of alumni connectivity to the University of Nevada.

By 2025, student leaders are programming events especially for upperclassmen students that will help connect them to the life of an alumni. Young alumni have become particularly active, and an attitude and understanding of giving back to the university is a part of the alumni culture.

In order to do this, it will be important to connect students to the Alumni Association and engage both alumni and students in traditional university events and programs. ASUN and on-campus organizations that have a substantial amount of alumni should track its own alumni to build a strong leadership network of graduates. Alumni have been made to feel welcome and invited to campus at all times. The annual Family Weekend could be an important aspect of this.



To knock down the lifelong wall, we must:

- Increase the amount of young alumni
- Plan programs for upperclassmen students that will help them to become, and connect them with, alumni
- Encourage new alumni chapter development for long-standing campus organizations
- Program traditional events that connect students and alumni
- Include alumni in campus events and planning

Engaged

"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

Research shows that students who are connected to an on-campus club or organization are our most successful students. Additional efforts should be made to increase the number of clubs and amount of students involved in them, and should also assist in club development to improve their quality.

One simple project that could make a huge difference in terms of student knowledge of on-campus activities is a regular meeting of club leaders, who can share their purpose, events, and opportunities to get involved outside of an elevator pitch at a club fair. This could increase the amount of collaborative events and activities between clubs.

In 2025, while ASUN has increased the amount of clubs on campus proportionately to the growth of student population and has hit a total of 50% of students involved in a club, club commissioners also have a commitment to developing their clubs. Startup club funding or other assistive measures to get clubs started would help significantly. Award programs have been expanded to encourage clubs and



organizations to excel. Leadership development and civic engagement are an integral part of any experience in an on-campus organization. Students will begin to feel more connected and engaged to a now very sticky campus.

To break down the engaged wall, we must:

- Increase club development programs and communication between clubs and organizations
- Grow the number of clubs, at minimum, proportionately to the increased student population
- Increase student participation in clubs to 50 percent
- Find ways to assist new clubs
- Give opportunities for club participants to participate in civic engagement
- Create new award programs to encourage clubs and organizations to excel in leadership and civic engagement

Part 5: A Holistic Learning Experience

“No walls in the classroom.”

Nothing can completely supplement the important academic experiences that students will have in the classroom. As time changes, the classroom experience must change as well; different generations will learn better in different ways, and college campuses must accommodate for this. Students should have high expectations for themselves to be successful academics, and any barriers between the student and the potential for reaching their highest potential will be removed.



Scholarly

“...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

In 2025, the academic experience of the student body has reached to new heights. Students have become “married to” their academic career—their main focus is to complete their studies and graduate in four years, but the way it is approached will be modernized.

The first key aspect of the increased scholarly activity that must be addressed is a dedicated faculty. The saying that a strong faculty equals a strong campus is true. In order to recruit and retain the right faculty members to move us in this direction, the university must take a number of steps, and students will play an important role in many of them.

Faculty salary issues must be resolved. In order to attract the faculty that we need to move our university in the direction of becoming a Research University Very High designation by Carnegie, we must be able to incentivize them to perform at a high level. Merit faculty pay must be restored. Faculty mentorship of students for research is important and should be rewarded. Soon, no longer are we losing our top faculty to other opportunities; instead, faculty have no desire to leave, because they are rewarded for their work and have the opportunity to turn their own idea into action on campus.

It is important to note that the RUVH designation by Carnegie isn’t necessarily a “be-all end-all” for the university. It is not the designation that will make us an elite university; it is the steps that we will take to get there that will make us great. Lowering the faculty to student ratio by hiring more tenure track faculty will allow for stronger student-faculty relations and result in larger and more visible research activity.

Research has become a much more common activity for university students. Undergraduate research activity has exploded; the Nevada State Undergraduate Research Journal publishes undergraduate scholarly works regularly and has become a respected journal by all higher education institutions in the state. Research centers have been created for specific issues and areas.

While the University and Northern Nevada community will be known as being a technology and engineering mecca, it also still holds onto the liberal arts and humanist education and perspective. Students absolutely must learn to be communicators—verbally, writing, online and beyond. Research activity also occurs in the arts/humanities field. Students are taught new ways to think and are exposed to new perspectives.

To break down the "scholarly" wall, we must:

- Collaborate with faculty leadership to lobby support to restore merit pay
- Ensure that students remain involved with decision making in the new faculty hire process
- Increase outreach to faculty and students about the Nevada State Undergraduate Research Journal
- Increase research opportunities and resources for students
- Incentivize research that impacts our local community
- Advocate for a wholesome, humanist education for all students
- Enhance student communication skills through lessons both in and out of the classroom

Perseverant

"High-impact learning experiences rely on contact with faculty early and often." –William McCauley

In order for students to meet a new, higher expectation of academic work, the university must provide the resources necessary for students to succeed in their more rigorous courses. The university's academic resources have expanded and improved by the year 2025.

The advising climate has become "intrusive"—risk identification strategies have been enhanced and students have regular, mandatory advising. Students have much easier access to an advisor, as the advisor to student ratio has decreased significantly. Other services such as the Tutoring Center, Math Center and Writing Centers are again free for any type of appointment, including one-on-one. Peer-to-peer help programs have expanded. Some tutoring has become modularized; video or online tutoring is common. Computer testing facilities are available for students to schedule their own time to take a test for a course. The NevadaFit program has expanded to the point where half of the incoming class of students participates.



Because of easier direct access to faculty members, the amount of student-faculty mentorship relationships has grown. Students are able to engage with professors outside of the classroom, where a lot of learning will occur. Strong mentor programs are available for high achievers, diverse students, and young, excited leaders.

To break down the perseverant wall, we must:

- Support increasing the amount of advisors and policy changes that will encourage "intrusive" advising
- Make all types of tutoring center appointments again free for students
- Assist in expanding the NevadaFit program, and make sure ASUN is an active participant in the program
- Advocate for more modernized and flexible forms of student test-taking
- Encourage faculty-student mentorship and assist students in connecting with faculty members
- Create new and enhance current mentorship programs between faculty members/student leaders and new/at-risk students

Experiential

"No longer will our students simply read, remember, regurgitate. Instead, our students will critically think." -Professor Bob Felten

The classroom environment has completely changed by the year 2025. Technological advances have created both challenges and opportunities for student learning experiences. Unique and original pedagogies of teaching students are a part of every student's learning experience. And the infrastructure is in place for all of this to happen.

Technology will become an important classroom tool when students use it correctly. In 2025, students have become experts at navigating technology for knowledge; perhaps there is even a requirement for each student to take at least one online class. Interaction via technology (email, video, etc.), whether it be with other students, faculty members or advisers, will be available. Hybrid and online courses are extremely common, and a larger percentage of students are taking non-classroom courses (this may not be preferred, but at this point, quality of instruction online is just as good as it is in the classroom.) Technology is no longer shunned in the classroom; rather, students are taught and encouraged to use technology to their advantage. Assistive technology for students with disabilities should always be considered. In order for the University to keep up with all of these technological advances, a larger IT staff will be necessary. Students are provided with the ideal learning conditions that work for them.

Teaching has become modernized and moved past the traditional chalkboard lecturing style. Every student takes a course with experiential and interactive learning activities. Faculty are incentivized to be better teachers through system-wide rewards for excellence. Courses from different fields are connected, such as a sociology and statistics class. This will create a more holistic learning experience for students. Credits could potentially be offered to students with significant experience in the workforce, although the parameters of such an idea would have to be defined carefully.

And finally, the infrastructure is in place for all of this to happen. Older buildings have been renovated in order to meet the ideal learning environments that are students are expecting. Students will focus more on their academic responsibilities because there will be less distractions; it will be easier to park and get around campus without getting lost.

In order to break down the experiential wall, we must:

- Remain flexible to technological advances and changes and move with the times
- Connect with faculty to communicate ideal student learning conditions and activities such as experiential work
- Educate students in order to use technology to their advantage
- Create incentives for faculty to participate in unique pedagogies and teaching styles in the classroom
- Advocate for the needed infrastructure changes to create ideal learning environments for all students

Excel

“In 2025, the University of Nevada, Reno will be a school that attracts the most high-quality regional talent.” -Dr. Tamara Valentine

Students at the University of Nevada in 2025 are given the opportunity to design their own education. While key learning objectives and requirements will still remain, students are no longer declaring a “major”—they are declaring “missions,” and they have the opportunity to design their own education.

Graduating in four years is still at the core of this. In fact, 3-year degrees won’t be uncommon. Students will push themselves to reach their highest academic potentials and challenge themselves to be a better student. In order for this to happen, we need to make sure that our students are able to get into all the classes that they will need in order to graduate in their preferred time period (four years or less). This may involve some give and take from students—classes at unique times, such as Friday’s and Saturday’s, are no longer avoided, but embraced.

The university has expanded its major and specialized minor offerings significantly by this time, and offers unique degree and minor programs that can’t be found at other campuses in the region. An office for assessment and evaluation validity will assist campus departments and programs in internal assessment to help them improve their services.

Because of these strategies, students will excel.



To break down the excel wall, we must:

- Change the framework of which we offer our degree programs and consider a more holistic view of what we want our graduates to learn
- Push students to focus on their studies and motivate them to reach their highest academic potentials
- Listen to and address issues of classroom shortages
- Shift the student culture to a 7-day academic experience; not just 4 days and the weekend
- Assist in establishing in office for assessment and evaluation validity

Conclusion

The aim of this document was to establish a bold vision for the students of the University of Nevada ten years into the future. It was intended to take a critical look at what is working and what can be improved upon at the University of Nevada, and to set recommendations that are reflective of an even more positive future experience for our students.

To Future Student Leaders: as you make efforts to implement this plan, I can't stress enough the importance of mature, bold and visionary decision-making. To reach this ideal campus with no walls, there may need to be some fee increases and there may need to be some changes in the way that we typically think about our college experience. Evaluate these issues with a critical and open mind. Collaborate with others; listen to each other. Any officer can make impact on the students next to them in the classroom, but it takes a leader to impact the students of tomorrow, where you may not necessarily see the fruits of your labor.

By following the direction given in this document, the University of Nevada can become a campus with no walls between its internal and external community. With each wall torn down comes a new wave of opportunity for our students, who will be bound to positively alter the trajectory of our city, state, nation, and world forever.

The following people were interviewed in developing this document:

- Dr. Marc Johnson, President, University of Nevada, Reno
- Dr. Jason Geddes, Regent, Nevada System of Higher Education
- Dr. Kevin Carman, Executive Vice President and Provost
- John Carothers, Vice President, Alumni and Development
- Dr. Shannon Ellis, Vice President, Student Services
- Dr. Joe Cline, Vice Provost, Undergraduate Education
- Dr. Larry Engstrom, Director, School of the Arts
- Dr. Gerald Marczynski, Associate Vice President, Student Life and Dean of Students
- Sandra Rodriguez, Director, ASUN Center for Student Engagement
- Blane Harding, Director, Center for Cultural Diversity
- Dr. John Sagebiel, Assistant Director, Environmental Programs
- Dr. Tamara Valentine, Director, Honors Program
- Dr. Daniel Villanueva, Assistant Director, Honors Program
- Cairn Lindloff, Assistant Dean, New Student Initiatives
- Rod Aeschlimann, Executive Director, Residential Life, Housing and Food Services
- Jerome Maese, Director, Residential Life
- Doug Knuth, Director of Athletics
- Dr. Cindy Marczynski, Director, Counseling Services
- Dr. Marcelo Vazquez, Associate Dean of Students
- Jo Harvey, Office of Student Conduct
- Justine Hernandez, Campus Victim Advocate
- Dr. Jen Hill, Director, Gender, Race, and Identity
- Emily Hobson, Assistant Professor of History and Women's Studies/GRI
- Dr. Trudy Larson, Director, School of Community Health Sciences
- Jennifer Lowman, Coordinator, Student Persistence Research
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- Dr. Indira Chatterjee, Associate Dean, College of Engineering
- Dr. Stephen Rock, Director, Nevada University Center for Excellence in Disabilities
- Paul Baker Prindle, Director, University Galleries
- Dr. Marlene Rebori, Director, Office of Service Learning and Civic Engagement
- Dr. Derek Furukawa, Director, Undergraduate Academic Advising and Student Achievement
- Dr. Scott Mensing, Director, Office of Undergraduate Research
- Amber Yoder, Office of Undergraduate Research
- Adam Garcia, UNR Chief of Police
- Bob Felten, Associate Professor, Reynolds School of Journalism
- Dr. Bret Simmons, Associate Professor, Management
- Chuck Price, Director, Joe Crowley Student Union and Faculty Senate Chair
- Dr. Jim Fitzsimmons, Director, Campus Recreation and Wellness
- Mary Zabel, Director, Disability Resource Center

- Will Plenk, Director of Marching/Athletic Bands
- Dennis Campbell, Director, Office of Fraternity and Sorority Life
- Megan Pepper, Office of Fraternity and Sorority Life
- David Fenimore, Lecturer, Department of English
- Dr. Marsha Urban, Director, Tutoring Center
- Danelle Clarke, Director, Math Center
- Deb Fisher, Math Center
- William McCauley, Director, University Writing Center
- Mary T. Calhoun, Assistant Director, Nevada Career Studio
- Kristi Van Gorder, Director of Advising, Recruitment and Retention, College of Liberal Arts
- Tazia Statucki, Director, ASUN Department of Programming
- Ryan Suppe, Director, ASUN Department of Campus and Public Relations
- Marissa Crook, Director, ASUN Department of Legislative Affairs
- KaPreace Young, Director of Diversity and Inclusion, ASUN President's Cabinet
- Nick Andrew, Speaker, ASUN Senate
- Raina Benford, Chief of Staff, ASUN President's Cabinet
- Jared Desamero, Club Commissioner, ASUN Department of Clubs and Organizations
- Davis Beenfeldt, President, InterFraternity Council
- Lindsay Honaker, President, Panhellenic Council
- Kelly August, President, Multicultural Greek Council
- Julia Shelbourn, President, Student-Athlete Advisory Committee
- Lexi Sutherland, Student Club Leader
- Zach Cordisco, Student Employee
- Jaime LeQuin, Student Employee
- James Treischel, Student Employee
- Tara Park, Student Athlete
- Gabby Szachara, Student Athlete
- Madison Morell, Student Athlete
- Austin Corbett, Student Athlete
- Greta Ochsie, Student Athlete
- Kolbie Lewis, Student
- Danielle Gordon, Student
- Keely Eshenbaugh, Student
- Katie Lopez, Student
- Ramsay Salter, Student
- Catherine Bleskey, Student
- Brandon Rusk, Student
- Brandon Owens, Student
- Hector Delgado, Student
- Jaucelyn Canfield, Student
- Eduardo Ahumada, Student
- Melissa Ceballos, Student
- Sophia Aliaga, Student

- Jason Littleford, Student
- Hannah Jackson, Student
- Kyler Voegele, Student
- Saba Shumie, Student
- DeAndre Seals, Student
- Cluiko Davis, Student

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

- University of Nevada, Reno Institutional Strategic Plan, 2015-2021
- University of Nevada, Reno Master Plan, 2015-2024
- UNR Capacity Study 2014
- Joint Vision 2017
- Student Success in College—George Kuh
- How College Affects Students—Pascarella & Terenzini
- From Fear to Hope in Colombia: Sergio Fajardo and Medellin, 2004-2007—Matthew Devlin and Sebastian Chaskel
- The Impact of First-Year Seminars on College Students' Life-long Learning Orientations—Ryan D. Padgett, Jennifer R. Keup, and Ernest T. Pascarella

This is the year of 2025.

