UNLV

University of Nevada, Las Vegas

Year Six Self-Evaluation Report

Policies, Regulations, and Financial Review

September 2023

PREPARED FOR THE

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

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Mission Fulfillment
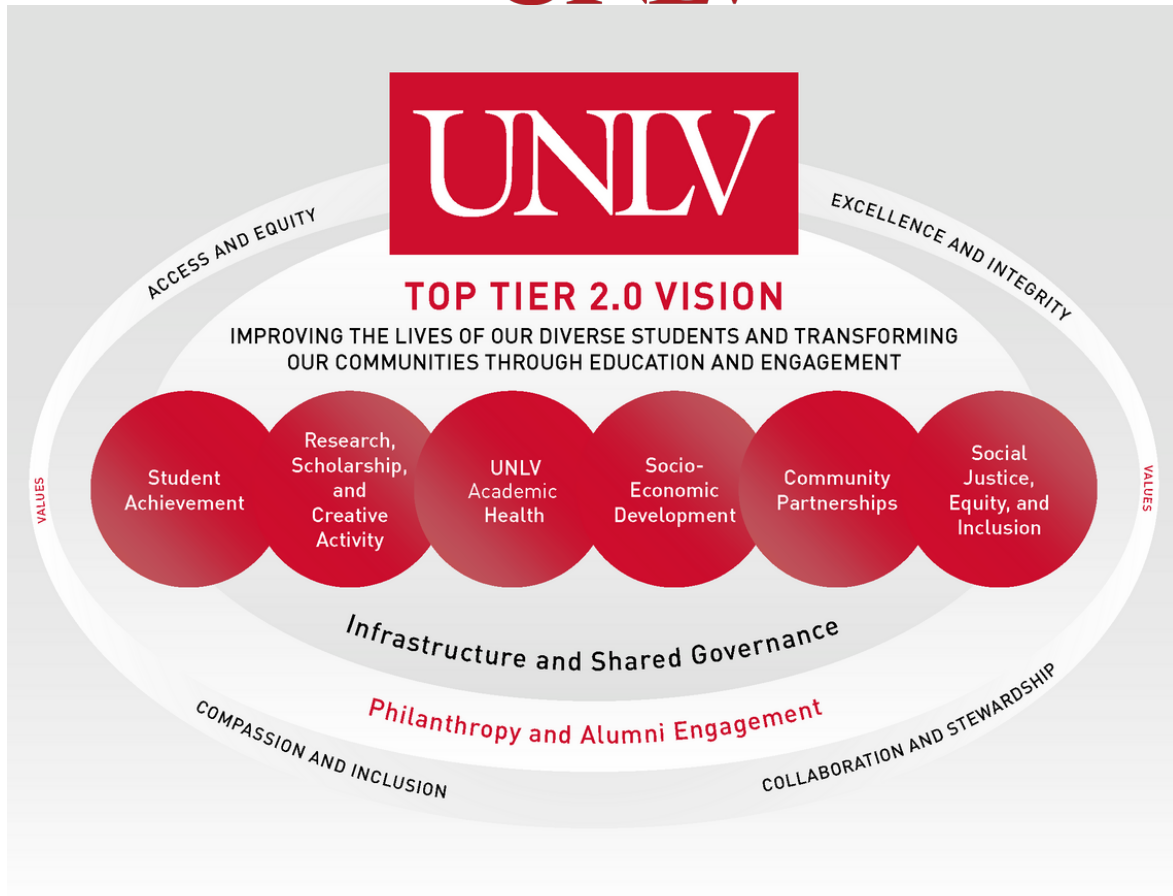
Executive Summary

The vision of the University of Nevada, Las Vegas (UNLV) is to improve the lives of our students and transform our community through education and engagement. As one of the most diverse universities in the U.S., UNLV is a federally designated Minority-Serving, Hispanic-Serving, and Asian American Native American Pacific Islander-Serving institution that is rich with diversity and committed to equity and inclusion. The University of Nevada, Las Vegas:

- provides access to world class educational experiences that are responsive to the needs of our students and stakeholders;

- engages in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and

- offers high value, cutting-edge interdisciplinary physical and mental health care to support our community.

The Top Tier 2.0 vision and mission provides a forward-looking roadmap that UNLV will continue to refine and follow over the next decade. It builds on our progress and recognizes our opportunities as we continue on our path to becoming a top public research university that transforms our community – and beyond. Top Tier 2.0 is focused around core areas: 1) Student Achievement; 2) Research, Scholarship, and Creative Activity; 3) UNLV Academic Health; 4) Socio-Economic Development; 4) Community Partnerships; and 5) Social Justice, Equity, and Inclusion.

These cores are all made possible through continuing to develop our infrastructure and ensuring shared governance practices are at the heart of what we do, and we must strategically deepen the culture of philanthropy and alumni connection since this area is key to our financial stability. These foundational cores of Infrastructure and Shared Governance and Philanthropy and Alumni Engagement work in conjunction across all core areas, as is demonstrated in Figure 1.

Figure 1. UNLV Top Tier 2.0 Vision

TOP TIER 2.0 VISION

IMPROVING THE LIVES OF OUR DIVERSE STUDENTS AND TRANSFORMING OUR COMMUNITIES THROUGH EDUCATION AND ENGAGEMENT

The core areas of Top Tier 2.0 and their strategic objectives, tasks, and indicators of achievement express the mission of the university. The core areas describe in broad statements what UNLV plans to accomplish, and reflect the values that are shared by faculty and staff. Evaluation of the metrics associated with the indicators of achievement demonstrates how effectively UNLV is carrying out its mission. We will evaluate our success as a leading research university by our progress on the measures established in each area. University accreditation efforts are overseen and coordinated by the Office of the Senior Vice Provost for Academic Affairs.

Demonstrating our progress towards fulfilling the institution's vision and mission, in 2018, UNLV was recognized as a Top-Tier R1 research university, one of the top research universities in the U.S., by the Carnegie Classification of Institutions of Higher Education. This designation was reaffirmed in 2021. In 2020, UNLV attained Carnegie Classification for Community Engagement, a distinction widely considered the highest standard of recognition for community engagement efforts at higher education institutions. This classification, which was achieved by just 119 institutions across the country in the 2020 cycle, highlights the university's engagement practices that contribute to the public good while benefiting the university and its students.

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Eligibility Requirements

Attestation

The University of Nevada, Las Vegas (UNLV) attests to adherence with all accreditation eligibility requirements. Report sections that address the eligibility requirements include a statement of institutional continued compliance with evidence for the specific requirement(s).

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Standard Two – Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Report appendices are accessible via the NWCCU Standard 2 Appendices folder.

2.A. Governance

2.A.1 Governance

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

This section provides evidence of compliance with Eligibility Requirements 3. AUTHORITY, 9. GOVERNING BOARD, 21. DISCLOSURE, AND 22. RELATIONSHIP WITH NWCCU.

The governing board for UNLV and the other institutions of higher education in Nevada is the Nevada System of Higher Education (NSHE). The Board of Regents (BOR) governs NSHE in a manner similar to a corporate board of directors. The Board leadership consists of a chairperson and vice chairperson who are elected by the Board's membership. Thirteen board members (regents) are elected by the general public from districts defined by the Nevada Legislature to serve a six-year term. In the 2023 Nevada Legislative Session a law was passed (Assembly Bill 118) which will reduce the BOR to nine members serving four-year terms; five regents will be elected in the 2028 general election, and then four more in 2032. The regents set policies and approve budgets for Nevada's entire public system of higher education. No other boards are involved in the governance of the system of higher education in Nevada.

The NSHE Board of Regents (BOR) Handbook, appendix 2.A.1.1, provides governing documents and policies for NSHE, including the BOR. Title 2 of the Handbook is known as the NSHE Code and establishes the authority of the Board through the Constitution of the State of Nevada. It defines the scope of the code which is to establish the primary organizational structure of the system and the basic personnel policies for its faculty.

In accordance with the code, each institution establishes bylaws that prescribe institution-specific policies and procedures, which add to, but may not conflict with, established policies and procedures of the Board. UNLV bylaws are provided as appendix 2.A.1.2.

As elected officials, regents must operate under numerous state statutes which govern ethical behavior, such as Nevada Revised Statutes (NRS), Title 23, Public Officers and Employees. Additionally, NRS 396.122 states "A member of the Board of Regents shall not be interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof." The BOR Handbook contains more details regarding the operation of the board in Articles I-V, appendix 2.A.1.3, including the prohibition of any board member from receiving funds or other earnings from any of the institutions of NSHE (See Article 3, Sec. 8. Compensation).

The division of authority between NSHE central system office and each institution is delineated throughout the BOR Handbook (appendix 2.A.1.1); policies, procedures, and regulations are covered in the NSHE Procedures & Guidelines Manual (appendix 2.A.1.4). The BOR Handbook and manual are publicly available on the BOR Policies webpage. These policies, regulations, and procedures are equitably administered within the framework of a strong open meeting and open records law in Nevada. The governance structure between NSHE and the institutions is detailed in Title 2, Ch. 1, Sec. 1.4 of the BOR Handbook (appendix 2.A.1.5).

The BOR meets quarterly and conducts special meetings as needed. According to the NSHE Meeting Archive, the BOR held 54 meetings in 2022, including four regular and nine special meetings (appendix 2.A.1.6). Upcoming Meeting topics and dates are shared publicly approximately two years in advance; meetings for 2023-2024 are provided as appendix 2.A.1.7.

Evidence Documentation for Standard 2.A.1
Institutional governance policies & procedures: • 2.A.1.1. BOR Handbook (Bylaws)   • 2.A.1.3. BOR Handbook - University Articles I-V   • 2.A.1.4. BOR Procedures and Guidelines Manual
System governance policies/procedures: • 2.A.1.2. UNLV Bylaws (rev. 2019)
Multiple board governing policies/procedures (if applicable):

Evidence Documentation for Standard 2.A.1
• N/A
Board's calendar for reviewing institutional and board policies/procedures: • [2.A.1.6. BOR Meeting Archive 2022](#) • [2.A.1.7. BOR 2023-24 Upcoming Meetings](#)
By-laws and Articles of Incorporation referencing governance structure: • [2.A.1.1. BOR Handbook (Bylaws)](#) • [2.A.1.5. BOR Handbook: NSHE organizational relationships](#) • [Assembly Bill 118, Nevada 2023 Legislative Session](#)

2.A.2 College Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

This section provides evidence of compliance with Eligibility Requirement 11. ADMINISTRATION.

UNLV's administration is headed by the president, Keith E. Whitfield, Ph.D., appendix 2.A.2.1.a, who has served in this role since August 2020, and is responsible for the functioning of the university as prescribed in the Nevada System of Higher Education (NSHE) Board of Regents (BOR) Handbook, appendix 2.A.1.1 (Article VII, Sec. 4). The president creates the administrative structure that best fits the mission of the institution, appendix 2.A.2.2, and selects qualified individuals to fill the positions, as demonstrated by their experience. The president reports to the chancellor of NSHE, and through the chancellor to the BOR.

The Academic Council is an assembly of senior university administrators who help to steer the university's academic mission, including the deans of all academic units, vice presidents, and vice provosts. Convened by the Executive Vice President and Provost (EVP&P), the Academic Council meets regularly for the purpose of sharing information, coordinating efforts, and

pursuing collaborative initiatives to advance the university's academic enterprise. Leveraging their collective knowledge and expertise, the Academic Council serves as an advisory group to the president and the EVP&P, reviewing matters of academic and administrative policy and making recommendations. It also functions as a body focused on implementation and providing oversight for operational matters. Members of the Academic Council work on issues that involve their individual units and the institution collectively.

President's Cabinet

The president has a cabinet that meets twice per month. Its mission is to provide advice and counsel to the president on matters regarding policies, procedures, and strategic planning. The President's Cabinet positions and members are provided in Table 1, below.

Table 1. President's Cabinet Membership

Position	Name	Highest Degree Earned
President	Keith E. Whitfield	Ph.D.
Executive Vice President and Provost	Chris L. Heavey	Ph.D.
Chief Marketing Officer & Vice President of Brand Integration	Vince Alberta	M.P.A.
Vice President of Economic Development	Bo Bernhard	Ph.D.
Vice President of Government & Community Engagement	Constance Brooks	Ph.D.
Chief of Staff to the Executive Vice President & Provost	Tondra De	M.A.
Special Liaison to the President	Juanita Fain	Ph.D.
Vice President, Public Safety Services, UNLV and Director, University Police Services Southern Command	Adam Garcia	M.A.
Director of Athletics	Erick Harper	M.A.
Interim Vice President for Research	David Hatchett	Ph.D.
Special Assistant to President	Nicole L. Johnson	B.S.

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Position	Name	Highest Degree Earned
Executive Director for Strategy & Strategic Initiatives	Kyle Kaalberg	Ph.D.
Vice President for Health Affairs	Marc J. Kahn	M.D.
Senior Vice Provost for Academic Affairs	Kate Hausbeck Korgan	Ph.D.
Vice President of Philanthropy & Alumni Engagement	Rickey N. McCurry	J.D.
Vice President for Digital Transformation & Chief Information Officer	Kivanc Oner	M.S.
Vice President for Student Affairs	B. Keith Rogers	D.B.A.
General Counsel	Elda Luna Sidhu	J.D.
Vice President for Human Resources & Chief People Officer	Ericka Smith	Ph.D.
Chief of Staff to the President	Fred Tredup	Ed.D.
Senior Vice President, Business Affairs/CFO	Jean Vock	M.Acc.
Vice President for Diversity Initiatives & Chief Diversity Officer	Seval Yildirim	J.D.

The Executive Vice President and Provost (EVP&P) and the vice presidents listed above are responsible for assisting the president in administering the university. The EVP&P, Chris Heavey, is the chief academic and budget officer for the campus and is responsible for overseeing and aligning academic and budgetary policies and priorities, ensuring the quality of the faculty and student body, and expanding the research enterprise. The position reports to the president and serves interchangeably with him in the capacity of chief academic officer and chief administrative officer. The deans of the academic colleges and schools report to the EVP&P. Refer to appendix 2.A.2.1.b for Dr. Heavey's curriculum vitae. A visualization of the Office of the EVP&P organizational structure is provided as appendix 2.A.2.3.

The Senior Vice Provost for Academic Affairs supports student achievement through oversight of the full range of student enrollment and support services, including the development and review of degree programs, curricula review, academic course and degree assessment,

accreditation, admissions and recruitment, discipline, financial aid, registrar, and more.

Deans of UNLV Academic Units

A dean is the chief academic and administrative officer of a college or school and reports directly to the EVP&P. Deans provide leadership in the college or school's research, teaching, and service missions and have significant community relations and fundraising responsibilities. Deans must be committed to:

- Excellence and continued growth in undergraduate and graduate education

- The support and expansion of faculty scholarship and research activities

- The promotion of academic policies and use of resources consistent with the college and university strategic plans

- Capitalizing on present and emerging departmental strengths

- The provision of facilities adequate to support expanding college programs

- The expansion of cooperative interactions and partnerships with both local and other governmental and private organizations

A dean must possess an earned doctorate in a discipline appropriate to the college or school and an outstanding record of research, academic, and professional achievement meriting appointment at the rank of tenured professor. A dean must be a scholar who can provide the vision and leadership to enhance both the profile and mission of the college or school as a premier unit at a major research university. A dean must exhibit a significant commitment to academic and research excellence, diversity, and outreach to current and potential constituencies of the college or school; a commitment to shared governance in an open environment; excellent communication and interpersonal skills; and strong fundraising expertise.

Evidence Documentation for Standard 2.A.2
Leadership organizational chart: • 2.A.2.1.a. Whitfield CV   • 2.A.2.1.b. Heavey CV   • 2.A.2.2. UNLV President Organizational Chart

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Evidence Documentation for Standard 2.A.2
•   [2.A.2.3. EVP&P Organizational Chart](#)

2.A.3 President

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

This section provides evidence of compliance with Eligibility Requirement 10. CHIEF EXECUTIVE OFFICER.

An accomplished leader in higher education, President Keith E. Whitfield is a seasoned university administrator and prolific scholar in the fields of psychology, health, and aging, ([appendix 2.A.2.1.a](#)). He became UNLV's 11th president on August 24, 2020.

President Whitfield previously served as Provost and Senior Vice President of Academic Affairs (2016-2020), and Professor of Psychology at Wayne State University in Michigan. There, he was responsible for faculty hiring, promotion and tenure, and budget and policies for faculty and staff. He also oversaw student affairs, including student success, curriculum, and housing. Under his leadership, the university achieved remarkable gains in its graduation rate, increased overall enrollment, launched an innovation and entrepreneurship hub, and strengthened multiple business and philanthropic relationships.

An active administrator and researcher, Whitfield has authored or co-authored over 200 publications and has earned nearly $20 million in funding from agencies including the National Institutes of Health (NIH), National Institute on Aging (NIA), and the National Science Foundation (NSF). A psychologist and expert on the social, psychological, and cultural factors of cognition and healthy aging, Whitfield's current research focuses on the relationship between stress and longevity in African American families. He's a member of the NIA's National Advisory Council on Aging, and he has served on committees for the National Academies of Sciences and Medicine and the National Institutes of Health.

Prior to Wayne State, Whitfield served as Vice Provost for Academic Affairs at Duke University and held appointments as a professor in the Department of Psychology and Neuroscience, a research professor in the Department of Geriatric Medicine at Duke University Medical Center, and a senior fellow at the Center for the Study of Aging and Human Development. He also was the co-director of the Center on Biobehavioral Health Disparities Research.

Dr. Whitfield serves as president of UNLV on a full-time basis and holds no other competing

positions. He does not serve on the governing board, the Nevada System of Higher Education Board of Regents, in any capacity.

Evidence Documentation for Standard 2.A.3
Curriculum vitae of President/CEO ● 2.A.2.1.a. Whitfield CV

2.A.4 Decision Making

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

This section provides evidence of compliance with Eligibility Requirement 8. INSTITUTIONAL INTEGRITY.

Employee Representation

Shared Governance is the means by which faculty and staff participate in the decision-making process within UNLV. Universities have a unique mission: to create and disseminate knowledge and ideas. To do this, academic policy and philosophy need to be independent of short-term managerial and political issues. Faculty are in the best position to determine curriculum, establish research policy, select their colleagues, and subsequently judge their work. Faculty are on the front line, and that perspective is essential to many choices made in a university.

Shared governance was codified in the Statement on Government of Colleges and Universities, a statement jointly formulated in 1966 by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The American Federation of Teachers developed six principles that summarize the responsibilities and rights of shared governance: 1) Faculty set academic standards and curriculum; 2) Faculty require academic freedom; 3) Faculty should have primacy in decisions on academic personnel and status; 4) Participation in shared governance should be expanded; 5) Representative assemblies and faculty senates all have significant roles in shared governance; and 6) Accrediting agencies should fully support the concept of shared governance in their standards.

At UNLV, these six principles are protected and embodied through the work of the Faculty Senate. The number of senators from academic units is determined by a faculty census every fall. Each college/school is represented by one senator for every 30 or fewer full-time academic faculty. Administrative faculty are represented by set numbers from specific areas for a total of

eight representatives elected by the members of six administrative units. Additionally, there are three senators elected at-large by the faculty. Both academic and administrative faculty are eligible to run for the at-large seats. The authority, purpose, and objectives of the senate are defined in its bylaws, along with how senators are elected and other information. That information is included throughout appendix 2.A.1.2. The senate represents faculty members who hold at least a fifty percent professional contract.

The Executive Committee is the governing body of the Faculty Senate. Senate meetings occur approximately once per month during the academic year in open meetings to which all students, faculty, and staff are invited. Ten meetings occurred during the 2022-2023 academic year. The Executive Committee meets regularly one week prior to senate meetings to create the agenda for the meeting. They also meet regularly with the President and the Executive Vice President and Provost to discuss issues of immediate concern, to receive updates about current activities, and to both provide and seek advice. These meetings promote positive and productive relations and more open communication. Faculty Senate Committees are composed of academic and administrative faculty.

The president has a President's Advisory Council (PAC) which includes every major representative body on campus (e.g., undergraduate and graduate students, academic faculty, administrative faculty, classified staff, and various Affinity Groups). Council members consult with their constituents before bringing their issues of importance to the president. The PAC generally meets twice each semester with the president: one is a meeting of the Affinity Subcommittee and one is a meeting of the Employment/Student Status Subcommittee. The PAC provides the president with a sense of campus opinion on academic and non-academic matters and serves in an advisory function to the president and his cabinet.

The Associate Deans' Council (ADC) includes Associate and Assistant Deans from all undergraduate and graduate degree-granting academic units, as well as the Associate Dean of the Graduate College, the Associate Vice Provost for Undergraduate Education, and representatives from the Office of the Registrar, Academic Advising, Student Success, the Office of Online Education, and the Office of Decision Support. The group meets monthly to discuss course scheduling, curriculum processes, student registration procedures, student success initiatives, and proposed academic policy changes. ADC meetings provide an opportunity for more detailed discussion among the administrators most proximally responsible for implementing policies and procedures in academic units.

Classified staff members are state employees and not governed directly by the Nevada System of Higher Education (NSHE) Board of Regents (BOR). However, when the Board is considering policies affecting them, representatives of classified staff attend the board meetings. Classified staff at UNLV are represented by the Classified Staff Council which operates under a set of Bylaws (appendix 2.A.4.1) and meets monthly during the academic year in either a closed meeting or a quarterly open forum. The president meets with the full council upon invitation, such as the quarterly open forum. Classified employees may also elect voluntary membership in

lobbying/union groups that represent state classified employees in Nevada.

Obtaining Input of Students, Faculty, and Staff

The BOR's procedures for obtaining the input of students, faculty, and staff are defined in its Handbook, Title 1, Article V, Sec. 10 (appendix 2.A.1.1). The BOR encourages the academic community at NSHE institutions to attend quarterly and special meetings and speak during public comment periods. UNLV's president provides regular reports on various university matters at Board meetings. The community is also encouraged to be involved in this manner. These meetings are streamed online and available to those who cannot attend in person.

Evidence Documentation for Standard 2.A.4
Institutional governance policies & procedures (see 2.A.1): ● 2.A.1.1. BOR Handbook (Bylaws) ● 2.A.1.2. UNLV Bylaws

2.B. Academic Freedom

2.B.1 Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

This section provides evidence of compliance with Eligibility Requirement 16. ACADEMIC FREEDOM.

Academic freedom permits the exploration of questions, experiments, and ideas on the university campus. This freedom is essential to the academic process. At UNLV, academic freedom is the right of all members of the faculty, part-time or full-time, graduate assistants and fellows, and invited guests. Academic freedom is described in the Nevada System of Higher Education (NSHE) Academic Freedom and Responsibility Policy. The NSHE policy explains the principle of academic freedom, its application, and what acts interfere with academic freedom. The policy covers freedom in research, publication, and in the classroom. In January 2017, the Faculty Senate reaffirmed its adoption and adherence to the Principles of Academic Freedom. The statement addresses principles and explanations governing academic freedom and its role at UNLV. The Intellectual Property Policy: 1) defines the rights, privileges and incentives of inventors and authors; 2) ensures that these inventors and authors are further encouraged and supported in their creative activities; and 3) facilitates the commercialization and utilization of inventions and creative works for the public good.

The university recognizes the importance of academic freedom to the common good. Academic freedom is extended to both the classroom and research. In the classroom, academic freedom is acknowledged for the student and the faculty member. The Student Academic Misconduct Policy states that students are expected to always engage in ethical decision-making, which includes encouraging the free exchange of ideas. Faculty members have the freedom and obligation to investigate subjects with openness and integrity, regardless of potential political, social, or scientific controversies. To ensure this freedom, faculty members are not subjected to censorship or discipline regarding expressed opinions or views that are controversial, unpopular, or contrary to the attitudes of the university or community. The concept of academic freedom is accompanied by the equally demanding concept of academic responsibility. A member of the faculty is responsible for the maintenance of appropriate standards of scholarship and instruction. UNLV is committed to supporting the performance of high-quality research conducted in an ethical manner and in compliance with relevant regulations and policies. The tenets of academic freedom do not permit or give license to any form of research misconduct, research that is not ethical, or research that does not comply with relevant policies and regulations.

The Faculty Senate has a standing Academic Freedom and Ethics Committee. The role of the committee is to help define the boundaries of academic freedom, provide faculty guidance, and investigate academic freedom complaints of violations. Complaints must be academic freedom violations as defined by the NSHE Handbook. Upon review of complaints, the committee decides if there is merit in pursuing further action. For instances that warrant further investigation, information is sought from all concerned parties. The committee has no enforcement or legal sanction capabilities. Reports are provided to the Executive Committee of the Faculty Senate for review and potential action. There have not been any events associated with academic freedom reported within the last two academic years (2021-22 and 2022-23). When events are reported they are investigated by the committee.

Faculty concerns with academic freedom can be raised with the Faculty Senate, the Office of Faculty Affairs, the Office of Equal Employment and Title IX, and through anonymous submissions.

Evidence Documentation for Standard 2.B.1
Academic freedom policies and procedures: ● Nevada System of Higher Education (NSHE) Academic Freedom and Responsibility Policy ● UNLV Faculty Senate: Principles of Academic Freedom ● UNLV Intellectual Property Policy

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- [Academic Freedom and Ethics Committee](#)

- [Student Academic Misconduct Policy](#)

2.B.2 Supporting Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

This section provides evidence of compliance with Eligibility Requirement 16. ACADEMIC FREEDOM.

Within the context of its mission and values, and consistent with the [Nevada System of Higher Education (NSHE) Academic Freedom and Responsibility Policy](#), as referenced in 2.B.1, the university defines and promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. Ch. II, Sec. 8.4 of UNLV's bylaws, [appendix 2.A.1.2](#), are clear that the principles of academic freedom and responsibility apply in the research and teaching function of the university. Academic freedom is coupled with academic responsibility. Faculty members also have freedoms associated with community citizenship (Sec. 2.3.4 of the [NSHE Academic Freedom and Responsibility Policy](#)).

Individuals within the university are free and encouraged to examine theories and perspectives in the course of teaching and researching within the academic scope. Faculty and students engage in high-quality research disseminated through leading peer-reviewed journals and other scholarly outlets, present their work at state, national, and international conferences, and provide service and leadership in academic and professional associations with state, national, and international reach. Many faculty and students are engaged in scholarship and share expertise and advocacy in matters of public affairs, which is illustrative of faculty willingness to engage with issues of public impact and importance. For example, faculty members are engaged in [infectious disease outbreaks and surveillance](#), [health behavior research](#), [traffic and road safety](#), and [public policy and governance](#).

The [UNLV Student Conduct Code](#), Section 2: Student Rights and Responsibilities, states that students have the right to exercise their freedoms without fear of university interference. They additionally have the right to engage in inquiry and discussion, to exchange thought and opinion, and to speak, write, and print freely on any subject in accordance with the guarantees of federal and state laws. The [Acceptable Use of Computing and Information Technology Resources Policy](#) ensures that use of computing and information technology resources is

consistent with the university principles of academic freedom, freedom of expression, and freedom of inquiry.

The University's Libraries (UL) have policies related to the vigorous protection of academic freedom in teaching and research for faculty, staff, and students. The [UNLV Libraries Policy on the Retention of Patron Records](#) states that they do not filter internet access and do not keep records of internet usage, such as websites visited by a user (patron). This policy supports the principles of intellectual freedom for academic libraries.

As a public university, UNLV is committed to upholding and protecting [freedom of expression](#). This includes constitutionally protected rights of free speech and assembly, regardless of content. Academic and community forums enable open debate and dialogue on topics of academic and broader public significance. Regarding the use of university facilities, freedom to speak and to hear is maintained for students, faculty, and staff. University policies and procedures are used to provide a full and frank exchange of ideas. Efforts are made to allow a balanced program of speakers and ideas, noting that an invitation to speak at the university does not imply that the university endorses the philosophy or ideas presented by the speaker. [Guidelines for Scheduling University Facilities](#) states that the university will not discourage any group from using designated facilities or services to render an opinion, and will not attempt to control the viewpoint of the speaker.

Evidence Documentation for Standard 2.B.2
Academic freedom policies and procedures: • [Nevada System of Higher Education (NSHE) Academic Freedom and Responsibility Policy](#): Title 2, Ch. 2 • [2.A.1.2. UNLV Bylaws](#): Ch. II, Sec. 8.4 • [UNLV Student Conduct Code](#), Sec. 2: Student Rights and Responsibilities • [Acceptable Use of Computing and Information Technology Resources Policy](#) • [UNLV Libraries Policy on the Retention of Patron Records](#) • [UNLV Faculty Senate: Principles of Academic Freedom](#) • [Academic Freedom and Ethics Committee](#) • [Student Academic Misconduct Policy](#)

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2.C. Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

The Nevada System of Higher Education (NSHE) has established student transfer rights and related policies. These transfer policies are available through the NSHE Board of Regents (BOR) Handbook, Title 4, Ch. 14, Sec. 15-19 & 21-22, appendix 2.A.1.1. UNLV publishes the official NSHE transfer policy in the Undergraduate Catalog, which is reviewed on an annual basis. This policy details conditions under which transfer credit is awarded, as well as the opportunities for students to file appeals for credit. UNLV follows best practices for transfer credit, as described by the American Association of Collegiate Registrars and Admissions Officers.

Transfer Credit for Undergraduate Students

Policies for undergraduate student credit transfers are clearly articulated through the Transfer Students website, specifically through many links related to the transferring of credits and transfer admissions. The same information is also available on the Undergraduate Admissions website and via the Undergraduate Catalog in the Admissions Information section. Courses that have not been previously reviewed to transfer are reviewed by faculty through the Transfer Evaluation System.

UNLV accepts undergraduate transfer course work from a number of sources. Transfer credits may be awarded for credits earned at other institutions in NSHE as well as other colleges and universities that have accreditation from one of seven regional accreditation associations. In addition, the university may award the following types of non-traditional credits:

1. Appropriate scores on College Board Advanced Placement Examination (CBAPE), College-Level Examination Program (CLEP), International Baccalaureate Diploma Program (IB), and Dantes Subject Standardized Tests (DSST).

2. Military education, courses, training, and/or occupational experience as evaluated in a Joint Services Transcript (JST), a transcript from Air University, and/or a transcript from the Community College of the Air Force (CCAF).

There is no official limit to the number of transfer credits that students may apply toward an undergraduate degree. However, candidates for the baccalaureate degree must complete at least the last 30 semester units at UNLV in uninterrupted resident credit as declared majors in the degree-granting colleges. In addition, baccalaureate degree candidates must earn at least 30 credits total in upper-division UNLV course work.

All undergraduate courses in NSHE must be Common Course Numbered with equivalent courses offered throughout the System. As courses are developed at NSHE institutions, faculty members work to ensure the compatibility of course content across the System in order to avoid duplication and to ease student transfer. Therefore, transfer work that students bring from other NSHE institutions are most often articulated to corresponding UNLV courses that have the same number. Courses taken at other accredited higher education institutions outside of NSHE and credits awarded for tests or other experiences as outlined above may be articulated to specific UNLV courses or may transfer as electives.

UNLV and the College of Southern Nevada (CSN) have a number of program-specific transfer agreements, which guarantee the transferability of credits earned at CSN to UNLV degree programs. The ability to send transcript data between NSHE institutions greatly eases intra-system transfers. Upon student request, the different PeopleSoft instances across NSHE can exchange the course history of individual transfer students at no cost to those students, thereby easing a paperwork burden for them. For students transferring from non-NSHE institutions, the university uses Transferology, a nationwide network, to help students see via an online platform how their course work might transfer to UNLV.

Academic advisors help transfer students determine how credits earned at other institutions or for tests or non-traditional experiences may apply toward UNLV degree programs. Advisors also serve as the first point of contact for students who wish to appeal unfavorable decisions on their transfer credits.

UNLV and CSN meet regularly to review the transfer contracts in place for all undergraduate majors taking courses at CSN and discuss implications of UNLV catalog changes. Advisors in the UNLV/CSN Transfer Program Office provide assistance as well to students who enrolled at UNLV from CSN. Transition advisors work at the various CSN campuses and provide academic advising and major/career planning for CSN students who are planning to transfer to UNLV.

Transfer Credit for Graduate Students

In partnership with each academic graduate program, the Graduate College determines the transferability of graduate credit for use toward fulfilling the course requirements of a graduate degree or certificate. The Graduate Catalog, which is reviewed on an annual basis, displays the policies and procedures for evaluating transfer credits. Faculty advisors in students' academic departments can provide information on the applicability of transfer credits toward program requirements.

Transfer Credit for Professional Students

The William S. Boyd School of Law (BSL) accepts transfer applications from prospective students who have completed at least one year of study at an American Bar Association (ABA)-accredited law school (see BSL Transfer Student Information). The Kirk Kerkorian School of Medicine and the School of Dental Medicine do not accept transfer requests due to the nature of their curricula.

Evidence Documentation for Standard 2.C.1
Transfer of credit policies/procedures: ● 2.A.1.1, Title 4, Ch. 14, Sec. 15-19 & 21-22 ● Undergraduate Catalog Transfer Policies ● Transfer Student website (undergraduate) ● Graduate Catalog Transfer Credit Policy ● William S. Boyd School of Law Transfer Student Information

2.C.2 Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

Academic Honesty and Conduct

UNLV's Student Conduct Code provides overarching standards for conduct for all students at the university. The Student Conduct Code outlines procedures for investigating alleged conduct violations, possible sanctions for such violations, and opportunities for students to appeal conduct-related decisions. In addition, the Student Academic Misconduct Policy is available online, in the Undergraduate Catalog and the Graduate Catalog (found under the subheading Student Conduct Policy and Processes). This policy sets forth institutional expectations for academic integrity, as well as procedures for addressing allegations of academic misconduct, sanctions for misconduct, and avenues for student appeal. Both the student conduct code and the policy on student academic misconduct are administered, reviewed, and updated on an annual basis by the Office of Student Conduct. Some academic units provide academic honesty standards in student policy handbooks, such as the William S. Boyd School of Law (appendix

2.C.2.1, p. 26), the Kirk Kerkorian School of Medicine (appendix 2.C.2.2, p. 51), and the School of Dental Medicine (appendix 2.C.2.3, p. 48).

Appeals and Grievances

The university provides students with various routes to appeal academic matters, including grades issued, late withdrawal requests, and decisions on the conferral of a degree. Undergraduate students may file appeals through the Faculty Senate and/or the Office of the Executive Vice President and Provost, as mentioned in the Undergraduate Catalog (refer to the Registration and Grades sections). Procedures for filing an appeal at the undergraduate level vary depending on the nature of the request (e.g., grade grievance, late withdrawal). The Student Resources page of the Faculty Senate website provides appeal forms and information for students seeking an appeal. The Graduate College has separate procedures on academic appeals for graduate students, as described in the Graduate Catalog (refer to Appeals and Procedures, Appeals Regarding Financial Issues, Grade Changes, and Probation and Separation sections). The graduate student appeals process involves review at several levels by program faculty, academic units (college or school), and the Graduate College. Respondents are encouraged to attach supporting documentation at each level of appeal review. This process allows graduate students to request reconsideration or a remedy from alleged unfair or inappropriate academic practice, or relief or waiver from a UNLV and/or Graduate College policy or requirement.

Students have various routes to appeal Nevada Residency status, which impacts tuition rates and fees. All non-degree-seeking students are automatically categorized as non-residents for tuition purposes. Students who believe they are incorrectly classified as non-residents of the state of Nevada for tuition purposes may complete a Residency Form and provide supporting documentation. Students denied residency status may file a further appeal, which receives committee review. Undergraduate, graduate, and professional students who seek Tuition and Fee Appeals may do so through the Tuition and Fee Appeal Committee, which is staffed by representatives from Cashiering and Student Accounts, the Office of the Registrar, the Graduate College, Academic Advising, and other campus units.

Professional schools maintain their own policies and procedures on student academic appeals and grievances. These policies are provided in student handbooks for each school, as follows:

1. The William S. Boyd School of Law publishes student-facing administrative and academic policies in its Student Policy Handbook, appendix 2.C.2.1, which is updated annually and made available to students via the school's student portal, My BoydLaw. Law School Policies: Procedure for Formal Student Complaints Concerning the Program of Legal Education (Sec. 1.03, p. 6), and Disposition of Honor Code Complaints (Sec. 14, p. 29-30) provide information on appeal processes.

2. The Kirk Kerkorian School of Medicine Student Affairs website describes the purpose of the Student Handbook, appendix 2.C.2.2 (last updated July 2022). The Student Appeals

section provides policies and outlines processes for a student's right to appeal grades, evaluations, or adverse recommendations made by a Medical Student Progress Committee (p. 79-82). Students who seek guidance concerning the appellate process should consult with the Office of Student Affairs and Admissions or the Medical School Ombuds Office.

3. The School of Dental Medicine 2022-2023 Student/Resident Handbook (appendix 2.C.2.3) is given to new students at orientation and also posted on the school's intranet. Updated annually, the Handbook covers the Complaint Policy on p. 5-6 and the Academic Appeals Process on p. 33-36.

Accommodations for Persons with Disabilities

UNLV provides accommodations for students with disabilities through the Disability Resource Center (DRC). The DRC's core mission is to provide equal access to its academic programs and services for students who experience disabilities, temporary injuries, pregnancy, and other concerns related to Title IX. The DRC was established to support students and to provide assistance with college learning through the provision of academic adjustments, accommodations, auxiliary services, and advocacy. Their goal is to provide students with effective accommodations based on law and current best practices and to promote individual growth and self-determination.

The Undergraduate and Graduate Catalogs provide information about the DRC to students. To access services through the office, students must apply to the DRC and provide current documentation of disability for review. Applying for services can be completed online.

Accordingly, DRC activities are designed to promote registered students equal access to and independence in all college-related activities by offering them reasonable accommodations (e.g., campus housing, assistive technology, alternatively formatted course materials, real time captioning, sign language interpreting, as well as other self-empowerment services). To ensure that UNLV's access opportunities are understood, the DRC staff informs students of their accommodations-related responsibilities. The DRC also assists in handling Grievances and Complaints regarding eligibility of disability status, requested services, accommodations, and modifications to university practices or requirements that are administered by the DRC.

Further, the Office of Accessibility Resources provides resources for the UNLV community to develop and adopt accessible Information and Communication Technology (ICT) for persons with disabilities and promote a culture of universal access.

Evidence Documentation for Standard 2.C.2
Documentation of students' rights and responsibilities policies and procedures, which include:

- Academic honesty

  - [Student Conduct Code](#)

  - [Student Academic Misconduct Policy](#) ([Undergraduate Catalog](#) & [Graduate Catalog](#))

- Appeals, grievances

  - Undergraduate Catalog (sections: [Registration](#) and [Grades](#))

  - [Graduate Catalog](#) (sections: Appeals and Procedures, Appeals Regarding Financial Issues, Grade Changes, and Probation and Separation)

  - Faculty Senate [Student Resources](#)

  - Nevada [Residency Form](#) (appeal)

  - Tuition and [Fee Appeals](#)

- Accommodations for persons with disabilities

  - [Undergraduate](#) and [Graduate](#) Catalogs

  - DRC [Grievances and Complaint Procedures](#)

- Professional School Handbooks (covers academic honesty, appeals, grievances):

  - Law: [2.C.2.1](#)

  - Medicine: [2.C.2.2](#)

  - Dental: [2.C.2.3](#)

2.C.3 Admission, Continuation, Termination

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs,

UNLV

including its appeal and re-admission policy.

This section provides evidence of compliance with Eligibility Requirements 17. ADMISSIONS and 18. PUBLIC INFORMATION.

UNLV has developed academic and administrative policies and procedures for admission and placement of students that are consistent with the Top Tier 2.0 strategic plan. The objective of the strategic plan's Student Achievement core area is to recruit, retain, and graduate a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community.

Admission Policies

The Undergraduate Catalog and Graduate Catalog clearly state admission requirements and regulations, including transfer credit policies, affecting students at all levels. Additional information is available to prospective students on the websites Undergraduate Admissions and the graduate Future Students. Admissions policies guide the enrollment of students in courses and programs. They are regularly reviewed by the Nevada System of Higher Education (NSHE) Board of Regents (BOR) to ensure students have a foundation of knowledge and competencies that will assist them in successfully pursuing and receiving an academic degree. The institution strictly adheres to these policies in its admission processes. Application Information, including necessary minimum admissions requirements, is provided for prospective graduate degree and certificate students in the Graduate Catalog. The criteria established by the BOR, university, Graduate College, and individual graduate programs determine admissibility.

Professional programs in law and medicine have separate admission policies and procedures, which are described on their respective websites (the William S. Boyd School of Law, and the Kirk Kerkorian School of Medicine). The School of Dental Medicine (SDM) has different admission procedures for its various Dental Academic Programs, viewable by selecting the hyperlink to the academic program of interest. In addition, the medicine and dental program student handbooks (appendices 2.C.2.2-.3) include sections on minimum technical standards for admission and matriculation to each school. Technical standards are located on p. 34-41 in the School of Medicine Handbook, appendix 2.C.2.2, and p. 11 & 116-121 in the SDM Handbook, appendix 2.C.2.3.

The state of Nevada is a member of the National Council State Authorization Reciprocity Agreement (NC-SARA) and UNLV is an approved NC-SARA institution. SARA is an agreement that establishes a common set of standards for offering postsecondary distance education among member states. Accordingly, recruitment and admission procedures adhere to NC-SARA policies.

Deferrals

Undergraduate students may not defer admission. The Graduate College allows for one Deferral of Admission per graduate application within one year. A deferral request must be

made by the student and approved by the academic department to Grad Admissions. Deferral requests should be made before the start of the semester that the applicant is initially admitted. Late deferral requests are only accommodated up to the late registration deadline in a given semester. After the late registration deadline for a given term has passed, students will reapply for admission and pay a new application fee for consideration in a future term.

Placement Policies

NSHE has policies, outlined in the Undergraduate Catalog, which guide the placement of undergraduate students into English composition and Mathematics courses. UNLV also requires undergraduate placement into foreign language, chemistry, and English as a Second Language (ESL) courses as outlined on the Academic Advising Placement Tests/Tutoring webpage.

A number of upper division, graduate-level, and professional courses require prerequisite courses that are enforced automatically through the student information system (i.e., registration is not allowed unless the prerequisite has been satisfied). The Faculty Senate Curriculum Committee approves all undergraduate prerequisites, and the Graduate College Course Review Committee approves all graduate and professional course prerequisites.

The Schools & Departments section of the Undergraduate Catalog provides a listing of all academic units (i.e., schools, colleges, and departments). Each school/college page includes any information related to pre-majors and requirements for admission into majors, where applicable. The Programs section of the Undergraduate Catalog contains a list of all available undergraduate majors. Each major's page contains specific requirements about enrollment and completion.

There are no centralized graduate policies directly guiding the placement of graduate students in courses. Graduate degree program handbooks, available on each program's respective Degrees Directory page and the Graduate Catalog entry for each graduate degree, contain program-specific guidance with regard to admission, course enrollment, and completion requirements.

Policies Related to Continuation and Termination from Educational Program

The NSHE BOR Handbook provides policies for dismissal from academic programs and the student's right to a review conference (appendix 2.A.1.1, Title 2, Ch. 11). UNLV's policies and procedures regarding continuation in and termination from its educational programs are clearly defined and published in the student catalogs, registration guides, and on department websites. Section three of the Student Conduct Code describes administration of the student conduct code, including the composition of the appeals panel and appeal procedures.

For both undergraduate and graduate students, UNLV uses a 4.0, A-through-F grading scale with grade weights assigned based on course credit hours (e.g., an "A" grade for 1 semester credit is assigned 4 grade points) in order to compute the grade point average (GPA). The Undergraduate Catalog and Graduate Catalog present full statements on the university grading

system, which includes maintenance of Academic Good Standing, University Probation, and University Suspension. Conditions for expulsion when a student's behavior is of concern are listed in the [Tuition and Residency](#) and the [Student Academic Misconduct Policy](#) sections of the Undergraduate Catalog.

The Graduate College's definition of [Good Academic Standing](#) for graduate students is detailed in the Graduate Catalog. The graduate program GPA is computed using all completed graduate course work accepted at the time of admission, as well as subsequently approved course work that is applied toward a graduate degree or certificate on the Plan of Study form (sample copy available on p. 2 of the [Graduate College Forms](#) document). In addition, students must meet the terms of the [Continuous Enrollment](#) policy.

UNLV's professional schools have separate policies on student academic standing as publicized in their student handbooks.

1. Retention Standards in the William S. Boyd School of Law Student Policy Handbook sets a cumulative GPA of 2.30 as the minimum cutoff to define good academic standing ([appendix 2.C.2.1](#), Sec. 9).

2. The Kirk Kerkorian School of Medicine Student Handbook does not include a definition of good academic standing. However, the Handbook does designate the school's Student Progress Committee as the entity primarily responsible for monitoring student progress in courses and on exams and describes the academic actions that may be taken against students who fail to make satisfactory progress, including academic warning, probation, and dismissal ([appendix 2.C.2.2](#)).

3. The School of Dental Medicine Student/Resident Handbook defines good standing depending on the type of program in which students are enrolled, such as predoctoral, post-graduate certificate, or graduate students ([appendix 2.C.2.3](#), p. 18-20). The student Handbook also details a number of conditions under which adverse academic actions are taken against students for unsatisfactory performance, including academic warning, probation, or dismissal.

Appeals

Undergraduate applicants who do not meet the university's regular admission requirements are denied admission and may submit an [Admissions Appeal form](#) to the [Faculty Senate Admissions Committee](#) to be considered for admission under alternative criteria. The criteria for admission under the alternative admission program include: a combination of test scores and GPA that indicate potential for success; special talents and/or abilities such as, but not limited to, the visual or performing arts or athletic abilities; other evidence of potential for success; improvement in the high school record; overcoming adversity or special hardship; and other special circumstances. Applicants denied admission as regular students may also enroll as non-degree seeking students until such time as a GPA is achieved which meets the university's

transfer student requirements.

Undergraduate students who are academically suspended typically must wait a full calendar year before they are eligible to enroll in classes again. Students who wish to return before that one-year period must file an Early Reinstatement Petition after University Suspension form with the Faculty Senate Academic Standards Committee.

Graduate applicants may appeal an admissions decision through the graduate appeals procedures outlined in the Student Issues and Appeals section in the Graduate Catalog.

Professional schools have separate policies for students to file appeals of adverse academic decisions. The William S. Boyd School of Law has an Academic Standards Committee through which students subject to dismissal may file a request for retention (appendix 2.C.2.1, Sec. 10). Kirk Kerkorian School of Medicine students who are dismissed may appeal the dismissal through the school's Vice Dean for Academic Affairs and Education, and ultimately the Dean of the School of Medicine (appendix 2.C.2.2, p. 76). The School of Dental Medicine students may appeal through the faculty-led Academic Appeals Committee (appendix 2.C.2.3, p. 33).

Readmission

Fully admitted undergraduate degree-seeking students who stop out for more than two semesters (excluding summer), without an approved leave of absence, are discontinued from the university and are required to submit an application for re-admission as Returning Students. The application should be submitted with any required supporting documents to the Office of Admissions and is subject to the admissions application deadlines.

Policies and procedures for Readmission to the Graduate College are described in the Graduate Catalog. Re-admission policies for each professional program are provided within their respective student handbooks: Law (appendix 2.C.2.1, Sec. 10.01, p. 25-26), Medicine (appendix 2.C.2.2, p. 28), and Dental (appendix 2.C.2.3, p. 29 & 36-37).

Evidence Documentation for Standard 2.C.3

Policies and procedures for recruiting, admitting, and placing students:
 	
● Recruitment/Admission
 	
    ○ Undergraduate Catalog and Undergraduate Admissions
 	
    ○ Graduate Catalog (including Application Information), graduate Future Students website, and Deferral of Admission
 	
● Placement

Evidence Documentation for Standard 2.C.3

- English and Mathematics: [Undergraduate Catalog](#)

- Foreign language, chemistry, and English as a Second Language (ESL): [Academic Advising Placement Tests/Tutoring](#)

- [Programs](#) (Undergraduate Catalog) contains a list of all available undergraduate majors. Each major's page contains specific requirements about enrollment

- Graduate degree program handbooks (see [Degrees Directory](#)) and [Graduate Catalog](#) contain program-specific guidance with regard to admission and course enrollment

- Professional programs

  - Admissions: [Law](#), [Medicine](#), [Dental](#) (select the hyperlink to the academic dental program of interest).

  - Minimum technical standards: [2.C.2.2](#) Medicine, p. 34-41; and [2.C.2.3](#) Dental, p. 11 & 116-121.

  - Academic standing: Law [2.C.2.1](#), Sec. 9; Medicine [2.C.2.2](#); Dental [2.C.2.3](#), p. 18-20

Policies procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures:

- Continuation/Termination

  - [2.A.1.1](#) NSHE BOR Handbook Title 2, Ch. 11

  - Undergraduate: [Grades](#), misconduct addressed in Undergraduate Catalog sections [Tuition & Residency](#) and the [Student Academic Misconduct Policy](#)

  - Graduate: [Graduate-Level Grades](#), [Maintaining Good Academic Standing](#), [Continuous Enrollment](#)

- Readmission

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Evidence Documentation for Standard 2.C.3

- ○ Undergraduates [Returning Students](#) application for re-admission, [Early Reinstatement Petition after University Suspension form](#)

- ○ [Readmission to the Graduate College](#)

- ○ Professional programs: Law [2.C.2.1](#), sec. 10.04, p. 25-26; Medicine [2.C.2.2](#), p. 28; Dental [2.C.2.3](#), p. 29, 36-37

- ● Appeals

  - ○ [Student Conduct Code](#), sec. 3 (appeals panel & procedures)

  - ○ Undergraduate: [Admissions Appeal form](#)

  - ○ Graduate: [Student Issues and Appeals](#)

  - ○ Professional programs: Law [2.C.2.1](#), sec. 10; Medicine [2.C.2.2](#), p. 76; Dental [2.C.2.3](#), p. 33

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2.C.4 Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

This section provides evidence of compliance with Eligibility Requirement 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE, and 18. PUBLIC INFORMATION.

UNLV follows guidelines of the Nevada System of Higher Education (NSHE) on records retention. In keeping with those guidelines, the university maintains student records in a secure fashion and retains records on a schedule that avoids the accumulation of records that are unnecessary for business functions. NSHE, via Chapter 15 of the Procedures and Guidelines Manual ([appendix 2.A.1.4](#)), puts forth a comprehensive retention and storage schedule for all types of records, including those that pertain to students. This schedule provides for the retention of records according to various student milestones. For example, the required retention period for many student records is tied to the student date of graduation.

The security of documents is overseen by the Office of Information Technology. Students' academic files are imaged and stored in secure servers that are maintained and backed up

regularly in RebelDocs. RebelDocs is UNLV's enterprise information platform for electronic document management, supporting effective document retention management for compliance and enhancing the ability to store, retrieve, and share important documents with the highest level of security. RebelDocs is powered by OnBase from Hyland. The Registrar's Office follows the American Association of Collegiate Registrars and Admissions Officers' guidelines for retention of records, as well as Chapter 15 of the NSHE Procedures and Guidelines Manual.

Data and records are maintained in environments that are temperature controlled and secured by security cameras and access points requiring security card authentication. The resources used to manage and secure the Student Information System reside in the NSHE System Computing Services site located in Las Vegas, NV. A backup of the Student Information System is performed nightly to a virtual tape library using RAIDed disks in a DellEMC data domain. This virtual tape library has made backups much more reliable and accessible than the previous physical tape system. Should off-site recovery be required, it is accomplished by recovering current backups to resources residing in the NSHE System Computing Services site located in Reno, NV.

UNLV adheres to the Family Education Rights and Privacy Act of 1974 (FERPA), a federal law which is designed to protect the privacy of students' education records. Student records exist across campus in many different systems, and the security of these records requires cooperation from the entire campus community. Therefore, the university has several policies that seek to address both information security broadly and student record security specifically. FERPA Basics provides an overview not only of student rights under FERPA but also of the obligations of faculty and staff to comply with FERPA. Information from student records is generally not released to third parties, except with the written consent of the student. All newly admitted and continuing students (as well as potential stop-outs from the last term) are made aware of their FERPA rights every academic year through MyUNLV, the student registration and information system. MyUNLV also provides students the opportunity to opt out of releasing their directory information.

The Office of Information Technology (OIT) enforces policies that address information security in broad terms, including policies on data breach, computer security, passwords, and data confidentiality for contractors. Multifactor Authentication (MFA) is an extra layer of security that keeps student information safe. Students and employees are required to use MFA to log into campus applications.

There are several online learning opportunities in place for employees who work with student data. The REBELearn system, UNLV's professional development learning management system, makes relevant training available on a regular and recurring basis. Employees who work with student information are required to complete training on FERPA every other year of employment. In addition, all faculty and staff are required to complete Cybersecurity Awareness Training on an annual basis.

Various administrative procedures reinforce student records security during regular operations.

The university Registrar routinely conducts investigations for reported alleged violations of FERPA. The findings of these investigations are retained in electronic files in the Registrar's Office, and are provided to respondents of the investigations and their managers. Further, the Registrar works closely with the Office of General Counsel and OIT to respond to student requests to review their own education records. OIT follows a Breach of Information Notification Policy to address breaches and potential breaches of the sensitive, personal information of individuals. These procedures can be tailored depending on the number of individuals affected, the type of information breached, and the age of access.

Evidence Documentation for Standard 2.C.4

Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies:

- 2.A.1.4. NSHE Procedures and Guidelines Manual: Ch. 15

- FERPA Basics (employees who work with student information are required to complete training on FERPA every other year)

- Office of Information Technology (OIT) policies that address information security: data breach, computer security, passwords, data confidentiality for contractors, multifactor authentication, and the breach of information notification policy

- Required Cybersecurity Awareness Training for all faculty and staff

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2.D. Institutional Integrity

2.D.1 Clear, Accurate, Consistent Communication

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

This section provides evidence of compliance with Eligibility Requirements 8. INSTITUTIONAL INTEGRITY and 18. PUBLIC INFORMATION.

The university maintains high standards regarding clear, accurate, and consistent messaging in its communication with its various audiences. The Division of Integrated Marketing & Branding (IMB) promotes and strengthens UNLV's image and reputation by developing and implementing strategic communications plans. IMB is responsible for producing websites, announcements, statements, and publications for the institution. The mission of IMB is to promote the image

and reputation of UNLV as a Top Tier university through effective marketing and clear communication that inspires trust, loyalty, and action. Offices within this division include Brand Content (which includes Social Media Strategy and Photography & Video), EVP/Provost Communications, Integrated Graphic Services, Media Relations, Public Affairs, and Web and Digital Strategy. All information for the websites, announcements, statements, and publications for the institution is sourced directly from academic and administrative departments, who are ultimately responsible for the accuracy of the information on their webpages and/or social media accounts. The Office of the Senior Vice Provost of Academic Affairs houses Marketing and Communications which is responsible for all student messaging (e.g., emails, texts, social media, etc.).

Digital Platforms

Web and Digital Strategy is responsible for managing the content and design of the university's top-level webpages as well as producing/maintaining academic and administrative unit websites. Averaging 2.5 million pageviews per month, UNLV's website is the university's largest communication vehicle and often the primary source of information for both internal and external audiences. The website clearly states UNLV's Vision and Mission, as well as the university's strategic plan (Top Tier 2.0).

Academic units include the university's colleges, schools, departments, and educational programs. UNLV is comprised of 18 major academic units, each of which have academic unit websites that share information about the unit, including admissions information, academic programs, advising, research, and additional resources for various audiences. Administrative Unit websites provide information on services offered, contact information, and additional resources available.

Reviewed and updated each academic year, the university catalogs (of which there are Undergraduate and Graduate Catalogs) are publications that list all university degrees, classes, student services, general regulations, requirements, and procedures. Students follow the requirements of the catalog corresponding to the academic year in which they are admitted. Degree progression information is provided to undergraduates and graduates in their respective catalogs, demonstrating that academic programs can be completed in a timely fashion. The 15 to Finish program offered by Academic Advising provides guidance to undergraduates so they may finish their degrees within four years.

The Degrees Directory within the Academics website is a database of all degrees offered at the university. Applicable information from the Degrees Directory is integrated within specific academic unit websites and includes degree information supplemental to the student catalogs, such as degree overviews, accreditation information, learning outcomes, career possibilities, degree requirements, plans of study, degree worksheets, sample syllabi, and contact information. The directory provides students with total credits required for program completion, as well as pacing of classes, demonstrating a timely path for program completion.

For example, the Master of Science in Aerospace Engineering requires students complete at least six credits (out of 30) of the approved program per calendar year, equal to program completion in no more than five years. The directory does not include general university information that is included in the catalog. While new catalogs are released annually, the Degrees Directory is continuously updated.

Administrative and academic unit representatives are responsible for the accuracy of the information on their websites. IMB provides detailed Web Policies & Procedures that faculty and staff must follow when creating and maintaining websites. In addition to General Standards, other standards and policies include Accessibility, Date-Specific Content, and more.

To request a new website be built on the main UNLV platform, unit representatives work through the Web Development Process with Web & Digital Strategy representatives, to help ensure that the unit's site is in line with the university's image and reputation, and commitment to excellence. The unit's websites are built with the primary audiences in mind, with information flowing from general to specific topics, and content that is created with guidance on how to write for the web, as well as tips for meeting Web Accessibility requirements. Unit representatives submit Web Work Requests for website updates which must be in compliance with the previously described web policies and procedures. UNLV is committed to providing a website that is accessible to the widest possible audience, regardless of technology or ability. UNLV complies with all applicable standards, including Web Content Accessibility Guidelines accessibility standards, per the Information and Communication Technology Accessibility Policy.

The master Calendar is a central source for event information. Event submissions must comply with the Calendar Policies. The Brand Content team oversees Social Media Strategy and consultation. They maintain the official social media channels for external audiences and offer Guidelines and Best Practices for campus collaborators who maintain their own social media accounts.

The UNLV News Center features the people and programs that make UNLV a vibrant university and a critical resource for the Southern Nevada community. It brings together news and features from a number of UNLV sources, including print publications, news releases, and e-newsletters. UNLV Today is a daily email digest for university faculty and staff. Announcements include information about upcoming events, training, benefit changes, and organizational changes. Class Notes advertises news from alumni, which is also printed in the UNLV Magazine. Accomplishments are faculty and staff self-submitted accolades including awards, accreditations, presentations, and published works. The Experts Directory connects community organizations and journalists with the engaging speakers and subject experts among our faculty and staff. UNLV In The News features recent stories to find out how UNLV is covered in national and local media outlets; readers may subscribe to a newsletter which shares this information on weekdays.

Publications

UNLV produces a number of publications in both digital and print formats. The review process for publications typically occurs before printing or electronic posting, as content for major university publications and websites is vetted with appropriate administrators before they are produced. Messages for major pieces, whether printed or electronic, are reviewed by top-level administrators who are clearly informed of the need for strategic messaging and consistent branding. Each unit is responsible for the review of content contained in its publications and webpages.

UNLV Magazine, the institution's flagship magazine, is published twice a year. A product of IMB and Enrollment and Students Services, the undergraduate Viewbook serves as a main recruitment tool for prospective undergraduate students. Student publications are governed by the Board of Regents (BOR) Handbook (appendix 2.A.1.1, Title 4, Ch. 19, Sec. 1).

Some academic units publish print materials for prospective and current students. Examples of materials include print pieces from Howard R. Hughes College of Engineering (appendix 2.D.1.1) and the Lee Business School (appendix 2.D.1.2) which provide an overview of the college, majors, degree programs offered, highlights of programs, examples of real-world experience, various centers housed within the colleges, businesses that employ the colleges' graduates, and a sampling of unique courses offered by the colleges. These materials are available to the campus community within the relevant academic unit offices.

Evidence Documentation for Standard 2.D.1

Policies procedures for reviewing published materials (print or websites) that assures institutional integrity:

- Web Policies & Procedures

- Web Development Process

- Web Writing Guidelines

- Web Accessibility Tips

- Information and Communication Technology Accessibility Policy

- Social media Guidelines and Best Practices

- Student publications are governed by the Board of Regents Handbook (2.A.1.1, Title 4, Ch. 19, Sec. 1)

UNLV

2.D.2 High Ethical Standards in Management and Operations

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

This section provides evidence of compliance with Eligibility Requirements 8. INSTITUTIONAL INTEGRITY and 21. DISCLOSURE.

The institution and its administration is committed to the high ethical standards that are clearly expressed in numerous governing documents. Regulations and guidelines on ethical behavior are addressed at the state level through the Nevada Revised Statutes, particularly in the Code of Ethical Standards. Similar regulations are addressed by the Nevada System of Higher Education throughout the Board of Regents' Handbook and thus implemented at the institution, including Compensated Outside Professional Services, appendix 2.D.2.1.

UNLV's bylaws address grievance guidelines at the campus level, appendix 2.D.2.2. Specific units within the university develop policies to address more targeted ethical concerns. Information provided on the University Statements and Compliance webpage reflects UNLV's commitment to and policy on various issues. The list of Current Policies is reviewed and approved by the University Policy Committee and the president. Human Resources also maintains various Workplace Policies. There are many policies designed to assist the campus community in achieving and maintaining ethical standards. These include, but are not limited to, the following: Alcohol and Drug Free Workplace Policy, Conflict of Interest Rules and Procedures, Conflict of Interest/Compensated Outside Services, Consensual Relationships Policy, Code of Ethics & Student Loan Code of Conduct, Disclosure of Improper Governmental Action Policy, Identity Verification in Online Courses Policy, Policy on Research Involving Human Subjects, Laboratory Animal Care and Use (appendix 2.D.2.3), Nepotism Policy, Purchasing Policies and Procedures, Internal Controls and the Roles and Responsibilities of University Financial Administrators (appendix 2.D.2.4), Research Misconduct Policy, Policy Against Discrimination and Sexual Harassment, Smoke-Free & Tobacco-Free Campus Policy, Student Conduct Code, and Student Email Policy.

The University Policy Committee is a standing committee authorized by the president's cabinet to review all university-wide policies that require the president's signature. The website aids campus units in their policy-making efforts, providing a guide to the policy development process and other tools for policy making.

Relative to the fair and equitable treatment of students, academic faculty, administrative faculty, staff, and other constituencies, policies exist at a variety of levels to address complaints and grievances. The NSHE Code (Title 2, Ch. 5, Sec. 5.7) contains personnel policy for academic and administrative faculty. The Grievance Committee hears faculty grievances which are given

serious and timely consideration within the Faculty Senate (appendix 2.D.2.5). The Nevada Administrative Code (starting 284.658) addresses personnel policy for classified staff. Section 3 of the Student Conduct Code contains guidelines for students. All policies contain timelines for resolution of grievances.

Quality Assurance and Financial Compliance is responsible for the Concern and Complaint Process and Investigation. The process and investigation differentiates between concerns and complaints, the latter of which may be formal or informal. EthicsPoint allows anyone (internal or external, identified or anonymous) to submit a complaint or concern. If an external party (e.g., a vendor, applicant, parent, member of public, etc.) wishes to submit a complaint or concern they are able to do so via UNLV's EthicsPoint webpage, or they may escalate to the Nevada System of Higher Education Board of Regents EthicsPoint webpage.

Some individual units also have mechanisms for appeal of rules and prescribed procedures. For example, the Graduate College has appeals processes for actions ranging from changing a grade to separating a student from an academic program.

The university continually works to address issues brought forward by students, faculty, and staff and has an Ombuds Office to facilitate that process. The university strongly believes in and strives to consistently demonstrate high ethical standards of management and operations.

Evidence Documentation for Standard 2.D.2

Policies/procedures for reviewing internal and external complaints and grievances:

- 2.D.2.2, UNLV's bylaws: grievance guidelines at the campus level

- NSHE Code Title 2, Ch. 5, Sec. 5.7 contains personnel policy for academic and administrative faculty complaints and grievances

- 2.D.2.5, Faculty Senate Bylaws: Procedures for Reviewing Faculty Grievances

- Classified staff grievance policy: Nevada Administrative Code (starting 284.658)

- Student grievance policy: Student Conduct Code (Sec. 3)

- Appeals processes outlined in the Graduate Catalog

- Concern and Complaint Process and Investigation (internal and external)

2.D.3 Conflict of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

This section provides evidence of compliance with Eligibility Requirements 8. INSTITUTIONAL INTEGRITY and 9. GOVERNING BOARD.

The institution adheres to clearly defined policies regarding Conflict of Interest (COI). At the state, system, and university levels, laws and policies clearly define COI and its regulation in a number of contexts. The state has published a document called Nevada State Ethics in Government Manual, appendix 2.D.3.1. For example, there are rules regarding COI relative to purchasing, research, and hiring.

The Board of Regents (BOR) Handbook outlines COI policy for the governing board in "Statutory and Policy Prohibitions for Members of the Board of Regents," appendix 2.D.3.2. The Nevada System of Higher Education (NSHE) BOR Handbook Title 4, Ch. 3, Sec. 9 details limits on compensated outside services, and Title 4, Ch. 10, Sec. 1.7 specifies conflicts of interest that are prohibited for any NSHE employee. Title 4, Ch. 3, Sec. 8 of the BOR Handbook specifically states that the chancellor and presidents shall not have any conflicts of interest, as determined by the Nevada Code of Ethical Standards, Nevada Revised Statutes 281A.400-281A.660.

The UNLV Conflict of Interest/Compensated Outside Services Policy addresses both COI and compensated outside services and is administered by the Office of the Executive Vice President & Provost. Each year, all academic and administrative faculty are required to complete a disclosure form to indicate if they are receiving compensation for outside services. An annual report with aggregate data is generated and includes the number and percentage of academic and administrative faculty requesting scholarly and professional outside compensated services; number of COI reports; number of COI forms reviewed at a level higher than the employee's supervisor; and number of actual conflicts of interest. The most recent report reflecting a Calendar Year 2022 reporting period is included in appendices 2.D.3.3 and 2.D.3.4.

Evidence Documentation for Standard 2.D.3

Policies/procedures prohibiting conflict of interests among employees and board members:

- 2.D.3.1, Nevada State Ethics in Government Manual

- 2.D.3.2, BOR Handbook: Statutory and Policy Prohibitions for BOR Members

- BOR Handbook: Title 4, Ch. 3, Sec. 9, Title 4, Ch. 10, Sec. 1.7, Title 4, Ch. 3, Sec. 8.

- UNLV Conflict of Interest/Compensated Outside Services Policy

2.E. Financial Resources

2.E.1 Audit Process and Reporting

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

This section provides evidence of compliance with Eligibility Requirements 19. FINANCIAL RESOURCES AND PLANNING and 20. FINANCIAL ACCOUNTABILITY.

Audit Process

UNLV is audited annually as part of the Nevada System of Higher Education (NSHE) combined annual external independent financial statement audit. The Single Audit Report (OMB Circular A-133) including findings and recommendations to management, and responses from management, are reported to the Board of Regents (BOR) annually. NSHE Financial Reports are shared publicly and include annual Single Audit Reports and Financial Statements.

Grant Thornton has served as NSHE's external financial audit firm since the fiscal year ending June 30, 2009. The annual financial statement audit is completed within a 6-9 month period and is usually presented to the BOR at their regular December meeting. UNLV's figures are sent to NSHE for inclusion in the report in mid-September. NSHE financial reports consist of a series of financial statements prepared in accordance with the Governmental Accounting Standards Board Statement No. 35, *Basic Financial Statements-and Management's Discussion and Analysis-for Public Colleges and Universities*. Both Single Audit Reports and Financial Statement Reports focus on the financial condition of NSHE, the results of operations, and the cash flows of NSHE as a whole. UNLV Financial Statements (unaudited) provide an analysis and discussion of the financial position and activities of the university. The past five years of NSHE and UNLV financial reports are provided in Table 2.

Table 2. Financial Reports, 2018-2022

Financial Report Type	Years
NSHE Single Audit Report	2018, 2019, 2020, 2021, 2022
NSHE Financial Statements	2018, 2019, 2020, 2021, 2022
UNLV Unaudited Financial Statements	2018, 2019, 2020, 2021, 2022

Meeting quarterly, the duties of the BOR Audit, Compliance, and Title IX Committee are

provided in Title 1, Article VI, Sec. 3a of the BOR Handbook (appendix 2.A.1.1). The most recent NSHE Single Audit Report (2022) was presented at the March 2023 BOR Audit, Compliance, and Title IX Committee meeting where the committee recommended approval of the report (meeting minutes agenda item 11).

NSHE maintains the Internal Audit Department as an independent appraisal within the university system for the review of operations as a service to management. Results of NSHE internal audits are reported to the BOR together with management responses to findings. Subsequent to initial reports, the BOR receives follow-up reports on completed audits as well as periodic reports on the status of open items remaining from completed audits. The UNLV Department of Financial Reporting and Analysis within the Office of the Controller is responsible for preparation of financial statements, various other financial reports, analysis and reconciliation of specified accounts, and coordination of the annual audit.

Oversight and Management of Financial Resources

UNLV's Controller's Office shares Policies & Procedures for departments, financial reporting, and internal controls. The Internal Controls and the Role and Responsibility of University Financial Administrators policy is intended to communicate the expectations and code of ethics for university financial administrators. The Department of Quality Assurance and Financial Compliance assist university management in the discharge of their oversight, management, and operating responsibilities for high risk operations by providing independent analysis and services, and assist departments with the development of proper internal controls. The department shares resources such as Accountability & Internal Controls guidelines and practices.

Campus leadership reviews potential commitments for financial impact and debt service implication. NSHE policy requires the BOR to review the financial impact of proposed commitments, major capital commitments, and financing. NSHE contracts with an independent financial consultant and external bond counsel to analyze and make recommendations to NSHE and the BOR prior to the issuance of any significant debt. In some instances, the State of Nevada also undertakes debt commitments on behalf of the university.

At the NSHE level, commitments to long-term debt are reviewed at least annually to assure that all current and potential obligations are met. Both the external auditors and the internal audit staff conduct the reviews. The results of these annual reviews are reported publicly to the BOR. The most recent Debt Summary and Guidelines Report is dated June 30, 2022; the Executive Summary (p. A-1) describes the purpose of this report, and Section C provides debt management guidelines.

Cash Flow Balance Sheets and Investment Revenue

UNLV complies with Title 4, Ch. 10, Sec. 6 of the NSHE BOR Handbook, Statement of Investment Objectives and Policies for the Operating Funds. A quarterly report for NSHE operating pool

investments was published in March 2023. The university's annual budgeting process incorporates a number of important elements to ensure sufficient cash flow and maintenance of reserves in order to support programs and services. The process considers institutional priorities based on the mission statement and Top Tier 2.0 pathway goals/core areas and the corresponding impact on both operating and capital/facility requirements. UNLV's Unaudited Financial Statements provide an analysis and discussion of the financial position and activities of the university. These statements follow the same format as the NSHE audited reports. Table 3 summarizes 2019-2022 financial data (amounts presented in thousands), also available as appendix 2.E.1.1.

Table 3. UNLV Financials, 2019-2022:

	2019	2020	2021	2022
Revenue & Related				
Net Operating Revenue Ratio	(0.015)	(0.059)	0.074	0.089
Net Tuition Revenue	$207,620	$222,463	$221,380	$229,406
State/Federal Appropriations	$237,017	$246,268	$203,898	$234,506
Grants & Contracts	$119,219	$132,892	$186,411	$52,451
Auxiliary Goods & Services	$53,194	$43,894	$13,534	$38,522
Education & General Plus Auxiliary	$777,308	$861,726	$773,212	$841,006
Cash Flow				
Cash Flow Margin Ratio	0.078	(0.062)	0.067	0.108
Debt Service Coverage Ratio	(0.043)	(0.178)	0.831	0.327
Liquidity	3.078	2.750	3.482	3.452
Wealth				
Viability Ratio	0.314	(0.062)	0.217	0.401
Primary Reserve Ratio	(0.109)	0.019	(0.217)	(0.426)
Composite Financial Index	(0.207)	(1.201)	2.179	0.433
Cash and Investments per Student	$27	$27	$28	$31

	2019	2020	2021	2022
Affiliated Foundation Cash and Investments	$4,662	$313,476	$375,270	$428,474

*Amounts presented in thousands

The university financial planning process provides for the strategic development of the biennial state and annual self-supporting budgets. The fiscal year begins on July 1 of each year and the biennium begins on July 1 of each odd numbered year (the current biennium began on July 1, 2023). The strategic planning process broadly defines priorities for the operating and capital budgets with a multi-year forward-looking view.

The university's major revenue source comes from state funding. State funding along with other revenue sources is outlined in Table 4, which lists major sources of funds and how they are used. All revenue sources are carefully monitored by senior level administrators to ensure sufficient funds are available to support programs and services, and that funds are utilized in accordance with applicable policies. Analysis of investment income from the previous five fiscal years is used to project revenue. This analysis yields an average yearly increase in revenue that is used to project revenue for future budget periods.

Table 4. Major Funding Sources and Uses

Sources	Uses
• General fund state appropriation • Registration fees • Tuition for out-of-state students	• Instructional and related support activities • Operation & maintenance • Scholarships • Institutional support • Student services
• Restricted sources for gift revenues and investment revenue (income)	• Scholarships • Athletics • Public services, and related activities

Sources	Uses
• Grants from government and private support • Facilities and administrative cost recovery	• Institutional research
• Auxiliary sales and service	• Costs of auxiliary sales and service

Tuition and Fees, Educational, and Auxiliary Revenue for Undergraduate and Graduate Enrollments

Resident and nonresident students pay registration fees established by the BOR annually. The principles of shared responsibility, access and affordability, and predictable pricing guide the process for establishing tuition and fee rates across NSHE (appendix 2.A.1.1, Title 4, Ch. 17, Sec. 1). Guidelines for fees and tuition for UNLV by student-type and unique academic unit and/or program are provided in Chapter 7 of the NSHE Procedures and Guidelines Manual (appendix 2.A.1.4). Historic net tuition and auxiliary revenue are provided in Table 3 and appendix 2.E.1.1.

Prior period actual fee collections are used to calculate a percent of undergraduate registration fees and graduate registration fee revenues to be realized. Approved graduate and undergraduate registration fees are multiplied by projected credit hours and the percentage of realized revenues to arrive at the anticipated student fee revenue projection for the forthcoming budget period. Progress toward the registration fee revenue target is monitored continuously. Registration fees revenue for any given fiscal year is reviewed monthly and include an analysis of historical collection rates, year-to-date collection rates, projected accounts receivable, and projected residuals. Appropriate action is taken when the review indicates a variance from the revenue target.

Miscellaneous student fees are provided in the Undergraduate and Graduate Catalogs and include the following: undergraduate and graduate application fees, transcript fees, and late payment fees. Analysis of total revenue from each category is used to project miscellaneous student fee revenue and this analysis yields an average yearly revenue increase for each category. Miscellaneous student fee revenue is monitored monthly.

Tuition varies according to full- and part-time student status. Revenue from non-resident tuition is forecast by analyzing total non-resident tuition revenue from the previous five fiscal years. This analysis yields an average yearly increase in non-resident tuition revenue. Actual

non-resident tuition revenue of the most recent fiscal year is multiplied by the average increase for the past periods to project the future period revenue. The same process is then re-applied to provide a multi-period projection. Progress toward the non-resident tuition revenue target is monitored and monthly reviews are consistent with registration fees analysis.

The university understands the relationship between education and general and auxiliary enterprises' contributions to overall operations. The auxiliaries at the university are financially self-supporting and pay their share of costs for physical plant operations and other direct costs (i.e., water, utilities, and trash removal). In addition, auxiliary enterprises pay an Administrative Overhead charge on collected revenues to support the cost of campus infrastructure. All auxiliaries have positive fund balances and set aside reserves for debt and major repairs. Auxiliary budgets are reported in the university annual self-supporting budget.

Grants, Contracts, Endowments, and Giving

The university is committed to research, as evidenced by the increased sponsored program support with grants and contracts shown in Table 3. University Research and Development (R&D) Expenditures from 2012-2021 were $671 million, with a dramatic increase in expenditures from 2015 onward. UNLV supports its research and other activities through funding from federal agencies, private foundations, and corporations.

The university's major sponsors for fiscal year 2022 are provided in appendix 2.E.1.2, and include agencies such as the U.S. Departments of Education, Energy, Defense, and Agriculture, as well as the National Institutes of Health (NIH), and the National Science Foundation (NSF).

UNLV Philanthropy & Alumni Engagement (PAE) is dedicated to building meaningful relationships with alumni and stewarding private investment in the university. PAE supports the mission and vision of two 501(c)3 organizations: the UNLV Foundation and the UNLV Alumni Association. Gift revenues have grown partially through established giving campaigns Rebels Give and Giving Tuesday; both initiatives engage students, alumni, donors, and the local community network for support.

The Foundation is responsible for raising and managing thousands of private gifts donated annually to UNLV. The Foundation complies with federal and state regulations and NSHE policy and provides an audited financial report to the BOR each year. UNLV Foundation Financials include an Audited Financial Statement (2021-2022, appendix 2.E.1.3) completed by an independent auditor (BDO USA) every two years, a Report on Endowments (2022), and an Annual Report (2022).

Evidence Documentation for Standard 2.E.1
Policies/procedures that articulate the oversight and management of financial resources:

UNLV

Evidence Documentation for Standard 2.E.1
• Office of the Controller Policies and Procedures: ○ Internal Controls: the Role and Responsibility of University Financial Administrators policy   • Accountability and Internal Controls guidelines and practices   • NSHE Debt Summary and Guidelines Report, Section C
Latest external financial audit including management letter: • NSHE Single Audit Report: 2022 - Note that a separate management letter was not issued, however the information normally contained within a management letter is communicated in the report on internal controls and the report on compliance beginning on p. 234. Also refer to the financial statement findings 2022-001 and 2022-002 beginning on p. 230.
Cash flow balance sheets: • 2.E.1.1. UNLV Finances
Audited financial statements: • NSHE Financial Reports: Single Audit Reports: 2018, 2019, 2020, 2021, 2022   • UNLV Financial Reports: Unaudited Financial Statements for 2018, 2019, 2020, 2021, 2022
Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments: • 2.E.1.1. UNLV Finances
Significant contracts/grants:

Evidence Documentation for Standard 2.E.1
• [2.E.1.2. UNLV Federal Awards by Granting Agency FY 2022](#)

Endowment and giving reports:
 	
 • [UNLV Foundation Financials](#):
 	
  ○ [2.E.1.3. Audited Financial Statement (2021-2022)](#)
 	
  ○ [Report on Endowments (2022)](#)
 	
  ○ [UNLV Foundation Annual Report (2022)](#)

Investment revenue: • [2.E.1.1. UNLV Finances](#)   • [March 2023 quarterly report for NSHE operating pool investments](#)   • [Statement of Investment Objectives and Policies for the Operating Funds](#) (Title 4, Ch. 10, Sec. 6)

2.E.2 Financial Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

This section provides evidence of compliance with Eligibility Requirement 19. FINANCIAL RESOURCES AND PLANNING, 20. FINANCIAL ACCOUNTABILITY, and 23. INSTITUTIONAL CAPACITY.

Nevada Legislature

Every even year, in advance of the legislative process, the Nevada System of Higher Education (NSHE) budget is prepared and submitted to the Board of Regents (BOR). After the budget is approved by the BOR, typically at a special meeting in August, it is sent to the governor. By state law, the budget must be delivered to the governor and the Legislative Counsel Bureau by

September 1 of the even year prior to the start of the biennial legislative session (held in odd years). The governor releases their recommended budget after the State of the State Address in January. The legislature finalizes the state budget by the close of their session on or before June 1. UNLV is one of eight institutions included in the NSHE Budget. The biennial budget process concludes with the approval of the operating and capital improvement budgets by the full BOR.

Examples from past legislative sessions demonstrate this collaborative financial planning process. Prepared by NSHE for the 2019 Nevada Legislative Session, a white paper summarizes Nevada's Higher Education Funding Formula. This funding formula is used to determine the distribution of state general fund dollars with the institutions in NSHE retaining student registration fees and non-resident tuition. During a 2021 Nevada Legislative Session session joint committee meeting (Assembly Committee on Ways and Means and the Senate Committee on Finance) NSHE's Chancellor presented a 2021-2023 NSHE Budget overview. During the 2023 Nevada Legislative Session Assembly Bill 493 was enrolled into law, making an appropriation to NSHE for an interim study of the funding formula for the System.

Nevada System of Higher Education: Board of Regents

The NSHE BOR Handbook, appendix 2.A.1.1, covers Internal Audit, Finance and Administration Policies (Title 4, Ch. 9) and General Business Management (Title 4, Ch. 10). The purpose of a 2022 NSHE Debt Summary Guidelines report is to manage the issuance of the NSHE's debt obligations and maintain its ability to incur debt and other long-term obligations at favorable interest rates for capital improvements, facilities, and equipment beneficial to NSHE and necessary for essential services.

Meeting quarterly, the duties of the BOR Business, Finance, and Facilities Committee are provided in Title 1, Article VI, Sec. 3b of the BOR Handbook (appendix 2.A.1.1). An ad hoc Fiscal Sustainability Committee operated in 2020-2021, with a mission to search for improved efficiency, effectiveness, and sustainability of services and institutions for the long-term stability of public higher education in Nevada (see agenda item 4, February 2021 meeting minutes). The BOR also holds special meetings where financial and budgetary matters may be discussed and considered for action.

The NSHE financial planning process may be demonstrated via examples of past BOR meetings. A January 2022 special meeting included discussion of developing the NSHE's 2023-2025 biennial operating budget request and the budget for capital improvements in advance of the 2023 Nevada Legislative Session. At this meeting a FY 2024 and FY 2025 Budget Process & Funding Formula Review presentation covered the budget preparation process, strategic goals and initiatives, risks, and the funding formula. Importantly, the presentation notes that the budget preparation process includes a campus visit by the Chancellor and other NSHE staff where university administration, faculty, and students give in-depth presentations on current budget execution, issues, enhancement requests, deferred maintenance issues, and capital requests. During a June 2023 meeting a 2023-25 Biennial Budget Update presentation noted a $2 million allocation to support a funding formula interim study.

At the university level, the development and coordination of the budget is overseen by the Senior Vice President for Business Affairs/Chief Financial Officer in accordance with: 1) the Top Tier 2.0 Vision, 2) the Campus Master Plan, 3) the Academic Master Plan, 4) cabinet and presidential review and recommendations, and 5) identified program and capital projects.

As is typical for a state institution, the university follows an established planning and budget development process that is designed to allow for substantial input from constituents including students, academic and administrative faculty, and staff. The primary driver for the UNLV budget is the Top Tier 2.0 Mission and the pathway goals/core areas which guide the strategic planning. This plan was developed as a result of input from academic and administrative faculty, and students.

The budget development process includes input from members of the president's cabinet, who in turn represent input from academic and administrative faculty, and classified staff within their respective areas. Organizational programs and goals are translated into budget requests at an institutional level and within each academic unit. Departmental budget requests are made in an annual budgeting process coordinated by Financial Planning, Budget & Analysis. They work with departments to review budget requests and analyze projected actual and proposed annual budgeted revenues to ensure the budget is developed using realistic assumptions that result in realistic revenue projections. The annual university budget is presented to the BOR for approval and actual results are monitored through mandatory quarterly and annual institutional reporting.

The annual Self Supporting Budget, which is part of the annual university budget, is coordinated by Financial Planning, Budget & Analysis, and complies with NSHE BOR Handbook policies (appendix 2.A.1.1, Title 4, Ch. 9). Self-supporting budgets are defined as budgeted non-state funds with annual expenditures exceeding $250,000. These budgets include gift revenue and auxiliary enterprises, such as the Thomas and Mack Center (event center), Cox Pavilion (smaller venue event center), and student housing and dining. Self-supporting department budget requests are made to Financial Planning, Budget & Analysis, identifying non-state revenue sources and projected expenses. Self-supporting budgets are presented to the BOR for approval and actual results are monitored through mandatory quarterly and annual institutional reporting.

The Division of Research oversees grants and contracts. These units carefully track grant and contract proposals and awards, monitoring expenditures to provide a basis for reliable projections to include in budget plans.

Evidence Documentation for Standard 2.E.2
Policies/procedures for planning and monitoring of operating and capital budgets, reserves,

investimentsinvestments, fundraising, cash management, debt management, transfers and borrowing between funds:

- 2.A.1.1, NSHE BOR Handbook Title 4:

  - Ch. 9: Internal Audit, Finance & Administration Policies

  - Ch. 10: General Business Management

- NSHE Debt Summary Guidelines (2022)

2.E.3 Financial Resource Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 19. FINANCIAL RESOURCES AND PLANNING.

UNLV maintains centralized financial administration under the Senior Vice President for Business Affairs and Chief Financial Officer for all major transaction processing flows such as procurement, payables, human resources, and payroll. Financial Planning, Budget & Analysis is responsible for both state-supported and self-supporting budgets, including maintaining accurate budget information for positions. The university financial system follows Generally Accepted Accounting Principles (GAAP).

First implemented in 2017, transactions are processed in Workday, the university's enterprise resource planning system for financial, human resources, and payroll activity. The implementation of Workday also resulted in the conversion of several activities formerly managed in disparate systems to be conducted within Workday's rule-based electronic transaction processing functionality. This included the conversion of electronic staff requisitioning, online purchase requisitioning, and grants and contracts billing. Beginning with the fiscal year 2022 operating budget cycle, UNLV also uses Anaplan, a budgeting and planning tool that utilizes advanced technology within a cloud-based platform for developing, maintaining, and reporting for budgets and forecasts. Anaplan provides improvements that reduce manual input, increase accuracy, and provide controls and approvals for activity that impacts other accounts. Anaplan consists of models and dashboards to collect data input from campus users, which is used to build the fiscal year budget.

In addition to the current financial and HR/payroll system, student information is recorded in the financial system with summary accounting information. The MyUNLV student information

system maintains student accounting and financial aid records, processes cash receipts for students, and feeds summary transaction data to the financial system.

Financial Controls and Policies

Governing Policies for the oversight and management of UNLV's financial resources exist at two levels: the Nevada System of Higher Education (NSHE) and institutional (UNLV). NSHE financial governing policies are available in the Board of Regents (BOR) Handbook (appendix 2.A.1.1, Title 4, Ch. 9-10), the BOR Procedures and Guidelines Manual's Fiscal Procedures (appendix 2.A.1.4, Ch. 5), and Nevada's State Administrative Manual (Sections: 2400 Division of Internal Audits, 2500 Budgeting, and 2600 Claims). UNLV financial governance includes Administrative Overhead Assessment and Negative Cash Balances policies.

Evidence Documentation for Standard 2.E.3
Description of internal financial controls: • UNLV Self-Supporting Anaplan Budget Manual (Jan 2023) • UNLV Accountability & Internal Controls • UNLV Internal Controls and the Role & Responsibility of University Financial Administrators

Board approved financial policies, state financial policies, or system financial policies:
 	
• 2.A.1.1, NSHE BOR Handbook Title 4:
 	
    ○ Ch. 9: Internal Audit, Finance and Administration Policies
 	
    ○ Ch. 10: General Business Management
 	
• 2.A.1.4, NSHE BOR Procedures and Guidelines Manual (Ch. 5: Fiscal Procedures)
 	
• Nevada's State Administrative Manual (Sections: 2400 Division of Internal Audits, 2500 Budgeting, and 2600 Claims)
 	
• UNLV: Administrative Overhead Assessment and Negative Cash Balances

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2.F. Human Resources

2.F.1 Conditions of Employment

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

This section provides evidence of compliance with Eligibility Requirements 7. NON-DISCRIMINATION, 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

UNLV is part of the Nevada System of Higher Education System (NSHE). NSHE Code establishes the primary organizational structure of the System and the basic personnel policies for academic and administrative faculty (NSHE Code Title 2, Sec. 1.3). An abbreviated version of the terms and conditions of employment for classified staff under the Rules for State Personnel Administration (Ch. 284 of the Nevada Administrative Code) is available in the State of Nevada Employee Handbook.

Academic Faculty means instructional, research and library faculty (NSHE Code Title 2, Sec. 1.1(a)). Administrative Faculty, also known as administrators or professional staff, means faculty employed in executive, supervisory, or support positions (NSHE Code Title 2, Sec. 1.1(b)). These are generally non-teaching positions and include the president, vice presidents, heads of a college, school, center, division, laboratory, and other administrative support faculty. Staff positions are referred to as Classified Staff and work in positions defined in accordance with the State Classified System (NSHE Handbook Title 4, Ch. 6, Sec. 1, NAC 284.150).

All Full-Time Employees

All applicants for academic and administrative faculty and classified staff positions are apprised of general conditions of employment in each job posting and through the online application process in Workday, UNLV's Human Capital Management system. Conditions include meeting position qualifications, employment in a job not covered by Social Security, and notice that the position may be subject to a criminal background check. Classified staff job postings include the salary grade and step.

Once the applicant is approved for hire, the employment offer letter is generated through the online onboarding process in Workday and includes the conditions of employment applicable to the position such as probationary period (NAC 284.442, NAC 284.444), degree requirement, leave requirement, or intellectual property rights. The Nevada System of Higher Education code (Title 2), which governs personnel matters and procedures, is referenced and incorporated into offer letters for academic and administrative faculty.

Upon hire, full-time employees review and acknowledge the following policies (based upon the applicability to their position): Alcohol & Drug-Free Workplace Policy, policy against discrimination and sexual harassment (NSHE Handbook Title 4, Ch. 8, Sec. 14), Safety Training, Disclosure of Improper Governmental Action, Employee Acknowledgment of State Vehicle Use

Rules, Patient Protection and Affordable Care Act Notice, NSHE Board of Regents (BOR) Handbook (appendix 2.A.1.1), Nevada Pregnant Workers' Fairness Act Notice, Statement Concerning Your Employment in a Job Not Covered by Social Security (Form SSA-1945), Family and Medical Leave Act, NSHE Constitutional Oath, and Notice and acknowledgment of statutory ethical standards for public employees (NRS 281A.500(2)). Employees make these certifications in the Workday onboarding process.

All newly hired and newly benefit-eligible full-time employees are invited to New Hire Orientation hosted by the Division of Human Resources (HR) which provides an introduction to University Policies and Procedures and Workplace Policies, among other topics. Support for new employees is available through HR's New Employee Onboarding, including services from an Onboarding Specialist.

The Office of Faculty Affairs provides New Faculty Orientation to all newly hired academic and administrative faculty. This online course includes a module on University Mission and Governance including UNLV Bylaws, appendix 2.A.1.2, which address policies, procedures, guidelines and standards, grievances, and unit (college and department) bylaws which help regulate operations and management at the institutional and unit level.

Managed by HR, UNLV's Workplace Policies establish a safe and productive work environment. The policies are organized into the following categories: NSHE and UNLV Policies, Employment and the Workplace, Federal Notices, and State Notices.

Several resources are available to administrative and academic faculty when personally aggrieved; subjected to adverse personnel actions, discrimination, or sexual harassment; or a witness to inappropriate or prohibited conduct. NSHE Code provides the framework for faculty grievance procedures (Title 2, Ch. 5, Sec. 5.7). The Faculty Senate Bylaws, appendix 2.D.2.5, details the deadlines, steps, and procedure for consideration of a grievance.

Disciplinary Action, including termination, is different for academic and administrative faculty than for classified staff. This is due to the fact that classified employment is governed by the Nevada Revised Statutes (NRS 284.385) and the Nevada Administrative Code (NAC 284.650). While faculty are employees under contract in service to UNLV, their employment is governed by the rules and disciplinary procedures of the NSHE code (Title 2, Ch. 6). The distinctions are significant in that the employment rules and regulations are very different across employee types.

Offboarding resources are available from HR to assist employees who are separating from the university.

Academic Faculty

Several policies provide the framework for conditions of employment for academic faculty. Per NSHE code, the personnel policy for faculty (Title 2, Ch. 5) sets forth policies related to personnel actions. Policies and Procedures Relating to Faculty Rights and Duties are found in Chapter III of the UNLV Bylaws (appendix 2.A.1.2). Other relevant policies are located within the UNLV Bylaws document as follows: Tenure (Ch. I, Sec. 4.3), Personnel Recommendations for

Academic Faculty (Ch. III, Sec. 6), Annual Evaluation of Academic Faculty and Nonacademic Faculty (Ch. III, Sec. 8), Faculty Personnel Files (Ch. III, Sec. 9), Guidelines and Standards for Tenure, Promotion, or Appointment to Academic Rank (Ch. III, Sec. 16), and Guidelines for Rank 0 and Unranked Positions (Ch. III, Sec. 18).

Information for tenure and promotion candidates is available for academic faculty, and includes resources such as the Tenure Flexibility Policy and the Tenure and Promotion Guide. Unit Bylaws detail discipline-specific faculty expectations. General performance expectations for teaching, scholarship, creative, and entrepreneurial activity work are outlined in the 2023-2024 Tenure and Promotion Guide. The Academic Faculty Manual is a consolidated "quick guide" resource for tenured and tenure-track faculty.

The academic faculty Annual Evaluations process is governed by the NSHE Code (Title 2, Ch. 5, Sec. 5.12-13) and the UNLV Bylaws (appendix 2.A.1.2, Ch. III, Sec. 8). NSHE requires all faculty members to be evaluated in writing at least once annually.

Each unit must have a workload policy for its faculty, consistent with NSHE (NSHE Handbook Title 4, Ch. 3, Sec. 3) and UNLV Workload Assignment Policy and Guidelines. Faculty workload refers to all the activities and responsibilities of faculty, including research, creative activity, service, outreach, and instruction.

Administrative Faculty

The Administrative Faculty Committee is a standing committee of the Faculty Senate (UNLV Bylaws Ch. I, Sec. 3.5, appendix 2.A.1.2, and Faculty Senate Bylaws, Sec. 5.1.a) and participates in university governance by reviewing and recommending policies on issues that directly affect administrative faculty such as merit and compensation, HR, Faculty Senate representation, orientation, and the general communication amongst all administrative faculty members.

The administrative faculty Annual Performance Evaluation Process is managed through HR. The evaluation process varies by unit and supplements regular and ongoing supervisor feedback (NSHE Handbook Title 4, Ch. 3, Sec. 4, and UNLV Bylaws Ch. III, Sec. 8, appendix 2.A.1.2). Supervisors are encouraged to review the Position Description Questionnaire (PDQ) with their employee. The PDQ sets forth the primary purpose of the position and essential functions against which employee performance is evaluated.

Employees may receive a stipend for temporarily absorbing additional duties, typically at a higher level/complexity, when a vacancy occurs. Administrative faculty and/or their supervisors can request a permanent base salary increase for perceived inequity or significant changes in job responsibilities. The Division of Human Resources or the Office of Equal Opportunity Employment reviews requests and makes recommendations. The employee can appeal a negative outcome to their supervisor by following the Appeals Process (UNLV Bylaws Ch. III, Sec. 13, appendix 2.A.1.2).

Classified Staff

State of Nevada Work Performance Standards provide the framework upon which supervisors communicate and evaluate job responsibilities for classified staff. The supervisor is responsible for establishing initial standards, but standards must be reviewed annually and amended, as appropriate. Employees must be given an opportunity to comment when the standards are revised. The work performance standards are developed for job elements as outlined in NAC 284.468. Promotion or reclassification are available for classified employee advancement.

Evidence Documentation for Standard 2.F.1
Human resource policies/procedures: ● 2.A.1.1, NSHE CODE, Title 2, Ch. 1-3, 5, and 6 ● Rules for State Personnel Administration (Ch. 284 of the Nevada Administrative Code) ● NSHE Handbook Title 4: Professional Staff (academic and administrative faculty) Ch. 3, Classified Staff of the University Ch. 6, and Equal Employment Opportunity Policy and Affirmative Action Program Ch. 8 ● University Policies ● Workplace Policies ● 2.A.1.2, UNLV Bylaws ● UNLV Unit Bylaws
Policies/procedures related to teaching, scholarship, service, and artistic creation: ● UNLV Workload Assignment Policy and Guidelines (consistent with NSHE Title 4, Ch. 3, Sec. 3) ● NSHE Academic Freedom and Responsibility Policy ● UNLV Intellectual Property Policy
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination: ● UNLV Workplace Policies

UNLV

Evidence Documentation for Standard 2.F.1

- University Policies and Procedures (including institutional and unit bylaws)

- Governing rules and regulations, annual performance appraisal process, corrective action and progressive discipline, notice of contract termination or notice of non-reappointment, and filing a grievance for Academic Faculty, Administrative Faculty, and Classified Staff

- 2.A.1.2, UNLV Bylaws Ch. III: Policies and Procedures Relating to Faculty Rights and Duties (academic and administrative faculty)

- Annual evaluation academic and administrative faculty: NSHE Code Title 2, Ch. 5, Sec. 5.12 & 5.13, NSHE Handbook Title 4, Ch. 3, Sec. 4, and UNLV Bylaws, Ch. III, Sec. 8.

- Annual Evaluations and UNLV Folio (academic faculty)

- Tenure and Promotion (academic faculty)

- Position Description Questionnaire (administrative faculty)

- Rules for State Personnel Administration (NAC Ch. 284)

    - Reports on Performance and Letters of Instruction classified staff NAC 284.468-284.480.

    - State Classified System - Class Specifications for Occupational Groups

    - Work Performance Standards classified staff

    - Probationary and Trial Periods NAC 284.442, NAC 284.444

    - Causes for Disciplinary Action NAC 284.650

- NSHE Procedures and Guidelines Manual, Salary Schedules Ch. 3, Sec. 1-2, & 6-8

- Rules and Disciplinary Procedures for Faculty (academic and administrative faculty) NSHE Code Title 2, Ch. 6

- Dismissals, demotions and suspensions; regulations NRS 284.385 (classified employees)

Evidence Documentation for Standard 2.F.1

- Help with complaints [resources](#)

- [Compensation and Classification](#) information including starting salaries, salary schedules, and appeals process ([academic](#) and [administrative](#) faculty, [classified](#) staff)

- Support for Dual-Career Couples NSHE Handbook, [Title 4, Ch. 1, Sec. 25](#)

- Notice and acknowledgment of statutory ethical standards for public employees [NRS 281A.500](#)

- [Employment in a Job Not Covered by Social Security](#) (Form SSA-1945)

2.F.2 Professional Growth and Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

This section provides evidence of compliance with Eligibility Requirements 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

Education Assistance

[Academic and administrative faculty](#), [classified staff](#), and [part-time employees and instructors](#) are eligible for education assistance through the UNLV [Grant-in-Aid (GIA)](#) program which provides tuition assistance for undergraduate or graduate courses at any Nevada System of Higher Education (NSHE) institution (NSHE Handbook [Title 4, Ch. 3, Sec. 11-13](#)). The provisions for training or education for classified employees can be found in [NRS 284.343](#), and [NAC 284.482-284.522](#). Classified employees who are admitted to UNLV as undergraduate students may apply for assistance through the [Staff Enrichment Award](#).

Professional Development

UNLV offers a variety of personal and [professional development opportunities](#) designed to enhance, enrich, develop, motivate, and retain our diverse workforce. [Human Resources Professional Development (HR PD) Seminars](#) are available to all employees. Programming is designed to build skills in a wide range of topics that directly relate to university work.

Opportunities for professional development are offered via the [Management Training Academy](#), and [REBELearn](#). All employees are required to complete online sessions for [Cybersecurity Awareness](#), [Sexual Harassment Prevention Training](#), and [general workplace safety](#). [Online professional development](#) is available for employees to invest in their learning

and growth, and are available free of charge for employees by the following organizations: Academic Impressions, EAB, Educause, LinkedIn Learning, National Center for Faculty Development & Diversity, Employee Assistance Program, Gartner Research, the Leadership Experience, the President's Fellows Program, the Leadership Coaching Program, Real Colors, and the Five Behaviors®. The Faculty Center also provides Faculty Mentoring Resources to academic and administrative faculty.

Mandatory Supervisory Courses, required under NRS 284.338 and NAC 284.498 (also see State of Nevada Rules for State Personnel Administration, p. H-3), are offered to supervisors and managers of classified staff. More information about the mandatory training requirements for State of Nevada executive branch agency supervisors and managers may be found here, starting p. 5. Additional courses are offered by the State of Nevada's Office of Employee Development.

Faculty and Staff Affinity Groups represent the shared interests, backgrounds, and goals of UNLV's diverse faculty and staff. The groups offer networking opportunities, seminars, workshops, off-campus activities, resources, and professional development.

Additional Resources for Academic Faculty

The university provides a variety of resources to help academic faculty succeed in their positions and broader careers. The Faculty Center website shares upcoming and available Faculty Resources, offers a fellows program, and holds a Best Teaching Practices Expo. Employees are also apprised of auxiliary opportunities through UNLV Today and the weekly Faculty Center newsletter. The Office of Online Education works closely with faculty, program heads, and subject matter experts to develop online and hybrid courses.

Other opportunities for the development of academic faculty include free online courses from the National Center for Faculty Development & Diversity, a University Faculty Travel program, Teaching Abroad, or studying abroad through Faculty International Development Awards.

To support the publication of research in fully open access journals, an Open Article Fund is available to tenured and tenure-track faculty, with some academic units offering further support (e.g., the Kirk Kerkorian School of Medicine Library: Open Article Fund).

Many academic units also provide funding for the professional development of faculty. For instance, the University Libraries provide annual funding for academic and administrative faculty to attend conferences, workshops, training, and leadership programs.

A variety of mentoring and advocacy opportunities are available for faculty across campus; each academic unit may have their own mentoring process. For example, the Faculty Center coordinates mentoring groups for part-time faculty, faculty-in-residence, tenure-track faculty, and postdocs. The Graduate College coordinates a separate mentoring program for faculty supervising graduate students.

UNLV offers a wide array of awards to recognize faculty achievements in numerous areas. All award recipients are honored at an annual Academic Achievement Awards ceremony held each

spring. In addition, several units maintain their own awards and honors to recognize their faculty.

The Faculty Leave Committee considers applications from faculty who are interested in taking a leave for the purposes of furthering studies and/or research (Faculty Senate Guide Sheet: Sabbatical & Faculty Development Leave). Sabbatical Leave is offered to enhance the tenure-track or tenured faculty member's value to the university. The primary purpose of Faculty Development Leave is to develop skills and advance knowledge with the principal goals being to: 1) allow faculty to respond to changes in goals and mission, and 2) enhance faculty competencies and/or areas of expertise.

Additional Resources for Administrative Faculty

As part of the annual performance review, supervisors and administrative faculty establish a professional development plan. The Administrative Faculty Committee (AFC) provides professional development and training programs for administrative faculty. The AFC's Administrative Faculty Professional Development Awards program is available to full-time administrative faculty. Awards of up to $500 may be used for professional development opportunities such as conference travel, workshops, training, and certificates.

Additional Resources for Classified Staff

The Classified Staff Council (CSC) represents and serves classified employees and is an advisory group to UNLV's president. The mission of CSC is to assist the campus community in creating an inclusive and diverse campus environment. They accomplish this by communicating and collaborating with colleagues, serving as a resource for classified employees, providing access to professional development through the classified staff Development Fund, highlighting and participating in service opportunities, and seizing opportunities to recognize and reward peers. Development opportunities, such as Ladders to Leadership, are available through the State of Nevada Office of Employee Development.

Evidence Documentation for Standard 2.F.2

Employee professional development policies/procedures:

- Organizational and Professional Development opportunities

- Grant-in-Aid (GIA) program NSHE Handbook Title 4, Ch. 3, Sec. 11-13

- Sabbatical and Faculty Development Leave

- Administrative Faculty Professional Development Awards

- Faculty Center Resources and Mentoring

Evidence Documentation for Standard 2.F.2

- State of Nevada Mandatory Supervisory Courses required under NRS 284.338 and NAC 284.498 (also see State of Nevada Rules for State Personnel Administration, p. H-3)

- Classified Employee training and education under NRS 284.343, and NAC 284.482-284.522

- State of Nevada Department of Administration Human Resource Management through the Office of Employee Development: Development opportunities, such as Ladders to Leadership

- Classified Staff Enrichment Award

- Classified Staff Development Fund

2.F.3 Sufficient and Qualified Faculty, Staff, and Administrators

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

This section provides evidence of compliance with Eligibility Requirements 11. ADMINISTRATION, 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

University Personnel

UNLV currently employs over 4,000 permanent employees plus student employees, with approximately 24% in support and operations functions. The Division of Human Resources (HR) tracks current and historical Employee Counts. An academic organizational chart provides a visual of the university's internal structure (appendix 2.F.3.1). The Nevada System of Higher Education (NSHE) and university guidelines and procedures facilitate day-to-day operations in coordination with strategic objectives and transparent governance. HR is committed to developing and delivering comprehensive Compensation and Classification models that reflect our growing university and talented workforce. Rebel Future, a classification and compensation study, is a building block to one of our Top Tier 2.0 Infrastructure and Shared Governance tasks: to create opportunities for career progression. UNLV seeks to be a model employer to attract and retain the best talent. Part of this includes having the right approach to defining jobs and managing compensation.

UNLV commits to recruit and hire outstanding academic faculty members sufficient to deliver the highest quality education possible to our students and conduct impactful research and scholarship to advance our local and external communities. To help meet this commitment, the university has developed a Dynamic Resource Allocation Model (DRAM) to strategically evaluate all faculty positions and allocate funding to the areas of greatest need, appendix 2.F.3.2. Administrative faculty positions are also reviewed within the DRAM framework to ensure that the campus has adequate administrative support for growing programs. As academic and administrative faculty lines become vacant, the college deans carefully review positions and rank them according to priority, relying on internal unit metrics and providing detailed justifications for their requests. Hiring plans from the colleges are then reviewed by the provost's office on the basis of university-wide metrics, including student enrollment and success, research productivity, staffing ratios, external benchmarks, and accreditation requirements. The DRAM framework is intended to help the university be nimble in its hiring of faculty and staff to support the institutional mission.

Hiring strategies are based on identified instructional and research needs. UNLV focuses on diversifying our faculty and staff in order to better match the diversity of our student body. These efforts help facilitate the university's Top Tier 2.0 goals (core areas) to accelerate student achievement; advance faculty research and scholarship; develop an academic health center; and promote social justice, equity, and inclusion.

The Nevada Board of Regents (BOR) Handbook, Title 4, Ch. 8, Sec. 4-8, outlines general and implementation policies on Equal Employment Opportunity. UNLV Bylaws, Ch. III, Sec. 15 outlines the general policy in the recruitment of academic and administrative faculty. As enumerated in Title 4, Ch. 8, Sec. 8.2 of the BOR Handbook, it is the objective of NSHE to conduct internal or external searches for all full-time and part-time academic or administrative faculty positions on 12-month or 9-month appointments (on "A" or "B" contracts), with the exception of resident physicians and dentists, post-doctoral scholars, and temporary or specified term appointments of one year's duration or less, and certain promotions and transfers.

The recruitment of academic and administrative faculty positions follows established Search Guidelines, and the recruitment of classified positions is prescribed by the Nevada Administrative Code (NAC), Rules for State Personnel Administration, Section D. Certain recruitment processes for administrative and academic positions are decentralized to each division with HR providing approval and oversight as outlined in search guidelines and procedures. Administrative faculty positions require a Position Description Questionnaire (PDQ). The PDQ is completed by the hiring department and specifies the minimum and preferred qualifications, level of experience, and training expected of applicants. Similarly, classified employee recruitments begin with the Classified Job Description Questionnaire (Form NPD-19) and Essential Functions form (ADA-03) which are required by the state (NAC 284.126, NRS 284.065, NRS 284.155). Departments initiate recruitments in Workday, UNLV's Human

Capital Management system, and are approved through a [business process workflow](#).

The university posts all position vacancies on its [career website](#), [HigherEdJobs.com](#), and [EmployNV](#). Departments may also post a position to external recruiting sites. In support of the university's commitment to diversity, equity and inclusion, [diversity recruitment resources](#) are also available. Applicants are required to submit materials through Workday, and only those who meet the minimum qualifications may be considered for employment.

Search committees are required for all academic and administrative faculty recruitments. A formal search committee is not required for classified positions. The search committee or hiring authority develop competency-based interview questions based on the role and evaluate each candidate accordingly. The [Request for Campus Interview Approval](#) webpage outlines process approvals and tasks for academic and administrative faculty as well as classified staff.

Hired employees also complete onboarding in Workday and are referred to the [New Employee Onboarding](#) and [New Employee Benefits Orientation](#) webpages to learn about required action items.

Diversity Hiring Strategies

UNLV is dedicated to attracting, retaining, and developing a talented and [diverse workforce](#) to create a supportive and inclusive campus community. These efforts help facilitate the university's [Top Tier 2.0 goal (core area) to promote a culture of social justice, equity, and inclusion](#). University [equal employment policies](#) further demonstrate our commitment to diversity hiring practices. The [Search Advocate Pilot Program](#) and the [UNLV Research Cluster Hires](#) program both seek to improve diversity and equity in hiring strategies.

Evidence Documentation for Standard 2.F.3
Documentation about engagement and responsibilities specified for faculty and staff, as appropriate: • [2.F.3.2](#), Dynamic Resource Allocation model (DRAM) • [Workload Assignment Policy and Guidelines](#) (academic faculty) • [Position Description Questionnaire](#) (administrative faculty)
Personnel hiring policy/procedures: • [Faculty & Professional Staff Search Guidelines](#) (academic and administrative faculty) • Filling Vacancies in Employment [Nevada Administrative Code (NAC), Sec. D](#) (classified

staff)

- [Job postings](#) ([external](#) and internal)

- General Policy of the Board of Regents on Equal Employment Opportunity, DEI and Policies [NSHE Handbook, Title 4, Ch. 8, Sec. 4-8](#)

- [Office of Equal Employment and Title IX Policies and Statements](#)

- Human Resources [Diversity and Inclusion](#)

- [Search Process and Recruitment Resources](#)

- [Search Advocate Pilot Program](#)

- [2.A.1.2](#), UNLV Bylaws, Ch. III, Sec. 15: Recruitment of Faculty

Academic organizational chart:

- [2.F.3.1](#), UNLV Enterprise Overview

2.F.4 Faculty, Staff, Administrator Evaluations

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

This section provides evidence of compliance with Eligibility Requirements 7. NON-DISCRIMINATION, 12. FACULTY, and 23. INSTITUTIONAL CAPACITY.

The Nevada System of Higher Education (NSHE) requires all [academic](#) and [administrative faculty](#) to be evaluated on their job performance once a year (NSHE Code [Title 2, Ch. 5, Sec. 5.12](#)). The areas of evaluation and procedures for evaluation of academic and administrative faculty are established in Board of Regents (BOR) policies and institutional bylaws, provided in the relevant sections below. Annual evaluations are usually conducted in January and February covering activity from the previous calendar year. [Classified staff](#) are also evaluated annually, usually on the anniversary of their hire date, in accordance with the State of Nevada Personnel System ([NAC 284.468](#)). [Evaluation Tips](#) are available to help faculty and staff prepare for their

evaluation. [Academic](#) and [administrative faculty](#) may request a permanent change to base salary for perceived inequities. The [Management Training Academy](#) offers training to supervisors and managers covering a variety of topics such as performance evaluation, DEI, and more.

Academic Faculty

NSHE requires all academic faculty to be [evaluated on their job performance](#) once a year (NSHE Code [Title 2, Ch. 5, Sec. 5.12-13](#)). The Office of Faculty Affairs manages the [Annual Evaluations process for academic faculty](#). In addition to NSHE Code, the process is governed by UNLV Bylaws ([Ch. III, Sec. 8](#)). Academic faculty are evaluated on their teaching/position effectiveness, scholarly research and/or creative activity, and service/community engagement. All performance evaluations include a narrative addressing each area of performance, and a narrative addressing progress toward tenure and/or promotion, if applicable. This narrative progress assessment occurs at a minimum every three years and is prepared in consultation with the appropriate tenure review committee or promotion committee. Evaluations of instructional faculty include an assessment incorporating teaching evaluations completed by their students.

The evaluation process is conducted through [UNLV Folio](#), an online information management tool for academic faculty members to organize, track, and report on their instructional, research, creative, clinical, service, and other professional activities.

If an academic faculty member disagrees with their evaluation, they can either file a [rejoinder](#) or [request a review](#) by a peer committee (UNLV Bylaws [Ch. III, Sec. 8.3](#)). If an annual evaluation identifies unsatisfactory performance or finds significant need for improvement, a proposed remedial course of action and a reasonable time limit is added to the evaluation for mutual collegial benefit, and to be undertaken during the period before the next evaluation. Both the evaluee and the department will have on record the force and content of the shortcoming. In principle this allows a wide range of evaluations and warnings (NSHE Code [Title 2, Ch. 6, Sec. 6.3 & 6.6](#)). The overall goal of this process is remediation, but the university may terminate employment if performance remains unacceptable in accordance with NSHE Code Rules and Disciplinary Procedures for Faculty (NSHE Code [Title 2, Ch. 6](#)). The faculty member may appeal the decision to terminate as specified in NSHE Code [Title 2, Ch. 6, Sec. 6.13](#).

Administrative Faculty

NSHE requires all administrative faculty to be [evaluated on their job performance](#) once a year (NSHE Code [Title 2, Ch. 5, Sec. 5.12](#)), and this process is managed through HR. The evaluation process supplements regular and ongoing supervisor feedback and may be tailored to meet individual department needs (NSHE Handbook [Title 4, Ch. 3, Sec. 4](#), [UNLV Bylaws Ch. III, Sec. 8](#)). Employees are evaluated based on their [Position Description Questionnaire](#) (PDQ) which sets forth the primary purpose of the position and essential functions against which employee performance is evaluated. PDQs are updated as position duties change. Employees are encouraged to complete a [Self-Evaluation Form](#) regardless of whether or not their department

requires one. Supervisors complete the [Administrative Faculty Annual Evaluation Report](#) to provide a detailed narrative and rate the employee on a Likert scale in a number of job areas.

Employees receiving any rating of Unsatisfactory on their evaluation must be provided with constructive feedback in the written evaluation for improving job performance, including a written plan for improvement which must be specific and must be provided at the time of the first Unsatisfactory rating. Evaluations are prepared by the supervisor, reviewed by the next level supervisor, and acknowledged by the administrative faculty member by signature. If an employee does not agree with their evaluation, they may file a rejoinder or request review by a peer committee.

Classified Staff

[The classified staff evaluation process](#) follows the procedures established by the State of Nevada under the Nevada Revised Statutes (NRS [284.335-284.340](#)) and the State of Nevada Division of Human Resource Management, [Rules for State Personnel Administration](#). Classified staff are evaluated annually.

The Employee Report on Performance (Form HR-15) based on an employee's Work Performance Standards (Form HR-14) is required and supplements regular and ongoing supervisor feedback (see [Performance Reports](#)). Training on the development of work performance standards is offered on-line through the State of Nevada Division of Human Resource Management. Supervisors are required to complete this training prior to the development of work performance standards. The supervisor is responsible for establishing initial standards, but standards must be reviewed annually and amended, as appropriate. Employees must be given an opportunity to comment when the standards are revised. The work performance standards are developed for the job elements outlined in [NAC 284.468](#), and the evaluation process is outlined in [NAC 284.470](#).

Evidence Documentation for Standard 2.F.4

Administrator/staff/faculty evaluation policies/procedures:

- Governing rules and regulations, annual performance appraisal process, corrective action and progressive discipline, notice of contract termination or notice of non-reappointment, and filing a grievance for [academic faculty](#), [administrative faculty](#), and [classified staff](#)

- Annual evaluation academic and administrative faculty: NSHE Code [Title 2, Sec. 5.12-5.13](#), NSHE Handbook [Title 4, Ch. 3, Sec. 4](#), UNLV Bylaws, [Ch. III, Sec. 8](#),

- [Annual evaluation](#) and [UNLV Folio](#) (academic faculty)

> **Evidence Documentation for Standard 2.F.4**
>
> - [Tenure and Promotion Information for Candidates](#) (academic faculty)
>
> - [Position Description Questionnaire](#) (administrative faculty)
>
> - Rules for State Personnel Administration ([Ch. 284 of the Nevada Administrative Code](#))
>
>   - Reports on Performance and Letters of Instruction classified staff [NAC 284.468-284.480.](#)
>
>   - [State Classified System - Class Specifications for Occupational Groups](#)
>
>   - [Work Performance Standards](#) classified staff
>
>   - Probationary and Trial Periods [NAC 284.442](#), [NAC 284.444](#)
>
>   - Causes for Disciplinary Action [NAC 284.650](#)
>
> - Rules and Disciplinary Procedures for Faculty (academic and administrative faculty) [NSHE Code Title 2, Ch. 6](#)

2.G. Student Support Resources

2.G.1 Support for Student Learning

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

This section provides evidence of compliance with Eligibility Requirements 2. OPERATIONAL FOCUS AND INDEPENDENCE, 5. STUDENT LEARNING, 6. STUDENT ACHIEVEMENT, 7. NON-DISCRIMINATION, 13. EDUCATIONAL PROGRAMS, 14. LIBRARY AND INFORMATION RESOURCES, and 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE.

UNLV is committed to diversity, equity and inclusion. Embracing equity and eliminating achievement gaps is explicit within the goals of UNLV's Top Tier 2.0 strategic plan. Within this plan, [Student Achievement goals](#) outline campus-wide initiatives that positively affect student success outcomes. We are committed to [Student Success](#) and working together as a community to provide a premier student experience. A comprehensive variety of programs and services are available to support student learning, reduce opportunity gaps, and foster engagement and

progression. These educational opportunities are offered through academic and student affairs and many are designed within identity-conscious frameworks that center the experiences and diverse demographics of our students. A centralized and comprehensive Student Resource Guide provides students with resources spanning numerous content areas.

UNLV ranks among the top as one of the nation's most diverse universities for undergraduates, according to the U.S. News & World Report. In 2022, UNLV placed in a four-way tie for first, noting the high percentage of Latinx students measured at approximately 32 percent of the student body. More than 65 percent of UNLV's undergraduates identify as part of a racial or ethnic minority. UNLV ranked second in 2021 and fourth in 2020, after topping the category in 2018 and 2019. The university has ranked in the top ten since the rankings debuted more than a decade ago. In 2020, UNLV attained Carnegie Classification for Community Engagement, a distinction widely considered the highest standard of recognition for community engagement efforts at higher education institutions. This classification, which was achieved by just 119 institutions across the country in the 2020 cycle, highlights the university's engagement practices that contribute to the public good while benefiting the university and its students.

Programs and Services to Address Equity Gaps

The Division of Student Affairs, the Division of Diversity Initiatives, and The Intersection offer culturally relevant resources and campus-wide programming that promote a sense of belonging for our diverse student body, along with faculty, staff, and student development opportunities related to our goals of educational equity. For example, we have built a robust array of programs and resources for our community of First-Generation college students that include workshops, celebratory events, and opportunities to interact with faculty and staff outside of formal classes and offices. Our Faculty Center offers Faculty Resources focused upon diversity, equity, and inclusion in the classroom (e.g., How to Make Your Teaching More Inclusive, Cultural Humility: A Framework to Mitigate Personal Bias, etc.). The Minority-Serving Institution (MSI) Task Force is a coalition of UNLV stakeholders dedicated to advancing student success initiatives for campus students of color, including promoting educational equity and eliminating the achievement gap.

Student Diversity Programs (SDP) is a student-centered office dedicated to serving a diverse student population to amplify and affirm student identities through an intersectional framework promoting student success. SDP is committed to educating and empowering UNLV students as leaders by providing transformative experiences and events that foster a sense of belonging. This unit was created by student demand for identity based support and offers dedicated staff to deliver programs, initiatives, and resources to underserved student communities. Our campus also offers several identity-based resources and services across campus, such as The Care Center, the Office of International Students and Scholars, and the Military and Veteran Services Center.

Non-Traditional Students may join the Alliance of Non-Traditional Students, utilize a curated Non-Traditional Student Guide to UNLV Libraries specific to their needs, and access a suite of Adult Learner academic resources.

Our underserved student community has the opportunity to connect with many TRIO programs, GEAR UP, and other programming to support their success and degree progression. The Center for Academic Enrichment and Outreach offers many services and programs to help UNLV students succeed in the pursuit of their educational goals.

Service Learning and Leadership provides Scholarships, Awards, and Student Support opportunities to help every student, regardless of background, the ability to pursue their dreams. Available opportunities and resources include HOPE Scholars, HOPE Resources, UNLV Clark County Housing Grants, the Fostering Scholars Program, Impact Awards, the Service Learning and Leadership Scholarship, a Navigators Mentorship Program, and a Cap & Gown Lending Program.

The UNLV Tuition+ Award Program is a need-based program for in-state undergraduate students. In conjunction with UNLV scholarships and state and federal aid, it provides most eligible Nevada residents the equivalent of 12-15 credit hours of course fees each semester plus another $1,000 for books for the school year.

Academic units also offer a wide range of scholarships, programs, and co-curricular opportunities to reduce and eliminate student achievement gaps. Many scholarships are awarded based upon student financial need or identity. For example, the College of Engineering states that factors for the awarding of scholarships can include: financial need, ethnicity, and gender, among other considerations. The College of Liberal Arts houses the Engelstad Scholars Program whose applicants must also demonstrate financial need. Where applicable, academic units connect students to professional organizations that enable participation in national meetings, presentation of research, and competition against other undergraduates for scholarships (e.g., the College of Sciences, Department of Mechanical Engineering). The College of Sciences supports its students through their commitment to Diversity, Equity, and Inclusion with opportunities such as the Advancing Women's Success Grant, and the Women Scientists: Force For Change Program.

Student Involvement & Activities: UNLV has more than 400 Registered Student Organizations (RSOs) that encompass a variety of different interests, activities, and beliefs. Students may find an RSO of interest at the Involvement Center. Examples of student organizations include the 1st Generation Club, Lee Women in Business, and the African Student Alliance, among many others.

Programs and Services Supporting Undergraduate Student Learning & Success

The Academic Success Center (ASC) is a resource and service hub that welcomes, guides, and supports undergraduate students through their academic journeys. The ASC offers a wide variety of Services and Programs that include campus-wide Tutoring, Supplemental Instruction, Advising, Academic Success Coaching, Bridge Programs, the Major Pathways Program, a Peer Mentoring Program, Student-Athlete Academic Services, Scholarships, the ASC Dual Enrollment Program, and more.

First-Year Seminar (FYS) is a graduation requirement for all undergraduate degree programs, is completed in the first year of enrollment, and is offered by colleges and departments. Students in these courses are exposed to successful college behaviors, resources, and build relationships with instructional faculty members. First-Year Experience (FYE) is also a program available to all incoming undergraduates. FYE provides flexible and accessible programs and services that acknowledge our students' busy schedules, and connects them to rich relationships with peers, First-Year Advisors, Peer Mentors, faculty members, and key community and industry partners. Freshmen, transfer students, and adult learners are invited to participate in a year-long series of in-person and virtual events (such as Rebel Ready Week, Orientation, and UNLV Creates) that connect them to the people, resources, and opportunities that exist at UNLV. Student Outreach Specialists reach out to a large percentage of all first year students to help with transitioning to the university, share campus resources, and university reminders. Students receive outreach throughout their first year to connect them to advising, tutoring, and faculty office hours.

UNLV offers all students services to assist with student success in writing (Writing Center), math (Tutoring Clinic and the Math Learning Center), research (Office of Undergraduate Research), and library skills.

The Honors College offers students the opportunity to challenge themselves intellectually, surround themselves with like-minded students, and experience the satisfaction of discovery through the Research and Creative Honors Program. Offered by the Graduate College, the yearlong Grad Rebel Advantage program demystifies graduate school at UNLV or elsewhere, guiding undergraduate students in deciding if graduate school is right for them, helping them be more competitive applicants for their dream program, and preparing them to be successful in graduate school.

The Consolidated Students of UNLV (CSUN) is the undergraduate student organization which provides opportunities for students to become emerging leaders, run for election, and guidance for joining a registered student organization (RSO). CSUN funds student organizations, scholarships and grants, and stipends.

Programs and Services Supporting Graduate and Professional Student Learning & Success

The Graduate College supports more than 175 graduate certificate, master's, specialist, and doctoral programs. The college works closely with departments and graduate faculty to provide more than 5,000 graduate and professional students the highest quality academic experience, not only through coursework, but through research, creative activity, and professional development opportunities. The goal is to cultivate a scholarly and creative community that celebrates the diversity of our students, faculty, and staff and support UNLV's unique blend of graduate programs. The Graduate College provides Current Students with resources such as tools, timelines, helpful publications, and professional development opportunities to help guide students through their program and enrich their student experience.

Grad Rebel Gateway (GRG) is the student portal for prospective graduate students, applicants,

and current graduate students. Content areas of the GRG include applications, program enrollment, graduate college forms, graduate assistantships, scholarships and fellowships, the Grad Academy, and a knowledge center, resulting in a streamlined and cohesive experience for graduate student needs. The college also offers co-curricular certifications to develop students' skills in the areas of research, teaching, mentorship, and financial literacy and wellness through workshops, cohort meetings, and culminating experiences.

The Office of Graduate Student Services provides informal and student-centered issue-resolution services, and general advising advice, to graduate students and prospective graduate students. The Graduate Financial Services office is a one-stop shop for financial support services. The broad areas coordinated by this office include graduate assistantships (GA), scholarships, fellowships, grants, and program costs.

The annual Rebel Grad Slam competition offers graduate students a venue to showcase their research and scholarship in an engaging way, with the opportunity to win scholarships. The President's Innovation Challenge is a multidisciplinary team competition encouraging social and business entrepreneurship to help solve major challenges in Southern Nevada and beyond. A panel of judges selects winners and awards prizes. Participation in the Challenge is open to both graduate and undergraduate students.

The university has a very active and engaged Graduate and Professional Student Association (GPSA). GPSA offices, located in the Lied Library in the Graduate Student Commons, provide graduate students office and meeting spaces, research support, and computing resources. GPSA activities include government relations, sponsorship funding for research and travel, an annual fall Research Forum, and a variety of professional development initiatives.

The Office of Postdoctoral Affairs (OPA) enhances and supports postdoctoral training and career development; serves as the central resource office for postdoctoral questions and issues for faculty, supervisors, mentors, and prospective and current postdocs; builds a community for all UNLV postdocs; works toward ensuring that UNLV postdocs feel part of the UNLV community; and provides professional development programs, research events, and networking events for postdocs.

Graduate students may opt in to receive Early Alert services, where enrolled graduate students receive a weekly text message asking them to reflect on their emotional, physical, cognitive, relational, academic, and financial wellness. YOU at UNLV is an online portal which exists to help UNLV students succeed in academics and career readiness and thrive in areas of personal wellness by finding motivation and involvement.

Academic units may provide additional discipline-specific support to their graduate students. For example, students within the School of Dental Medicine (SDM) may join the UNLV branch of the American Association of Women Dentists. The William S. Boyd School of Law's Academic Success Program/CASE (Center for Academic Success and Enrichment) assists students in acclimating to and succeeding in law school, demonstrating their academic excellence in classes, as well as in preparing for and passing the bar exam.

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Evidence Documentation for Standard 2.G.1

Listing of programs and services supporting student learning needs:

- Top Tier 2.0 core area: [Student Achievement goals](); [Student Success]()

- [Student Resource Guide]()

- To Address Equity Gaps:

  - Campus-wide: [Division of Student Affairs](), the [Division of Diversity Initiatives](), [The Intersection](), [Faculty Center Resources]() (resources for DEI in the Classroom), [Minority Serving Institution]() ([Task Force]()), [Student Diversity Programs]() ([resources]()), [Non-Traditional Students](), the [Center for Academic Enrichment and Outreach](), Service Learning and Leadership: [Scholarships, Awards, and Student Support]()

  - Examples from academic units: [College of Engineering]() Scholarships, College of Liberal Arts [Engelstad Scholars Program](), [College of Sciences]() student organizations, [Department of Mechanical Engineering]() Community

  - [Student Involvement & Activities]()

- To Support Undergraduate Learning & Success:

  - [Academic Success Center (ASC)](): [Services/Programs](), [Major Pathways Program](), a [Peer Mentoring Program](), [Student-Athlete Academic Services](), [Scholarships](), and more (accessible via left-hand navigation ribbon on ASC landing-page)

  - [First-Year Seminar](), [First-Year Experience](), [Student Outreach Specialists](), [Writing Center](), math ([Tutoring Clinic]() and [Math Learning Center]()), [research](), [library skills](), [Research and Creative Honors Program](), [Grad Rebel Advantage](), and [Consolidated Students of UNLV (CSUN)]() (student government)

- To Support Graduate & Professional Student Learning & Success:

  - Resources and information for [Current Students]()

  - Student portal ([Grad Rebel Gateway]() – as described in Graduate Catalog)

  - [Grad Academy](), Certificates ([research](), [teaching](), [mentorship](), and [financial literacy and wellness]())

Evidence Documentation for Standard 2.G.1

- o [Rebel Grad Slam](), annual fall [Research Forum](), [President's Innovation Challenge]()

- o [Graduate and Professional Student Association]() (student government)

- o [Graduate Student Commons]()

- o [Office of Postdoctoral Affairs]()

- o [Early Alert]() services

2.G.2 Catalog

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

This section provides evidence of compliance with Eligibility Requirements 1. OPERATIONAL STATUS, 13. EDUCATIONAL PROGRAMS, 17. ADMISSIONS, and 18. PUBLIC INFORMATION.

UNLV reviews and publishes its [Undergraduate Catalog]() and [Graduate Catalog]() online annually. Previous years' catalogs are also [archived online]() or in the [RebelDocs document management system](). Current catalogs and other online resources address the areas outlined in this standard as follows.

Institutional Mission

The mission of the institution is available on the [Vision and Mission page]() of the institution's website, in the [Undergraduate Catalog](), and linked to from the [Graduate Catalog]().

Admission Requirements and Procedures

Undergraduate admission requirements and procedures are found on the [Undergraduate Admissions website]() and the [Undergraduate Catalog: Admissions Information]() section. Graduate College admission requirements and procedures are available at [Future Students]() and the

Graduate Catalog: Admission and Matriculation Info; navigation links located at the bottom of the page direct users to other admissions-related content. Professional student admission requirements and procedures vary by school and are available as follows: the William S. Boyd School of Law Application Requirements and Policies; the Kirk Kerkorian School of Medicine at UNLV Admissions; and the School of Dental Medicine Academic Programs (each dental program's respective page contains its admission requirements and procedures).

Grading Policy

Undergraduate-level Grading Policies are found in the academic policies section of the Undergraduate Catalog. Graduate-level Grading Policies are available on the registration, enrollment, and curricular policies page of the Graduate Catalog. Grading policies for professional students are available in student handbooks as follows: law student grading and class ranks (appendix 2.C.2.1, p. 20-22), medical student grading policies (appendix 2.C.2.2, p. 67), and dental student grading policy (appendix 2.C.2.3, p. 16-17).

Academic Program Information

At the undergraduate-level, degree and program completion requirements, learning outcomes, and required course sequences are located in the Programs section of the Undergraduate Catalog. Each program is hyperlinked to applicable information for majors, minors, certificates, and non-degree seeking programs. In addition, the UNLV Degrees Directory includes in-depth information on each undergraduate program, including academic requirements, learning outcomes, and timelines (e.g., plans of study) to degree completion. For example, students pursuing a Bachelor of Arts in Anthropology would access academic program information as follows from the Undergraduate Catalog and the Degrees Directory. Required course sequences and projected timelines to completion can also be accessed through the academic advisors in each college or school or those within the Academic Success Center.

The Graduate Catalog provides graduate-level information on Academic Certificate & Degree Programs, including Time-to-Degree (timelines for completion). Information provided for Graduate Programs and Certificates includes the plan description and admission, course, degree, and graduation requirements. Learning outcomes for each graduate degree or certificate are listed on the UNLV Degrees Directory. Each graduate degree and certificate program is also required to have a handbook. These handbooks contain any course sequences, and projected timelines to completion; these are located on the program's entry on the UNLV Degrees Directory under the documents/downloads section. For professional degrees offered in the William S. Boyd School of Law, the Kirk Kerkorian School of Medicine, and the School of Dental Medicine, the UNLV Degrees Directory remains the most authoritative central repository for much academic information. The directory includes learning outcomes, projected time to completion, academic requirements for degrees, and student handbooks.

Academic and Administrative Full-Time Faculty Information

There are a number of ways in which students and other stakeholders may access information

(names, titles, degrees held, and conferring institutions) for full-time academic and administrative faculty members. Academic department and administrative unit web pages provide links to individual faculty staff directory profiles. For example, within the College of Liberal Arts, the Anthropology Department includes a Faculty Directory which lists all faculty by name, title, and contact information in brief informational tiles. Users may then select to access more information about the faculty member, such as where and in what year their degrees were conferred. UNLV Directories provide faculty information by utilization of the search function (bar), and by means of the Employee Directory when the name of the faculty member is already known to the user. Graduate faculty and program administrator information is housed in the Graduate Catalog. Using the left-hand navigation ribbon, start by selecting an academic unit (college or school). Within each college, under programs (located near the bottom of this page), select the name of a program. On the program page, under the program information heading, there is a link to a list of all of the faculty members in that area, their roles, and conferring institutions (e.g., Mechanical Engineering Faculty).

Rules and Regulations for Conduct, Rights, and Responsibilities

The Office of Student Conduct collaborates with the UNLV community to enforce the Student Conduct Code, which sets forth the standards of conduct expected of students and student organizations who choose to join the university community. The Undergraduate Catalog: University Policies page and the Graduate Catalog: Policies page refer to the student conduct code and provide additional student policies.

Tuition, Fees, and Other Program Costs

The Nevada System of Higher Education (NSHE) Board of Regents (BOR) establishes UNLV's tuition and fees. Chapter 7 of the Procedures and Guidelines Manual (appendix 2.A.1.4) outlines the fees and tuition information for all NSHE institutions. Additional information is located on the following pages: Cashiering & Student Accounts: Tuition & Fees, Undergraduate Catalog: Fees, Graduate Catalog: Graduate Financial Services, William S. Boyd School of Law: J.D. Tuition & Fees, Kirk Kerkorian School of Medicine at UNLV: Student Financial Services, and the School of Dental Medicine: Tuition.

Refund Policies and Procedures for Students who Withdraw from Enrollment

Chapter 7, Section 22 of the Procedures and Guidelines Manual (appendix 2.A.1.4) outlines the policies and procedures for refunds for all NSHE institutions. More detailed information is located on the following pages: Undergraduate Catalog: Fees, Graduate Catalog: Graduate Financial Services, Cashiering and Student Accounts: Student Refunds and Withdrawal Policy, William S. Boyd School of Law: J.D. Tuition & Fees, the Medical Student Handbook (appendix 2.C.2.2, p. 19), and the Dental School Student/Resident Handbook (appendix 2.C.2.3, p. 36).

Opportunities and Requirements for Financial Aid

The website for Financial Aid & Scholarships includes Financial Aid Deadlines, and information

on How to Apply for Financial Aid, Scholarships, Grants, Loans, and Work-Study programs. Students maintain eligibility for financial aid through Satisfactory Academic Progress, and by ensuring sufficient course loads (as evaluated on predetermined Census Dates).

Academic Calendar

The academic calendar for the institution is maintained by the Office of the Registrar and available through Calendars and Schedules. The UNLV Faculty Senate votes on the academic calendar each year, and the Office of the Registrar updates the website accordingly on an annual basis.

Evidence Documentation for Standard 2.G.2
Catalog (and/or other publications) that provides information regarding:
Institutional mission: ● Vision and Mission page; also found in the Undergraduate Catalog, and the Graduate Catalog.
Admission requirements and procedures: ● Undergraduate Admissions website and the Undergraduate Catalog: Admissions Information ● Graduate College: Future Students and the Graduate Catalog: Admission and Matriculation Info ● Professional Programs: William S. Boyd School of Law Application Requirements and Policies; the Kirk Kerkorian School of Medicine at UNLV Admissions; and the School of Dental Medicine Academic Programs
Grading policy: ● Undergraduate-level Grading Policies ● Graduate-level Grading Policies ● Professional Programs: law student grading and class ranks (appendix 2.C.2.1, p. 20-22), medical student grading policies (appendix 2.C.2.2, p. 67), and dental student grading policy (appendix 2.C.2.3, p. 16-17).

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Evidence Documentation for Standard 2.G.2

Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion:

- Undergraduate Catalog: Programs

- Graduate Catalog: Academic Certificate & Degree Programs (Graduate Programs and Certificates) including Time-to-Degree (timelines for completion).

- UNLV Degrees Directory

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty:

- UNLV Directories: Employee Directory

- Academic department and administrative unit web pages provide links to individual faculty staff directory profiles (e.g., the Anthropology Department Faculty Directory).

- Graduate faculty and program administrator information is housed in the Graduate Catalog within each degree program's catalog page.

Rules and regulations for conduct, rights, and responsibilities:

- The Student Conduct Code is also found in the Undergraduate Catalog: University Policies and the Graduate Catalog: Policies.

Tuition, fees, and other program costs:

- 2.A.1.4. NSHE Procedures and Guidelines Manual, Ch. 7

- Cashiering & Student Accounts: Tuition & Fees

- Undergraduate Catalog: Fees

- Graduate Catalog: Graduate Financial Services

- Professional Schools: William S. Boyd School of Law: J.D. Tuition & Fees, Kirk Kerkorian School of Medicine at UNLV: Student Financial Services, and the School of Dental

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Evidence Documentation for Standard 2.G.2
[Medicine: Tuition](#)
Refund policies and procedures for students who withdraw from enrollment: • [2.A.1.4](#). NSHE Procedures and Guidelines Manual, Ch. 7, Sec. 22 • [Undergraduate Catalog: Fees](#) • [Graduate Catalog: Graduate Financial Services](#) • Professional Schools: [William S. Boyd School of Law: J.D. Tuition & Fees](#), Medical Student Handbook ([appendix 2.C.2.2](#), p. 19), and the Dental School Student/Resident Handbook ([appendix 2.C.2.3](#), p. 36)
Opportunities and requirements for financial aid: • [Financial Aid & Scholarships](#): [Financial Aid Deadlines](#), How to Apply for [Financial Aid](#), [Scholarships](#), [Grants](#), [Loans](#), and [Work-Study](#). • [Satisfactory Academic Progress](#) • [Census Dates](#)
The academic calendar: • [Calendars and Schedules](#)

2.G.3 Licensure, Entry into Occupation, Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

This section provides evidence of compliance with Eligibility Requirement 18. PUBLIC INFORMATION.

UNLV provides state and national licensing requirement information within the Degrees Directory, Professional Licensure Disclosures, and within relevant academic unit websites (e.g., colleges, schools, and departments), as applicable to specific programs. The institution offers numerous programs that lead to professional licensure and/or certification. In accordance with regulations from the U.S. Department of Education, 34 CFR 668.43(a)(5)(v), institutional licensure and certification program webpages indicate how the curriculum for each applicable program aligns with curriculum requirements in all other U.S. states and territories. This information as well as expectations of licensure disclosures are available to both prospective and currently enrolled students. Examples from the Bachelor of Science in Nursing (Degrees Directory and Public Licensing Disclosure) and the Master of Social Work (Degrees Directory and Public Licensing Disclosure) demonstrate how information related to program licensure, unique requirements for employment, and advancement in the occupation or profession are conveyed to students and other interested parties.

To help actively communicate licensure information to impacted students, the Office of Information Technology created a special module in the student information system that flags all students enrolled in professional licensure disciplines. When students in identified disciplines change their address to a different state, move from one licensure program to another, or if the institution updates information on its relevant professional licensure public disclosure webpage, affected student(s) receive an automated individual email disclosure with updated licensure information based upon those changes.

Academic advisors in each college or school can also assist students with national and state eligibility requirements for licensure or entry into an occupation and with any unique requirements for employment and advancement in an occupation or profession. Career Services provides another avenue students can explore for occupational requirements through career counseling.

In 2019, UNLV established the Office of Educational Compliance and the Educational Compliance Assessment and Implementation Committee. Together, they help ensure accurate information regarding professional licensure and certification educational requirements is conveyed to students in a reliable and consistent manner. The purpose of this committee is to research, implement, maintain, and update university policies and procedures as they pertain to compliance with federal regulations. This includes compliance with the National Council for State Authorization Reciprocity Agreements (NC-SARA) regarding professional licensure and certification education. UNLV is an institutional member of NC-SARA, the WICHE Cooperative for Educational Technologies, and the State Authorization Network, ensuring institutional exposure to best practice recommendations as they relate to communication of professional licensure and certification educational requirements to students and prospective students.

Evidence Documentation for Standard 2.G.3
Samples of publications and other written materials that describe:

Evidence Documentation for Standard 2.G.3

Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered:
 	
● State and national licensing requirement information is provided in the Degrees Directory and within relevant academic unit websites (e.g., colleges, schools, and departments) as applicable to specific programs. Examples:
 	
    ○ Bachelor of Science in Nursing: Degrees Directory and Public Licensing Disclosure
 	
    ○ Master of Social Work: Degrees Directory and Public Licensing Disclosure
 	
● Licensure Disclosures: Student Expectations
 	
● Professional Licensure Disclosures

Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials: ● Bachelor of Science in Nursing Degree Directory: Career Possibilities (undergraduate program example) ● Master of Social Work Degree Directory: Career Possibilities (graduate program example)

2.G.4 Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 23. INSTITUTIONAL CAPACITY.

The Office of Financial Aid & Scholarships has a comprehensive website with information for students and parents. From the homepage of the website, students and families are able to learn about various types of aid offered to UNLV students, the eligibility for those types of aid, the application process and links (if required) and the renewal and repayment responsibilities for each type. Information from this area of the webpage covers Scholarships (generally and

lists specifically those available directly through the Financial Aid and Scholarships office), Grants, Waivers, Loans, Work-Study and other funding types available. The main webpage also directs users to a page outlining step by step How to Apply for Financial Aid (including how students are notified about aid), how to receive any refund they may be entitled to and how to maintain eligibility for aid they have received (Satisfactory Academic Progress Policy).

The Office has worked diligently to increase the awareness and familiarity of the services provided by, and the opportunities available through, UNLV aid programs. The staff regularly interacts with the local, regional, and national community at events designed to educate students, families and other stakeholders on the financial aid programs and scholarships available to new first year, transfer, graduate, returning, or continuing students. Hands-on Free Application for Federal Student Aid (FAFSA) and Alternate Need Form completion workshops are conducted on campus, on location at local high schools, virtually, and even in the community at public libraries to assist with submission and questions surrounding the completion, submission, and results of these applications. Additionally, the Office of Financial Aid and Scholarships hosts FAFSA verification completion workshops in all the venues and modalities previously mentioned.

The website and direct in-person or virtual interaction are only some of our outreach methods. Updates, deadlines, and information are also consistently pushed out on social media platforms in order to deliver information to the widest audience possible. The Office answers comments and direct messages from these posts and refers them to financial aid or admissions staff as appropriate, demonstrating that social media posts are reaching students and families. The Office also distributes comprehensive email campaigns for FAFSA and Alternate Need Form completion. The campaign begins prior to when applications open each fall; it includes prospective, admitted, and continuing students in all careers and removes individuals who have submitted forms for each subsequent email. UNLV has seen an over 20% increase in the submission of FAFSAs and more than double the number of Alternate Need Forms in the past two aid years. This increase may be largely attributable to these omni-channel outreach strategies: communication spanning web, social, email, and off-line (print and in person) tactics.

The Office distributes email campaigns for those selected for financial aid verification and who have not yet completed the process. This communication campaign started in aid year 2022-2023; before the end of the aid year nearly 75% of students selected for verification (whose verification was not waived by federal waiver programs) had completed the process. As of Spring 2023, nearly four months before the start of aid year 2023-2024, almost 67% of students selected for verification already completed the process.

These communication strategies, increased outreach, and simplified verification processes supports UNLV's Top Tier 2.0 mission related to improving student access (e.g., Support success of low-income and first-generation students to drive social mobility; and reduce financial barriers through student success-focused philanthropy, strategic financial aid leveraging, and financial literacy education) and fostering diverse communities.

During and after the pandemic, the Office of Financial Aid & Scholarships made significant changes to its operations and customer services processes. Prior to 2021, in-bound calls (answered by a third party call center) and walk-ins monitored by a virtual line system were the only methods available for students to communicate with aid staff. However in response to the increasing need for other methods to provide timely, appropriate, and accurate communication, in 2021, the Office began fully utilizing a case management Self-Service Help Center (see: How We Can Help You: Contact a Counselor) that students can find on the main webpage and requires student verification via a secure login to communicate with the Office. Calls, which had ballooned to over 55,000 annually in 2019 and 2020, reduced by nearly 47% to approximately 38,500 in 2022. Note that in the same time frame, cases from 2021 to 2022 only increased slightly by less than 1%. Walk-in services and appointments are also available. In 2022 a secure chat (which requires students to login using their secure and unique identification credentials) was also implemented and has been successful. Our new ticketing system allows for a detailed look at case response times and an analysis of trends of case topics. These data are used to continually update UNLV's Knowledge Article database to include the information most requested by students. The Knowledge Article database is an FAQ that students are able to search within the Rebel Success Hub when they log in (a sample of the database is provided as appendix 2.G.4.1).

During this period of significant analysis of needs and organization of the Office of Financial Aid and Scholarships, a new organizational structure, clear lines of responsibility for staff positions, and more internal review and audit functions were implemented along with the previously mentioned changes to customer service. The investment in staffing to bring the ratio of employees to enrolled students to the National Association of Student Financial Aid Administrators (NASFAA) recommended 1:1000 ratio was achieved. This is in addition to the third party call center and the Campus Relations Team (three Full-Time Equivalent employees and three student workers available from 8AM-5PM) that manage the chat function.

A number of other improvements were made for the 2022 aid year, as provided below. The effects of these changes will be assessed and analyzed in the next academic year. They were implemented to increase the ease of obtaining and maintaining aid, thereby supporting student retention, progression and completion.

- Creation of a financial aid document sent to all newly admitted students' home mailing address that clearly defines and explains the aid package and provides a budget sheet (appendix 2.G.4.2).

- Changes to the Financial Aid Notification, which is automatically emailed to students when packaging occurs, were made to shorten, but clarify, information regarding specific awards on the student's account (appendix 2.G.4.3).

- [Satisfactory Academic Progress (SAP) Policy](#) was adjusted to align with the Department of Education limits for pace/completion rate ([appendix 2.G.4.4](#)). Some SAP appeals are automatically renewed by staff members without additional student action needed (based on meeting the conditions of the appeal). Students who appear to not meet SAP are notified in advance of the beginning of the next term to encourage them to review their information and submit an appeal if applicable.

- Dependency status appeals are renewed for the next aid year without repeated submission of documents.

- Renewal criteria for institutional scholarships (unless otherwise required by a Memorandum of Understanding) were moved to the same GPA criteria as SAP (2.0), thereby reducing confusion and complications for the Office to accurately and efficiently apply aid.

- Students who do not meet institutional scholarship GPA requirements are allowed to keep their aid for one semester as a "grace" period to work to regain eligibility.

- [Appeal forms](#) were reduced from 6-14 pages in length to only three pages and they may be submitted in the student [Rebel Success Hub](#) or in person; students are no longer required to submit these forms in person.

- Significant changes were made to the [Federal Work-Study program](#) which include new organization of the program and an increase in coverage of student wages from a previous 50-75% to 100% currently. Despite this increase in the percentage of wages covered, the number of students employed on-campus has increased. The number of offices able to utilize the program to provide experiences to students related to their academic interests has also increased and diversified.

Evidence Documentation for Standard 2.G.4

Published financial aid policies/procedures including information about categories of financial assistance:

- The [Office of Financial Aid & Scholarships](#) provides information on different types of aid (e.g., scholarships, grants, waivers, loans, work study, funding and other programs).

- [Repeat Classes and Financial Aid Eligibility Policy](#)

- [Code of Ethics & Student Loan Code of Conduct](#)

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Evidence Documentation for Standard 2.G.4
2.G.4.1. Knowledge Article Database Sample   2.G.4.2. Financial aid document sent to all newly admitted students' home mailing address that clearly defines and explains the aid package and provides a budget sheet   2.G.4.3. Changes to the Financial Aid Notification, which is automatically emailed to students when packaging occurs, were made to shorten, but clarify, information regarding specific awards on the student's account   - Satisfactory Academic Progress Policy, 2.G.4.4. Satisfactory Academic Progress (SAP) Policy
Information to students regarding repayment obligations: - Office of Financial Aid & Scholarships: Loans page   - Entrance Loan Counseling
Policies/procedures for monitoring student loan programs: - Satisfactory Academic Progress Policy: Monitoring Intervals & Warning Signs   2.G.4.5. Direct Loan Quality Assurance Program: Compliance Monitoring Processes

2.G.5 Financial Aid Repayment

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 23. INSTITUTIONAL CAPACITY.

The Office of Financial Aid & Scholarships is dedicated to helping students successfully navigate financial aid processes, including informing students who have received financial aid with repayment obligations. The Office's Loans page provides details on loan types (e.g., unsubsidized, subsidized, etc.), the application process, entrance and exit loan counseling, the federal master promissory note, interest and repayment terms, conditions for eligibility, loan

amounts available, loan deferment, and UNLV's Student Loan Cohort Default Rates. The Office regularly monitors its student loan programs, as evidenced by the Satisfactory Academic Progress Policy: Monitoring Intervals & Warning Signs, and the implementation of quality assurance programs such as the Direct Loan Compliance Monitoring Process (2.G.4.5).

All first-time borrowers of federal student loans are required to complete Entrance Loan Counseling that describes a borrower's rights and responsibilities as a student loan borrower. Students must also pass a quiz at the end of the entrance loan counseling session to verify they understand the terms, conditions, and commitment of borrowing. Students are notified by the Office when they get close to, and when they reach, the aggregate loan limit in the career for which they are borrowing.

The Office utilizes an electronic notification created by the U.S. Department of Education called the College Financing Plan. The College Financing Plan is a consumer tool that is designed to simplify information to students about UNLV costs, financial aid, and student loan borrowing. The plan lists UNLV's student loan default rate and median student loan borrowing.

Evidence Documentation for Standard 2.G.5

Published financial aid policies/procedures including information about categories of financial assistance:

- The Office of Financial Aid & Scholarships provides information on different types of aid (e.g., scholarships, grants, waivers, loans, work study, funding and other programs).

- Repeat Classes and Financial Aid Eligibility Policy

- Code of Ethics & Student Loan Code of Conduct

- 2.G.4.1. Knowledge Article Database Sample

- 2.G.4.2. Financial aid document sent to all newly admitted students' home mailing address that clearly defines and explains the aid package and provides a budget sheet

- 2.G.4.3. Changes to the Financial Aid Notification, which is automatically emailed to students when packaging occurs, were made to shorten, but clarify, information regarding specific awards on the student's account

- Satisfactory Academic Progress Policy, 2.G.4.4. Satisfactory Academic Progress (SAP) Policy

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Evidence Documentation for Standard 2.G.5
Information to students regarding repayment obligations: • [Office of Financial Aid & Scholarships](): [Loans]() page   • [Entrance Loan Counseling]()
Policies/procedures for monitoring student loan programs: • [Satisfactory Academic Progress Policy](): Monitoring Intervals & Warning Signs   • [2.G.4.5. Direct Loan Quality Assurance Program](): Compliance Monitoring Processes
Loan default rate published on website: • [UNLV's Student Loan Cohort Default Rates]()

2.G.6 Academic Advisement

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, and 23. INSTITUTIONAL CAPACITY.

Advising Program, Staffing, and Publications

UNLV delivers academic advising through a team of over 80 professional staff located in multiple distinct advising centers within academic colleges. Each academic advising center has a team of advising professionals who are dedicated to supporting student success. [Meet the Advisors]() provides detailed information on advising staff for each center. All advising professionals have a general knowledge of admissions, registration systems, financial aid processes, and are well-versed in student confidentiality guidelines (i.e., FERPA). Academic advising information is readily available to students on the [Academic Advising website]() wherein students may further select their academic unit's advising center (e.g., the [Academic Success Center]() for exploring majors, the [Lee Business School](), the [College of Fine Arts](), etc.). This information is also available in the Undergraduate Catalog, found in the appropriate academic

unit of study (e.g., the Academic Success Center, the Academic Advising Center for the College of Engineering, the College of Liberal Arts Advisement, etc.). In addition to the on-campus advising centers, satellite advising units are located at three College of Southern Nevada (CSN) campuses that serve students interested in transferring to UNLV, and another location serving active duty personnel interested or enrolled in UNLV certificates and degree programs at Nellis Air Force Base.

Advisors report to the associate dean in their college and to the Associate Vice Provost of Student Success (AVPSS) via the Executive Director of Undergraduate Advising Practice. Academic advising professionals are well-informed of institutional resources, helping students navigate the university system and their degree requirements. Advising professionals assist students in the development of meaningful educational plans and ensure students are prepared to successfully fulfill their academic responsibilities. The central expectations, practices, and theoretical framework of academic advising are covered in the UNLV Academic Advising Practices document (appendix 2.G.6.1).

The mission of academic advising at UNLV is to assist students by collaborating with them in identifying and pursuing their educational goals, providing accurate and timely information, and promoting student responsibility and accountability for their academic success. The Office of the Executive Director of Academic Advising is responsible for the institutional objectives and general leadership of the academic advising centers on campus, as well as the promotion of the value and progress of academic advising. The institutional academic advising community convenes monthly via the Academic Advising Council, consisting of advising professionals and administrative faculty from the office of the AVPSS.

Advising center teams consist of a variety of essential roles. Positions that comprise any given advising center include the positions detailed below, and currently follow this order for the professional advancement:

1. Academic Advisors (multiple per center): Responsible for providing academic advising to prospective, new, transfer, returning, and continuing undergraduate students in individual and group advising settings. The nature of advising appointments vary, but the most common reasons for advising appointments have been reported as: course planning, academic support, academic forms, career information, change of major, new student advising, add or drop major/minor, and graduation check. The Academic Advisor provides expertise in degree requirements, proactive advising (outreach and student interaction) and may be involved in recruitment events and other assigned special projects geared to impact student success.

2. Senior Academic Advisor (multiple per center): In addition to the academic advisor responsibilities, senior academic advisors are also responsible for developing advising and recruitment materials, and provide training and support to new staff and student leaders.

3. Retention, Progression & Completion (RPC) Coordinator (one per center): Helps achieve the advising center's goals of advising students, retaining existing students, assisting with college orientation events, tracking current students and graduates, and other assigned duties as designated by the advising center's director. The RPC coordinator also works on projects addressing specific student success initiatives as needed within the academic unit. Examples of duties include: reaching out to high-risk students, creating intentional programing and planning with students on academic probation and suspension, and more.

4. Leadership roles in each center include one Assistant Director, Associate Director, and Director of Advising. These roles are responsible for supervision of advising staff, ensuring students have access to quality advising appointments, and RPC efforts.

Student Success Initiatives

All students have access to academic advising through the various advising centers on campus. Advising centers complete regular outreach and appointment campaigns to initiate academic advising appointments with students on a semesterly basis. Advising centers offer in-person, virtual, and phone options for all students. The Rebel Success Hub is a student success platform utilized campus-wide with a wide range of functionality. Qualifying students may apply to receive the Academic Success Center Hixson-Lied Success Scholars Program.

All incoming first-year students are required to participate in academic advising which is delivered through dedicated advising sessions built into the New Student Orientation (NSO) program; this information is also found within the NSO Handbook (p. 2-3). First-Year Seminar (FYS) is an educational core requirement, and First-Year Experience (FYE) provides additional support to incoming students. NSO includes advisor-led registration where academic advisors build each student's individual schedule for their first semester, and receive an Academic Advising Syllabus (provides the expectations of their academic advising appointments) and a 15 to Finish handout (a university campaign that encourages students to enroll in 15 credits per semester to graduate in 4 years). At orientation, academic advisors present the institutional curriculum and policies that are required for students to graduate. They provide important information to ensure that students succeed throughout their academic careers. The information presented at NSO is available on the UNLV Degrees Directory and the First Year Experience (FYE) WebCampus module. First Year Advising Baseline Expectations (appendix 2.G.6.2) provides a solid framework that details the expectations of the First Year Advisor position. Other in-person and virtual events that support student success include Rebel Ready Week (news article) and UNLV Creates.

Following NSO, advisors engage in proactive outreach efforts in order to connect with students throughout their first year. Students are encouraged to meet with their academic advisor at least once per semester in a variety of ways. The Office of the AVPSS runs registration campaigns during peak registration periods by posting fliers in high traffic student areas. These locations include, but are not limited to: Student Union tables, WebCampus pop-up banners,

academic advising centers, and student events. In addition, the Office of the AVPSS works with RPC coordinators from each academic advising center to ensure that the remaining student population are encouraged to meet with their academic advisor to discuss their degree requirements for graduation. Additional RPC outreach efforts are conducted throughout the year to target specific student populations, especially those that are identified as high-risk students, to provide an additional level of support.

Academic Advising Evaluation

UNLV's academic advising goals are to increase retention, progression and completion (RPC) by building rich relationships and rapport with students, serving as student advocates, and making appropriate referrals to student support services. Goals and objectives for each of the RPC areas are incorporated into the university's Top Tier 2.0 Strategic Plan: Student Achievement core area. Metrics such as first-year retention, 4-year, and 6-year graduation rates, and student-to-advisor ratios are tracked to help measure progress toward Top Tier 2.0 goals such as *improving student outcomes and maintaining and strengthening UNLV's access mission*, and *improving undergraduate retention rates* (see: Student Achievement – Undergraduate Education Progress: Undergraduate Retention metrics). Such data are reviewed annually (at a minimum) and shared with advising centers to assess progression toward these goals.

There are numerous other methods used to evaluate continuous and ongoing academic advising efforts, as described below:

1. Annual Metrics Report: Rebel Success Hub is used to track the number of students accessing advising services; institutional reports are used to track student retention, progression, and completion rates. This annual report includes a wide array of data (e.g., overall number of advising appointments, percentage of students advised, first year retention rates compared to number of advising appointments, etc.) and is discussed within college-centered meetings led by the AVPSS (appendix 2.G.6.3).

2. Post-Appointment Survey: Distributed by academic unit advising centers to students upon completion of an advising appointment. The information gathered is used to address areas where advisors may need additional training, improve advising services, and celebrate positive student feedback. Individual advising centers may elect to include additional questions into the post-appointment survey, as applicable to their focus areas (appendix 2.G.6.4).

3. First-Year Seminar (FYS) Learning Outcomes Survey (LOS): Administered to all students enrolled in a FYS course each fall semester (see LOS Report: Fall 2022, p. 8, Table 7, row 3 for the advising-related question and data).

4. Graduating Senior Exit Survey (GSES): Poses several questions related to academic advising. Students are asked to rank the quality of advising by their advising center, and rate their advisor in the various areas (see GSES 2021-2022 Survey, p. 11).

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Academic Advisor Professional Development

Academic advising professionals are trained at the university and college/school-level, as applicable to their advising center and participate in various professional development opportunities throughout their careers. The AVPSS hosts a New Advisor Orientation using the New Advisor Handbook (appendix 2.G.6.5) to showcase must-know information for advisors within any center, and is held each Fall, Spring, and Summer term. New advisors receive further training specific to their advising center. Academic advisors learn about the Appreciative Advising model and are given numerous resources to help develop their personal advising model. Advisors receive a copy of the *National Academic Advising Association (NACADA): Academic Advising Core Competencies Guide* and *The Appreciative Advising Revolution*.

In addition to the resources given at orientation, advisors are given access to the *AVPSS: Academic Advisor Training* module within WebCampus (the university's LMS platform) (appendix 2.G.6.6). This module is available to all academic advisors, and a point system incentivizes advisors to complete all module components.

Academic advisors participate in monthly Academic Advising Council (AAC) meetings during the academic year, which are led by a team of appointed academic advisors and the Student Success team in the Office of the AVPSS. Campus partners throughout the university are invited to these meetings to present updates and important information, which is shared with students during their advising appointments. The AAC meetings create a space for academic advisors across UNLV to connect in a centralized space, allowing them to network and share best practices from each advising center.

Throughout the year, academic advisors have the opportunity to further their professional development by joining advising commissions; examples include the Adult Learner Advisory Board, Inclusion and Engagement (DEI), Rebels R.I.S.E. (sophomore focus), Rebel Voice (student voice in advising), and Technology in Advising. The Office of the AVPSS supports the commissions and provides a budget each fiscal year, and are mainly led by academic advisors on a voluntary basis. Each commission has its own mission to either enhance the student experience of its targeted population(s) or support the advising community through various resources and activities. As advisor retention and recruitment continues to be a nationwide challenge, UNLV created the Micro-Externship Program to improve academic advisors' wellness and avoid burnout.

The Office of the AVPSS provides additional professional development opportunities each fiscal year to its advisors. Each advising center is allocated a budget for professional development related travel, such as attending a NACADA or First-Year Experience (FYE) conference. The Office hosts NACADA webinars and advising workshops which keep advisors abreast of current best practices within the advising profession. The Office also conducts specialized monthly meetings for First Year Advisors, RPC Coordinators, Assistant/Associate Directors, and biweekly meetings with Directors. At these meetings members receive important information that is pertinent to the success of their specific roles and advising centers, and are given the opportunity to share best practices and points of concern that can be remedied on a larger

scale with support from the Office of the AVPSS.

Professional development is further encouraged through the clear communication of career advancement options for all academic advising professional positions in the [Academic Advising Job Family Salary Matrix](#).

Evidence Documentation for Standard 2.G.6
Description of advising program, staffing, and advising publications: • [Academic Advising website](#) describes the program and links to 12 individual centers plus a [UNLV/CSN Transfer Program](#) and [Centers on Social Media](#) • [Meet the Advisors](#) provides advising staff by center • Undergraduate Catalog provides information in the appropriate academic unit of study (e.g., the [Academic Success Center](#), the [Academic Advising Center for the College of Engineering](#), the [College of Liberal Arts Advisement](#), etc.) • [2.G.6.1](#). Campus-wide Academic Advising Practices • [New Student Orientation (NSO)](#): Covers the first-year student academic advising requirement. This information is also found within the [NSO Handbook](#) (p. 2-3) • [15 to Finish](#) • [2.G.6.2](#). First Year Advising Baseline Expectations
Systematic evaluation of advising: • Goals and objectives for each of the RPC areas are incorporated into the university's Top Tier 2.0 strategic plan: [Student Achievement](#) core area. Includes first-year retention, 4-year, and 6-year graduation rates, and student-to-advisor ratios (see: Student Achievement – Undergraduate Education Progress: [Undergraduate Retention](#) metrics) • [2.G.6.3](#). Advising Metrics • [2.G.6.4. Advising Post Appointment Survey Questions](#) • [First-Year Seminar Learning Outcomes Survey](#): see [Fall 2022 Report](#), p. 8, Table 7, row 3 for the advising-related question and data

- Graduating Senior Exit Survey: September 2021-August 2022 (questions related to academic advising: p. 11)

Professional development policies/procedures for advisors:

- 2.G.6.5. Academic Advising Handbook

- 2.G.6.6. *AVPSS: Academic Advisor Training* module (WebCampus)

- Academic Advising Job Family Salary Matrix provides a clear path for career advancement.

2.G.7 Identity Verification for Distance Education Students

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

This section provides evidence of compliance with Eligibility Requirements 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE, and 18. PUBLIC INFORMATION.

UNLV adheres to federal requirements for identity verification of students enrolled in distance education courses and programs, as detailed in the Identity Verification in Online Courses Policy. The policy was updated in 2022 to further strengthen the language requiring that graded assignments and assessments in online courses must be hosted in Webcampus, the university learning management system (LMS) or another UNLV-managed platform that requires login through the university identity management system.

The university's identity management system provides secure access to the LMS, the student information system, student online help systems, student email, lecture capture resource, advising systems, and more. Students are expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, which prohibits sharing university accounts with other persons without authorization. Furthermore, Multifactor Authentication (MFA) was implemented during the 2022-23 academic year to provide a second method of identity verification. MFA is the industry standard for protecting data. Requiring multiple verification methods to log into campus applications helps prevent unauthorized access to credentials, devices, and other information, including data protected by the Family Educational

Rights and Privacy Act (FERPA). The Computer Security Policy helps maintain a safe and secure campus computing environment, meets best practice computer security standards, protects institutional data, and complies with federal and state regulations. Academic Integrity: UNLV Teach Online Best Practices provides instructors with pedagogical strategies which include the active learning technique of providing opportunities for regular and substantive interaction with the instructor and among students in discussions; a policy for Regular and Substantive Interaction is currently in development.

Faculty may require the use of proctoring systems (such as Respondus Tools) to further validate the identity of remote students during assessment. Respondus Monitor proctoring software is provided by the institution at no charge to the students. The university also utilizes ProctorU for live remote proctoring of high stakes exams; proctoring costs are charged to students when clearly disclosed in advance. If not disclosed prior to registration, the costs of proctored exams must be borne by the department. UNLV's ProctorU website provides students with guidance on fees, cancellations, and refunds.

According to NSHE policy, students cannot be asked to pay any proctoring fees or be required to attend in person assessments for online courses, unless they were informed of the stipulation in MyUNLV, the student registration and information system, at the time of registration. For courses which incur extra charges, the following notification is listed in the registration system for students to see prior to enrolling in the course: "This course has Proctored Exam(s). Additional verification of identity and additional charges required." A ProctorU FAQ URL is also provided to students for further information.

Evidence Documentation for Standard 2.G.7

Policies/procedures for ensuring identity verification for students enrolling in distance education courses:

- Identity Verification in Online Courses Policy

- Acceptable Use of Computing and Information Technology Resources Policy prohibits sharing university accounts with other persons without authorization

- Multifactor Authentication

- Computer Security Policy

- Academic Integrity: UNLV Teach Online Best Practices

- UNLV ProctorU

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2.H. Library and Information Resources

2.H.1 Library Personnel and Access to Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

This section provides evidence of compliance with Eligibility Requirements 7. NON-DISCRIMINATION and 14. LIBRARY AND INFORMATION RESOURCES.

University Libraries Overview

The University Libraries (UL) have five Branches and Locations: 1) Lied Library (the main academic library), 2) the Teacher Development & Resources Library, 3) the Music Library, 4) the Architecture Studies Library, and 5) the School of Medicine Library (SoML). The Wiener-Rogers Law Library is managed separately by the William S. Boyd School of Law.

UL reports staffing, expenditures, collections, and services statistics to IPEDS and to the Association for College and Research Libraries annually. These data are utilized to track progress toward meeting strategic goals and reinforces a culture of assessment and continuous improvement.

Lied Library is open on average 99 hours per week. Library branches have fewer hours, however the SoML, while it is only staffed 49 hours a week, is available to medical school students and faculty at all times through secure badge access. The Law Library is open 361 days a year to students and faculty of the Law School, as well as the public. Quick Facts about UNLV Libraries provides essential information and statistics regarding UL resources, including approximately 1.85 million annual user visits, more than 1.2 million bound volumes, access to over 1.3 million ebooks, nearly 112 thousand journals and serials, and more through the comprehensive library catalog. Faculty, staff, and students have full-time access to 411 Library Guides (resources guides that are subject- or class-specific), and the Special Collections and Archives (SCA) portal of original archival and research materials. In addition to resources noted on the library's Quick Facts page, the SoML provides 3D printing services. Equipment such as laptops, video cameras, and microphones are available for checkout at multiple locations.

This full-time access to online resources and collections was critical during the COVID-19 pandemic lockdown of 2020. A comparison of online usage data shows a 379% increase in use of these resources from pre-pandemic fiscal year (FY) 2019 (892,447 hits) to the lockdown period of FY 2020 (4,276,463 hits). To further support students during that unprecedented time, UL partnered with the Office of Information Technology to lend laptops and generate wifi hotspots for students so they were able to access library collections. UL also provided curbside pickup for print books during the lockdown.

In addition to the collections mentioned above, through the Wiener-Rogers Law Library, law

students and faculty have access to over 900,000 digital or print titles, more than 50 law-specific databases, current and historical legislative, judicial, and administrative materials (federally and from all 50 states), jurisprudence from foreign countries, over 3,000 law-related documentary films (which focus on social justice and human rights), and 11 subject-specific print collections focused on faculty scholarly interests and local strengths.

Institutional Mission

The University Libraries (UL) is a strong partner in student learning and research, fostering critical thinking and information literacy with innovative services, entrepreneurial staff, more than 1.2 million physical volumes, outstanding digital collections, up-to-date technology, and internationally renowned Special Collections. UL builds collections and provides access to information and services to support teaching, learning, research, and creative endeavors in fulfillment of UNLV's Top Tier 2.0 Mission.

The Mission of University Libraries is to be "a welcoming and inclusive place for learning. We foster innovation, knowledge creation and discovery, and academic achievement to enrich our UNLV and Southern Nevada communities." UL's Strategic Goals are aligned with UNLV's Top Tier 2.0 Strategic Plan; university pathway goals/core areas are addressed by UL as detailed with examples below.

Advance Student Achievement: UL has an expanded educational role beyond traditional reference and instruction activities. Librarians lead campus-wide educational initiatives designed to infuse information literacy into learning experiences. UNLV's librarians are recognized throughout the university as experts in instructional design and assessment, and collaborate across disciplines to design courses and assignments that help students think critically, ask questions, and challenge their beliefs. This encourages students to engage in deep interaction with sources, authors, and conversations in the context of their coursework. For example, UL offers Tutorials and workshops on a variety of topics intended to aid students in their academic endeavors. The library offers services to students which include Course Reserves, Interlibrary Loans, and Open Educational Resources (no cost digital textbooks). Students may schedule an appointment to meet individually with a librarian assigned to their academic discipline, and discipline-specific libraries also offer these services.

Bolster Research, Scholarship, Creative Activity: Like most research libraries, UL collections are core to supporting the production of high quality, impactful research, scholarship, and creative activity. Collections include exclusive access to unique research materials. For example, Special Collections and Archives' (SCA) Center for Gaming Research provides research opportunities for graduate, undergraduate, and postdoctoral fellows. Their Eadington Fellows Program provides 4-6 annual residencies for scholars from across the globe to use UL collections and consult with experts to conduct research on gaming and related topics. SCA's gaming collections are world-renowned and document the history of games and gambling, the economics and regulation of the gaming industry, the psychological and social implications of gambling, and the history of specific hotels and casinos throughout the world. In addition to management of print and

electronic resources, UL developed and manages UNLV's institutional repository, Digital Scholarship@UNLV. While expanding its own grantsmanship, UL developed UNLV's instance of the Data Management Plan (DMP) toolkit to support faculty compliance with federal grants.

Foster Community Partnerships: UL fosters the intellectual, cultural, and economic development of Southern Nevada with collections and services that advance knowledge and scholarship about the region, support regional businesses and industries, and help prepare the region's K-12 students for UNLV. The Special Collections and Archives division is key to community engagement and advancement, involving the cultivation of gifts in-kind and oral histories, and through special projects designed to target segments of the donor community (e.g., Reflections: The Las Vegas Asian American & Pacific Islander Oral History Project).

Promote Social Justice, Equity, and Inclusion: The UL's commitment to Diversity and Inclusion Statement is demonstrated by such endeavors as the anti-racist collecting policy (report and presentation) that is under adoption, the Mason Undergraduate Peer Coach Program, and efforts to increase equity and inclusion in the recruitment and hiring practices.

Support UNLV Academic Health: UNLV's Kirk Kerkorian School of Medicine and UNLV's Integrated Health Sciences programs are supported by all branches of UL, but particularly by the School of Medicine Library (SoML), which has its own Strategic Plan specific to the needs of medical school faculty, staff, and stakeholders. The SoML offers a robust set of online resources including medical databases, ebook collections and medical journals, and partners with stakeholders to provide instructional opportunities in orientation and onboarding, problem-based learning, medical humanities and diversity, equity and inclusion topics (see SoML's Annual Report for more details).

Procedures for Assessing Adequacy of Library Collections

The University Libraries (UL) benchmarks its collections against that of peer institutions through several methods, including data analysis and dashboards. Comparisons made include collection content, counts, expenditures, and utilization. Additionally, the Library Assessment unit maintains a Data Framework that guides the data collected each year and ensures that collections data are tracked comparably to peer institutions.

UL staff members continually check collection content and quality against those of peer institutions, and liaison librarians assess instructional and research needs for specific academic programs designated as their specialty. Liaison librarians work with each academic unit to ensure that the library meets accreditation requirements for their individual fields, primarily related to collections.

Library Planning Committee and Procedures for Planning and Collection Development

Led by the University Libraries (UL) Director of Planning and Assessment, the Strategic Plan for 2022-2027 guides the overall services, collections, and allocation of resources. The primary groups responsible for UL and their collections include: 1) The Library Leadership Team,

composed of the Dean of Libraries and six other library administrators, who decide top-level policy and procedures; 2) The Collections, Discovery, and Scholarly Communication Division, which is responsible for UL collection development; and 3) The Libraries Advisory Board, a group of volunteers who allocate funds for special projects, some of which are collection-focused.

The UL's collection development is focused on a responsive "user-centric" model that covers core areas of university curriculum and research as well as areas of regional interest (i.e., Southern Nevada) with a special focus on creating collections that are inclusive and broadly diverse. Liaison librarians work with faculty in their subject areas to address instructional and research needs. This Collection Management is supplemented by user-driven acquisition practices, which ensure that some materials, such as ebooks, are purchased at point-of-need when a user (student or faculty member) clicks on its record in the library catalog.

The UL's Special Collections and Archives (SCA) division documents the history of gaming, Las Vegas, Southern Nevada, and UNLV in a wide variety of formats, including maps, menus, photographs, and oral histories. SCA collects a range of unique, rare, or specialized materials to support original research and scholarship. The Oral History Research Center actively seeks the unwritten side of Las Vegas' history by collecting oral narratives from a variety of residents, and the Center for Gaming Research supports scholarly inquiry into all aspects of gambling, providing expert data and information to the gaming industry.

Some of UL's primary policies related to collection development follow: 1) A Collection Development Policy, which includes an overview of collection goals and evaluation; 2) A report and presentation on inclusive and anti-racist collecting at UNLV; the report is currently being adopted in FY 2023; 3) The SCA division provides guidance on Donating Materials for their collections; 4) Digital Scholarship@UNLV collection development policy and overview (our institutional repository); and 5) Open Access Statement.

Library Instruction Plan

The University Libraries' (UL) Educational Initiatives department maintains an Instruction and Program Assessment Plan that guides both library instruction (that is embedded in curricular courses) and co-curricular activities (e.g., workshops outside of courses, therapy dog study breaks, etc.). In FY 2022, UL held 691 instruction sessions (in person and online), with 20,118 total participants/views. Library instruction sessions are embedded into English 102: Composition II classes (a core English class for most undergraduates), forming a key part of educating students on how to find, evaluate, and use information sources in their classwork. Workshops are also offered to graduate students on how to use the library collection, analyze data, and various other research topics.

Other library programs that benefit students include the Mason Undergraduate Peer Coach Program and the Student Assistant Professional Development Certificate Program.

The School of Medicine Library (SoML) provides instruction sessions on health literacy, social

identity, and research didactics, which are embedded in courses and provided as stand-alone workshops. The SoML is also involved in curriculum planning meetings for the Kirk Kerkorian School of Medicine.

The Law Library's librarians teach both traditional doctrinal courses as well as courses dedicated to legal research and writing. They offer guest lectures on legal research strategies and methods as part of doctrinal classes for law students, in addition to orientation sessions and informal outreach. Outreach programs and legal research instruction are available to non-law classes and other groups on campus, as well as to community groups.

Policies and Procedures: Use of Library and Information Resources

University Libraries' Policies are numerous and include general policies, and policies specific to building and facilities, borrowing services, computers and equipment, materials and collections, and reserves. Additional sources for library policies and procedures in specific divisions follow:

1. Law Library Policies, including policies on Facility Use and Computer Use.

2. School of Medicine Library policies include 3D Printing, Access Guidelines, Collections (e.g., borrowing guidelines, fees, etc.), Conduct & Behavior, Patron Privacy, and Technologies.

3. Special Collections and Archives (SCA) policies include statements on Reproductions and Use and Potentially Harmful Language in Archival and Digital Object Description, as well as guidelines on Citing Materials from the UNLV Special Collections and Finding Materials.

Library Staffing

The University Libraries (UL) employ 44 academic faculty (librarians), 34 administrative faculty, 27 classified staff members, and 92 student workers (FY 2023 data as of 6/30/2023). In the profession of academic librarianship, a Masters in Library and Information Science (MLIS) degree from an institution accredited by the American Library Association (ALA) is considered the terminal degree, as confirmed in a Statement by the Association of College and Research Libraries in 1975 and reaffirmed in 2018. Accordingly, all UNLV librarians possess an ALA-accredited MLIS (or MLS or MIS); some also possess second master's degrees or a doctorate, although these additional credentials are not required. University librarians are considered full academic faculty and the majority are in tenure-track positions. UL maintains an Organizational Structure and a Staff Directory.

Managed separately from the five other University Libraries, the Law Library is led by the director who is a tenured member of the law school faculty and employs four (4) academic faculty (JD-ed librarians), two (2) administrative faculty, four (4) classified staff, and a varying number of student workers. Research librarians at the Law Library are academic, tenure-track

faculty members and hold Juris Doctorates in addition to their MLIS degrees. There is one additional librarian who manages law library systems who holds an MLIS.

In 2019, the UL's Inclusion and Equity Committee began a project to increase equity and inclusion in the recruitment and hiring practices, which resulted in the Recommendations for Diverse Recruitment Report. Many of these recommendations are now in place.

Policies and Procedures to Ensure Library Resources are Integrated into the Learning Process

Library faculty and staff partner with instructional faculty to provide access to specific materials for classes; during the COVID-19 lockdown, physical course reserve items were digitized and made available online. Since then, access to Course Reserves materials for students has been almost entirely online. Additionally, the University Libraries (UL) partnered with the undergraduate student governing body to purchase high-cost textbooks and make them available through the CSUN Textbook Collection (an expansion of Course Reserves). Other library materials for online courses are linked directly in student classes within the university's LMS (Canvas), and/or are supplemented with course-specific and subject-specific resource guides created by librarians to help students and faculty easily locate relevant items.

Lied Library partners with Academic Tutoring to provide general subjects tutoring services on site, and with the Graduate Student Professional Association to provide the Graduate Student Commons, a dedicated study space for graduate students.

UL Special Collections and Archives (SCA) holds faculty development retreats to assist instructional faculty in discovering unique materials and develop lesson plans to incorporate those resources into their courses, including designing a final project in which students must use the SCA's unique primary resources.

Evidence Documentation for Standard 2.H.1
Procedures for assessing adequacy of library collections: ● Library Assessment unit maintains a Data Framework that guides the data collected each year and ensures that collections data are tracked comparably to peer institutions.
Library planning committee and procedures for planning and collection development: ● Libraries Advisory Board ● Collection Management

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Evidence Documentation for Standard 2.H.1

- [Collection Development Policy](#) (including an inclusive and anti-racist collecting [report](#) and [presentation](#))

- Special Collections & Archives guidance on [Donating Materials](#) for their collections

- [Digital Scholarship@UNLV collection development policy and overview](#)

- [Open Access Statement](#)

Library instruction plan; policies/procedures related to the use of library and information resources:

- [Instruction and Program Assessment Plan](#)

- University Libraries' [Policies](#)

- [Law Library Policies](#)

- School of Medicine Library policies: [3D Printing](#), [Access Guidelines](#), [Collections](#), [Conduct & Behavior](#), [Patron Privacy](#), and [Technologies](#)

- Special Collections and Archives (SCA) statement on [Reproductions and Use](#)

Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process:

- University Libraries' [Organizational Structure](#) and [Staff Directory](#)

- [Law Library Faculty and Staff](#)

- [Course Reserves](#)

- [Course-specific](#) and [Subject-specific library resource guides](#)

2.I. Physical and Technology Infrastructure

2.I.1 Physical Facilities and Technology Infrastructure

Consistent with its mission, the institution creates and maintains physical facilities and

technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

This section provides evidence of compliance with Eligibility Requirement 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE.

Facilities

UNLV's Facilities Management supports the mission of the university by creating and maintaining a physical environment that enhances learning and research. UNLV has various locations covering 350 acres of Las Vegas: the main campus located along Maryland Parkway, the Paradise site along Tropicana Avenue, the Shadow Lane site on Charleston Boulevard, which includes dental and medical facilities, and other locations (see: Building Directory). Facilities Management provides efficient, quality, and timely services in maintenance, grounds, climate control, capital renewal, sustainability, vehicle services, and inventory handling throughout all campuses. The department consists of multiple sections that are devoted to protecting and preserving state supported facilities, equipment, and assets. Facilities Management performs surveys of customer satisfaction with its services, and the data collected from these surveys inform improvement efforts.

The Campus Master Plan establishes a framework for both short-term (3-5 years) and long-term (10 years and beyond) physical and structural improvements and development on UNLV's campuses. The plans are dynamic, allow for the flexibility to seize new opportunities that may arise, align with programmatic goals, and touch all university activities. The most recent information is provided in the 2021 Campus Master Plan.

A Maintenance Funding Matrix breaks down university spaces and equipment into various categories (e.g., building wide equipment and systems, room and multi-room equipment and systems, etc.). For each item, campus units are identified as responsible for repair and maintenance; deferred maintenance, replacement, and installation; utilities; or additional and/or programmatic requirements. Facilities maintenance includes preventive, capital, deferred, and predictive maintenance.

The university has Design, Construction, and Sustainability Standards for its new buildings. They are maintained by the Planning and Construction department, and are informed by Nevada System of Higher Education (NSHE) and Nevada Revised Statutes. The NSHE Board of Regents (BOR) Handbook (Title 4, Ch. 10, Sec. 1, p. 48) provides a policy for Existing Facility and Infrastructure Needs.

Space Management provides support, analysis, and accurate space inventory information, which aids campus officials and administrators in making good business and educational decisions. A Space Use Policy states the university's position on the utilization of its space and identifies the required procedures and approvals for space allocation, renovations, and

category changes on all campuses. Space Management follows Space Standards which are guidelines that provide a course of direction for the university as it moves forward with new construction and renovation projects. This information is also used for space modeling and programming to assess current and future needs of units. Space Policy & Procedure is overseen by the Space Committee. Some requests are required to also go through the Campus Planning Priorities Committee (CPPC) process. UNLV facilities, whether owned or leased, are assigned and their use is monitored by Space Management and reviewed by the Space Committee.

Policies and Procedures for Ensuring Accessible Facilities

Accessibility of facilities is addressed within the university's Design, Construction, and Sustainability Standards (appendix 2.I.1.1, p. B-8). All renovations and new construction are designed with the most current compliance codes under the three primary regulatory agencies/laws: the Nevada State Public Works Division, the State Fire Marshal, and the Americans with Disabilities Act (ADA). UNLV Planning and Construction and Facilities Management departments adhere to ADA Accessibility Guidelines in all aspects of design, construction, and operations. To address corrective accessibility needs on older buildings, Facilities Management utilizes an established annual fund for capital improvement projects and ADA upgrades. Requests may be submitted by the campus community through the facilities service center help desk through an online web portal (accessible through a campus network).

Housing and Residential Life (HRL) provides accommodations for students and staff, including physical or software needs. Residence Halls Complexes and Buildings include Dayton, Tonopah, South, and Upper Class Complex (UCC). Automatic door openers have been installed on Dayton, Tonopah, and South residential student complex entries and common area spaces. There are designated ADA rooms with automatic openers, accessible bathrooms with shower seats, showerhead/controls, fire alarm strobes, bed shakers, and doorbells. HRL provides accommodations for registered service animals and emotional support animals.

Policies and Procedures for Ensuring Safe and Secure Facilities

Security is addressed throughout within the university's Design, Construction, and Sustainability Standards (appendix 2.I.1.1) and is addressed explicitly in Security Considerations (p. B-6), Security Systems (p. B-35), and Security Cameras (p. B-35).

University Police Services (UPS) is a fully functional law enforcement agency with officers who have full police and arrest powers; certified by the Nevada Peace Officer Standard and Training (POST) in accordance with the laws of the State of Nevada. Officers perform the same functions as their peers from city, county, and state agencies, enforcing all local, state, and federal laws and ordinances within its jurisdiction. UPS provides services 24 hours a day, 365 days a year. Officers have jurisdiction on the campuses of UNLV, all properties owned, operated, or governed by UNLV, the College of Southern Nevada and all of its associated properties, Nevada State University, Desert Research Institute's Las Vegas Campus, and the Nevada System of

Higher Education (NSHE) office in Southern Nevada. UPS maintains excellent working relationships with surrounding law enforcement agencies, including a memorandum of understanding (MOU) with each agency giving UPS officers the ability to render aid and provide for mutual assistance between local law enforcement partners. In accordance with this agreement, UPS may request assistance from these agencies, in any law enforcement matter within its jurisdiction.

Many faculty and staff serve as Campus Security Authorities (CSAs) who take anonymous crime reports from victims and refer them to a variety of support services available to them. The Jeanne Clery Act requires all campuses to collect such crime reports from CSAs; accurate statistics based in part on such reports must be included in the Annual Security Report and Daily Crime Log in order to maintain compliance. Published in September of 2022, the most recent Annual Security and Fire Safety Report contains statistics for calendar years 2019-2021.

Emergency Notifications are issued by either UPS, the President's Office, or their designee, in the event that an emergency or dangerous situation presents an immediate threat to the campus community. Published in February 2020, an Emergency Operations Plan strives to minimize the impact of emergencies and maximize the effectiveness of the campus community's response to and recovery from their inevitable occurrence. This includes facility-related information such as guidance for building evacuations, and guidance for sheltering-in-place in response to an active assailant.

The university has several other tools to provide the campus community with important information during an emergency. RebelSAFE Alerts send emergency alerts by text message or email to subscribers; the emergency notification system is used for incidents that present an imminent threat to life, health, or safety of campus community members. There are 134 RebelSAFE Emergency Phones located outdoors throughout campus, which broadcast emergency messaging and are available to the public to request help. Social media accounts distribute real time updates on safety matters. The RebelSAFE App sends push notifications and provides a variety of safety features directly from users' smartphones.

The Facilities Management department is responsible for the maintenance of campus facilities. University police officers and student security officers work to identify potential problems and unsecured facilities through patrol activities. When a facility maintenance problem is identified, such as a broken door lock, or failed lighting equipment, facilities maintenance is notified immediately so the issue can be resolved promptly. Building security and access is maintained through a combination of key card and a secondary hard key system.

A Campus Key Policy provides optimal physical security and safety for building occupants for all buildings maintained by the university. Planning and Construction follows UNLV Video Surveillance System Standards & Specifications for surveillance system installation as provided in appendix 2.I.1.2.

Exterior doors to residence halls are accessed through an electronic swipe card system. The front desk area of the residence halls are open to the public. Access to the residence rooms is restricted to residents, and residents must accompany guests at all times. Access to the Legacy apartments student housing facility is controlled through a hard key system. Each unit has its own key and is accessed from its individual exterior door. Access to the Degree apartments is through a key fob system. Each apartment is accessed through a key fob and each resident's key fob opens their individual rooms. Additionally, the parking structure is accessed through a chipped parking sticker placed in residents' vehicles.

The Smoke-Free and Tobacco-Free Campus Policy prohibits smoking, using electronic smoking devices, or using other tobacco products is prohibited on any UNLV campus. Custodial Services utilizes a zone and crew concept combined with station cleaning to perform general cleaning and housekeeping duties for all state supported facilities. A list of cleaning services is provided as completed on a daily, weekly, monthly, and annual basis. Smoke-free and clean spaces help ensure the health safety of facilities for the campus community.

Policies and Procedures for the Use, Storage, and Disposal of Hazardous Waste

The Risk Management & Safety department has an Environmental Management & Laboratory Safety team dedicated to overseeing the university's biosafety, laboratory safety, and hazardous materials safety programs. They implement and oversee policies and procedures to facilitate compliance with federal, state, and local regulations set forth by appointed agencies including the Environmental Protection Agency and the State of Nevada, Division of Environmental Protection (NDEP) to Manage Hazardous Waste.

Their approach includes comprehensive training and education for researchers and others who handle hazardous materials. Training is offered through the university's online learning management system, REBELearn, and in person by members of the Environmental Management & Laboratory Safety team. Those in charge of managing Satellite Accumulation Areas (SAAs) for waste must be trained under the Resource Conservation and Recovery Act (RCRA) Generator procedures.

Guidelines for proper hazardous waste management and a list of common hazardous wastes used at the university are available on Risk Management & Safety's website and discussed during training sessions. The key steps that those handling hazardous materials are expected to follow include identification, containerization, accumulation, and calling for help when needed. The Environmental Management & Laboratory Safety team coordinates hazardous waste pickups from campus locations. Areas that require a pickup complete an online form and a trained Risk Management & Safety team member completes the pickup and disposal. UNLV follows a Universal Waste Area Procedure. Staff who manage SAAs must complete a weekly inspection to ensure safety of all those who work in and around an area where hazardous waste is stored. Staff complete and submit weekly inspection forms which are then sent to the hazardous materials safety technician for review and kept on file with Risk Management &

Safety.

Technology Master Plan and Planning Processes

The Information Technology (IT) Master Plan Executive Summary, 2016-2022 Closeout Report (appendix 2.I.1.3) presents a high-level overview of the university's aspirations for an enhanced technology environment to serve three main constituent groups: students, employees, and community members. In 2022, UNLV transitioned to a new Top Tier 2.0 strategic plan, shifting campus technology to an era of accelerated growth. In response to organizational changes recommended in the IT Master Plan: a representative IT governance structure was established in 2016; in 2022 a Chief Information Security Officer role was created; in 2022 the university's senior IT leadership position was elevated from a central IT Vice Provost to Vice President of Digital Transformation/CIO (VPDT/CIO). These organizational changes are the foundation for a more robust, integrated, customer-centric, secure, and future-focused technology strategy that provides sufficient IT resources for a new era of accelerated growth and innovation.

Having successfully leveraged IT governance to enhance technology services at an accelerated rate during the pandemic, the IT governance committee responsible for plan oversight recommended a more agile Top Tier 2.0-focused strategic planning process to follow the closeout of the 2016-2022 IT Master Plan. A new biannual micro IT strategic planning process has been developed to enable the campus to quickly pivot to maintain alignment with emerging needs. The VPDT/CIO collaborated with multiple campus governance groups, faculty, staff, and administrators to identify challenges with the existing IT governance structures and gather campus input on expectations for IT strategic planning. The resulting IT planning process, launching in fall 2023, focuses campus digital transformation on 2-3 high-priority goals for six-month micro planning cycles. This is supported by a new IT governance structure that leverages UNLV's representative campus governance structures (Faculty Senate, CSUN, GPSA, and Academic Council) with the Technology Advisory Committee attending these well-established meetings to gather input and report on progress. By utilizing established elected bodies that regularly communicate with their constituents, the new IT governance structure encourages broader campus input and accountability for progress on the streamlined set of actionable priorities.

Technology Equipment Update and Replacement Plans

Purchasing is governed by several Policies & Procedures which must be adhered to in all university practices. Equipment policies are provided throughout the Purchasing Manual. Update and replacement plans for technology equipment address the specialized needs of academic, research, community outreach, and support staff needs. The Campus Planning Priorities Committee (CPPC) is in place to prioritize all projects estimated to cost more than $25,000 and recommend one-time funding for items such as projects, equipment, and software. This is for items for which funding has been identified, requests for funding, or a match of funds, and allows for prioritization and planning of staff and fiscal resources each year.

The CPPC has broad cabinet-level representation and sufficient information about multiple campus budgets to identify funding sources for high-priority campus needs. New technology procurement is reviewed in the context of existing services, security best-practices, accessibility compliance, and integration with campus systems. This comprehensive review provides an institutional safety net by safeguarding security, sufficiency, cost-optimization, interoperability, and the overarching campus mission.

Student technology services (e.g., learning management system, classroom technology, student computer labs, academic software, instructional technology support staff, student device loan, etc.) are subsidized by an $8 per credit Student Technology Fee. Student computer labs and technology-enhanced classrooms are refreshed every five to seven years and Lied Library computers every four years. Grant funding further subsidizes major academic upgrades, such as the creation of hybrid RebelFlex classrooms.

The expansion of instructional technology and use of remote instruction impacts the minimum requirements for faculty computers. Academic units are subsidized in providing quality laptop or desktop devices to new faculty and in replacing outdated computer equipment through startup funds and a $300,000 annual Academic Affairs Computer Replacement Program. The technology loan program provides a limited supply of laptops for students to borrow each semester. A limited number of Apple iPads, webcams, and microphones may be available for Academic Faculty.

Central IT provides 80% of Data Center and on-premise server infrastructure for the campus. The enterprise infrastructure is reviewed annually for sufficiency, equipment approaching end of life, and ability to sustain new services. Technology staff recommend priorities for renewal, conversion to cloud-based services, or adoption of changes that leverage emerging technology. Recommendations are reviewed by IT Governance groups and are funded through an annual one-time infrastructure refresh funding managed by the CPPC, grant funding for special projects, and the central IT budget.

In 2022, UNLV completed a six-year multi-million dollar project to upgrade and expand campus network and wireless infrastructure to provide secure, ubiquitous, and reliable connectivity. In addition to replacement of end-of-life equipment, the initiative provided upgrades to Individual Distribution Frame (IDF) rooms, campus fiber, vault security, firewall protections, security monitoring, and sufficient backup power to maintain uptime thresholds for emergency services in the event of a power outage. The expansion of indoor and outdoor wireless connectivity across all university campuses and many community-based outreach centers was further enhanced by upgrading the campus Internet2 from 20GB to 100GB in 2022. These enhancements have been accompanied by additional state-of-the-art networking in new campus buildings, including those on the university's new medical campus. Federated identity and access services have also been expanded with eduroam wireless authentication enabled in 2016 and full InCommon federation in 2021, providing seamless access to a worldwide network of universities and research partners.

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Evidence Documentation for Standard 2.I.1
Facilities master plan, including, 1) Equipment replacement policies/ procedures, and 2) Procedures for assessing sufficiency of physical facilities: ● [Campus Master Plan](2021 Campus Master Plan) ● [Maintenance Funding Matrix]() ● [Design, Construction, and Sustainability Standards]() ● NSHE BOR Handbook ([Title 4, Ch. 10, Sec. 1](), p. 48): policy for Existing Facility and Infrastructure Needs ● [Space Use Policy]() ● [Space Standards]() ● [Space Policy & Procedure]()
Policies and procedures for ensuring accessible, safe, and secure facilities: ● [2.I.1.1](). University's Design, Construction, and Sustainability Standards (Accessibility: p. B-8) ● [2.I.1.1](). Security is addressed throughout the Design, Construction, and Sustainability Standards and is addressed explicitly in Security Considerations (p. B-6), Security Systems (p. B-35), and Security Cameras (p. B-35). ● [Emergency Operations Plan]() ● [Campus Key Policy]() ● [2.I.1.2](). UNLV Video Surveillance System Standards & Specifications ● [Smoke-Free and Tobacco-Free Campus Policy]()
Policies/procedures for the use, storage, and disposal of hazardous waste: ● [Manage Hazardous Materials]()

Evidence Documentation for Standard 2.I.1
• [Universal Waste Area Procedure](#)
Technology master plan and planning processes: • [2.I.1.3](#). IT Master Plan Executive Summary • [Biannual micro IT strategic planning process](#)
Technology/equipment update and replacement plan: • Purchasing [Policies & Procedures](#) • [Campus Planning Priorities Committee (CPPC)](#) • [IT Governance](#) groups advise on IT strategies, priorities, and investments • [Academic Affairs Computer Replacement Program (AACRP)](#)

UNLV

Moving Forward

As a minority-serving Top-Tier R1 research university rich with diversity and committed to equity, the University of Nevada, Las Vegas (UNLV) strives to improve the lives of our students and transform our communities, as demonstrated by our Carnegie Classification for Community Engagement. A number of pending or underway initiatives support such efforts, as follows.

Currently under development in response to the needs of a rapidly changing instructional environment since the COVID-19 pandemic began, a Regular and Substantive Interaction (RSI) Policy will ensure students enrolled in online distance education courses are receiving attention from instructors comparable to in-person courses. This policy will also ensure UNLV's compliance with the U.S. Department of Education's requirements for RSI so those courses will be eligible for federal financial aid. Other policies in development include a Minors on Campus Policy which will ensure the university's commitment to providing an environment that is safe and secure for all individuals who participate in its programs, including minors.

The Campus Master Plan is a flexible framework which strategically positions the university to make ongoing decisions that maximize impact while building incrementally towards a greater and grander vision, and provides a methodology for directing change in UNLV's physical environment over time. One such project, the Advanced Engineering Building, was prioritized due to skyrocketing enrollment demand in engineering as well as community needs for a skilled engineering workforce. In spring 2021 the Nevada State Legislature approved $36.8 million (50% of the total cost) in funding for the building, with matching funds from UNLV. This building is currently under construction with an anticipated completion date of October 2023 (see Taking Shape: An Early Peek at the building). UNLV received a $10 million anonymous gift to expand the campus preschool in 2023. This expansion will allow the preschool to double its capacity, helping meet the childcare needs of the university community.

Policies passed during the 82nd Nevada Legislative Session (2023) which impact the university include raises for existing Graduate Assistantship (GA) positions, as well as an increase in the total number of doctoral GAs. Over the next two fiscal years, UNLV will receive more than $8 million to boost state-funded GA stipends and more than $6 million to increase the number of state-funded doctoral GAs. Assembly Bill 493 made an appropriation to the Nevada System of Higher Education (NSHE) for an interim study of the funding formula for the System. Assembly Bill 118 will reduce the Board of Regents (BOR) to nine members serving four-year terms; five regents will be elected in the 2028 general election, and then four more in 2032.

New university programs for the 2023-24 academic year include a Bachelor of Science in Applied Health Physics (8 concentrations); Graduate Certificates in Political Science, Business Analytics, and Dental Public Health; Master of Arts in Teaching Elementary Education, and Teaching Secondary Education (8 concentrations); Master of Science in Athletic Training, and Water Resources; and a Doctor of Philosophy in Water Resources. The Athletic Training Bachelor of Science program will no longer be offered, replaced with a Master of Science to

meet new licensing requirements for future athletic trainers.

New UNLV centers and institutes approved include the Cannabis Policy Institute and the Nevada Center for Astrophysics (see BOR meeting minutes, p. 27). Approved for funding via state appropriations but not yet approved by the BOR, UNLV intends to establish a Tourist Safety Institute; the university also plans to collaborate with statewide partners to establish the Behavioral Health Education, Retention, and Expansion (BeHERE) Network of Nevada (AB37).

In 2022, the Senior Vice Provost for Academic Affairs (SVPAA) position was restructured to oversee the full range of student enrollment and support services, including the development and review of degree programs, academic assessment, accreditation, admissions and recruitment, financial aid, registrar, and more. This involved a reorganization and new reporting structure of some of these functional areas. Several units such as educational outreach and the registrar, along with the deans of the academic success center and of the graduate college, now report to the SVPAA. This reorganization strategically aligns UNLV for a more competitive landscape in higher education, and provides greater opportunities for integration of these student enrollment and support services. It generates increased collaboration among units dedicated to advancing student learning, allows better integration and coordination of our student success efforts, and offers enhanced services for students. The organizational changes also reduce the size of administration, increase efficiencies, and reduce costs.

Other significant university leadership changes include the retirement of Jean Vock, our Senior Vice President of Business Affairs and Chief Financial Officer at the end of 2023. We have hired a new SVP and CFO who will begin in early November, allowing some overlap and orientation time for the new CFO.

Progress on the initiatives noted above demonstrate UNLV's commitment to its Top Tier 2.0 strategic plan to provide access to world class educational experiences that are responsive to the needs of our students and stakeholders; to engage in groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries; and to offer high value, cutting-edge interdisciplinary physical and mental health care to support our community. We create value for the individuals and communities we serve by fostering a climate of innovation, stimulating economic diversification and workforce development, promoting social justice and inclusion of all voices, and enriching cultural vitality.