



NEVADA STATE
UNIVERSITY

POLICIES, REGULATIONS, AND FINANCIAL REVIEW

Prepared for the Northwest Commission on Colleges and Universities



FALL 2025

Be State.

STUDENT CENTER



NEVADA STATE
UNIVERSITY



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APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Nevada State University

(Name of Institution)

Dr. DeRionne Pollard

(Name of Chief Executive Officer)

A handwritten signature in black ink that reads "DeRionne P. Pollard".

(Signature of Chief Executive Officer)

7.23.2025

(Date)

Mission Fulfillment

Founded in 2002, Nevada State University (NS) is a public regional comprehensive institution offering baccalaureate degrees and graduate degrees in fields that meet community needs. Designated as an HSI and AANAPISI, NS serves over 7,000 students in the new majority – first-generation college students, students of color, adult returning students, immigrants and Dreamers, and students from low-income families.

The [institutional mission statement](#), adopted in 2014, represents the University’s commitment to its students and the broader community:

At Nevada State University, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable degree programs open doors to career success and an enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

The mission drove development of the [2020-2025 Strategic Plan](#) and the [2022 Strategic Plan Addendum](#). The addendum updated goals and metrics in light of the major changes brought about by the COVID-19 pandemic. It provides a reference point for measuring mission fulfillment and for future strategic planning and includes revised key indicators that align with NS’s Core Themes and the [strategic goals of the Nevada System of Higher Education \(NSHE\)](#).

Core Theme	NSHE Strategic Goal(s)	Key Indicator(s)
Students	Success Close Achievement Gaps	<ul style="list-style-type: none"> ● Retention rate ● 6-year graduation rate ● Disaggregated student success metrics
Curriculum & Instruction	Success Close Achievement Gaps Workforce Research	<ul style="list-style-type: none"> ● NSSE responses ● Program learning outcome mastery ● Student research presentations
Organizational Culture	Success	<ul style="list-style-type: none"> ● Employee satisfaction
Growth & Capacity Building	Access Success Research	<ul style="list-style-type: none"> ● Student enrollment (disaggregated by source and demographics) ● Research grants received
Community Engagement & Economic Development	Workforce	<ul style="list-style-type: none"> ● # of graduates



Individual units developed strategic plans to guide their contributions to overall mission fulfillment, with projects and deliverables that align with the Core Themes. The Office of Institutional Effectiveness makes [institutional data](#) easily available, facilitating data-informed decision-making and [updates on key indicators](#) of student success. Student metrics can be disaggregated by demographics that are relevant to our student body.

University leaders regularly review data with other leaders and within their teams as part of unit assessments and budget requests. Academic faculty evaluate student learning outcome mastery and other elements of their programs in annual assessment reports and 10-year program reviews. Updates on institutional success indicators are regularly shared with the campus community at town halls, professional development days, newsletters, and department meetings.

NS has identified eleven peer institutions to serve as comparators for benchmarking academic success metrics and mission fulfillment. Peers were selected based on a combination of relevant factors, including similar missions, student populations, and funding levels, as well as variation in their student success metrics:

- **University of North Carolina at Pembroke**
- **University of North Texas at Dallas**
- **University of Texas Permian Basin**
- **Northeastern State University**
- **CUNY York College**
- **University of Hawaii – West Oahu**
- **Texas A&M University – San Antonio**
- **University of Puerto Rico, Bayamon**
- **Indiana University – Northwest**
- **University of Houston – Victoria**
- **Texas A&M University – Central Texas**

By monitoring the key indicators and peer institutions' student success metrics, NS is able to measure the achievement of our Core Themes.

In spring 2025, NS began the process of developing the next strategic plan, to cover the period from 2026 to 2029. The new plan will include key metrics and measures of mission fulfillment that draw on data and indicators from the current accreditation and strategic planning cycle. The Moving Forward section at the end of this report includes more information about the strategic planning process currently in progress.

The updated key indicators and goals provided in the Strategic Plan addendum, the adoption of peer comparator institutions, and development of a new strategic plan situate Nevada State University well to evaluate its institutional effectiveness and mission fulfillment as it prepares for the Year 7 report and the site visit in October 2026.

Eligibility Requirements

Nevada State University remains compliant with NWCCU's [2020 Eligibility Requirements](#), as attested in the signed Institutional Report Certification Form. Throughout this report, specific requirements relevant to a section are referenced in the section title as ER#, referring to the different Eligibility Requirements.

This report addresses the following ERs:

- 2 – Operational Focus & Independence
- 3 – Authority
- 7 – Non-Discrimination
- 8 – Institutional Integrity
- 9 – Governing Board
- 10 – Chief Executive Officer
- 11 – Administration
- 12 – Faculty
- 14 – Library & Information Resources
- 15 – Physical & Technology Infrastructure
- 16 – Academic Freedom
- 17 – Admissions
- 18 – Public Information
- 19 – Financial Resources & Planning
- 20 – Financial Accountability
- 21 – Disclosure
- 23 – Institutional Capacity



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.



2.A.1 Effective Governance Structure (ER 2, 3, 9, 21)

The institution demonstrates an effective governance structure, with a board 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.

[Nevada's Constitution](#) establishes a Board of Regents (BOR), which has authority to administer the [Nevada System of Higher Education](#) (NSHE). NSHE consists of eight public institutions, including Nevada State University (NS). The [thirteen Regents](#) are popularly elected; the members of the Board elect the chair and vice chair. The specific duties of the BOR are provided for in Nevada law. Official actions require approval by a majority of the Regents.

The [BOR Bylaws](#) include requirements for meetings, such as posting agendas publicly in advance and appointment committees. The BOR must complete a [self-evaluation](#) at least once every five years, reviewing its effectiveness in areas that may include policy development, relations with the larger community, NSHE operations, approval and review of academic programs, compliance with all legal requirements, commitment to diversity and inclusion, oversight of financial affairs, stewardship of investments, trainings offered, and progress in achieving goals.

The BOR has [eight standing committees](#) to make recommendations in the broad areas overseen by the Board: the Audit, Compliance, and Title IX Committee; Business, Finance, and Facilities Committee; Academic, Research, and Student Affairs Committee; Inclusion, Diversity, Equity, and Access Committee; Investment Committee; Health Sciences System Committee; Workforce Committee; and the Security Committee. The committees have clearly defined roles and authority and are advisory; the BOR retains authority to make final decisions. Special committees may be created as needed to address short-term issues.

Regents are prohibited from benefitting from NSHE funds and earnings and may 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.” Regents receive a salary and reimbursement for allowable expenses for attending meetings and performing other official business.

The BOR may delegate specific authority to its officers, who include the chancellor and the institutional presidents. All NSHE officers are appointed by and serve at the pleasure of the Board, and their duties, authority, and disciplinary procedures are established in the [NSHE Bylaws](#). The [chancellor](#) is the System's CEO and ex-officio treasurer. The chancellor's key responsibilities include implementing BOR-approved policies and instructions and financial management and general administration of NSHE. The eight institutional presidents report directly to the chancellor. Presidential responsibilities include leading planning and operations of their institution, recommending and administering budgets, authorizing grant proposals and other funding requests, serving as the appointing authority for employees, representing and speaking for the institution, and ensuring compliance with NSHE policies.

Required Evidence

- ✓ Institutional board governance policies and procedures:
 - N/A
- ✓ System governance policies and procedures:
 - [NV Constitution Article 11, Section 4](#)
 - [NSHE Bylaws – Revised 2024](#)
 - NSHE [Policies & Procedures – Revised 2024](#)
- ✓ Multiple board governing policies and procedures:
 - N/A
- ✓ Bylaws and Articles of Incorporation referencing governance structure:
 - [NSHE Bylaws](#) & [Nevada Statutes referencing governance structure](#)

- [Nevada State University Bylaws](#)

Optional Evidence

- ✓ Board’s calendar for reviewing institutional and board policies and procedures or evidence that demonstrates regular review of board policies and procedures:
 - NSHE [Board of Regents calendar](#) for reviewing institutional and board policies and procedures
- ✓ Board self-evaluation:
 - [NSHE Board of Regents Self-Evaluation \(2022\)](#) (includes goals for orientation/training improvements, p. 15-19)

2.A.2 Effective System of Leadership (ER 11, 23)

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.

Nevada State University has attracted a team of qualified executives to lead the institution. The institution conducts competitive national searches for administrators and works with a search firm to fill key positions. The emphasis in searches is on developing a pool of candidates who understand the mission of a public regional comprehensive university and an HSI/MSI/AANAPISI and are committed to that mission and the student body NS serves. Executive-level searches include presentations to campus and various forums and meetings that allow the campus community to learn about candidates and their vision and to ask questions. Attendees are asked to provide feedback on the finalists, which is considered by the search committee as part of its deliberations and hiring recommendation.

The executive team leads strategic planning and resource allocation, provides feedback and recommendations to the president, advocates for the institution within NSHE and during the legislative session, implements NS and NSHE initiatives within their areas, responds to internal and external critical events, and ensures different areas of campus assess their effectiveness, use best practices, and engage in continual improvement.

Executive Team Members

Name	Title
Dr. DeRionne Pollard	President/CEO (through 9/5/2025)
Dr. Sarah Frey	Provost/Vice President of Academic Affairs
Dr. Stefanie Coleman	Vice President of Student Affairs
Dr. Edith Fernández	Vice President of Culture, Planning, & Policy
Ms. Erin Keller	Vice President of Advancement
Dr. Gloria Walker	Vice President of Finance & Business Operations
Dr. Amber Lopez Lasater	Chief of Staff & Strategy, Officer in Charge (as of 8/1/2025)
Ms. Berna Rhodes-Ford	General Counsel

Academic Leadership

The [Provost/Vice President of Academic Affairs](#) oversees the Division of Academic Affairs. A dean with tenure and academic rank leads each of the three schools and the University Library. Other members of the Academic Affairs Council include the Registrar; the Executive Vice Provost of Institutional Academic Success; the Vice Provost of Faculty Affairs and Research; the Vice Provost of Student Academic Success; the Senior Advisor and Executive Director for the Arts; the Director of Workforce Development; and the Director of Academic Operations. This group is responsible for leading planning and improvements within the units in

the Division of Academic Affairs. The Academic Affairs Council meets monthly to discuss current issues, make recommendations and decisions, and ensure effective communication across the division.

Required Evidence

- ✓ Leadership organizational charts:
 - [University Executive Leadership](#)
 - [Academic Affairs](#)
 - [School of Nursing](#)
 - [School of Education](#)
 - [School of Liberal Arts, Sciences, and Business](#)
 - [University Library](#)
- ✓ CVs of executive leadership:
 - [President DeRionne Pollard, PhD](#)
 - [Provost & Vice President of Academic Affairs Sarah Frey, PhD](#)
 - [Vice President of Student Affairs Stefanie Coleman, EdD](#)
 - [Vice President of Culture, Planning, and Policy Edith Fernández, PhD](#)
 - [Vice President of Advancement Erin Keller, CFRE](#)
 - [Vice President of Finance and Business Operations Gloria Walker, EdD, CPA](#)
 - [Chief of Staff and Strategy Amber Lopez Lasater, DPP](#)
 - [General Counsel Berna Rhodes-Ford](#)

2.A.3 Chief Executive Officer (ER 10)

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.

[Dr. DeRionne Pollard](#) joined Nevada State University as President and CEO in August 2021. She previously served as President of Montgomery College and Las Positas College and Vice President for Educational Affairs at College of Lake County, among other leadership positions in higher education.

In July 2025, Dr. Pollard [announced her resignation](#), effective in early September. The Board of Regents is expected to appoint an acting/interim president at an upcoming meeting.

The president's full-time responsibility is to NS. The [presidential profile](#) developed for the 2021 search included required qualifications and perspectives for the position. Presidential contracts set out the specific terms and conditions of appointment. [General duties and authorities of NSHE presidents](#) are stated in the NSHE Handbook.

Required Evidence

- ✓ [CV of President DeRionne Pollard, PhD](#)

Optional Evidence

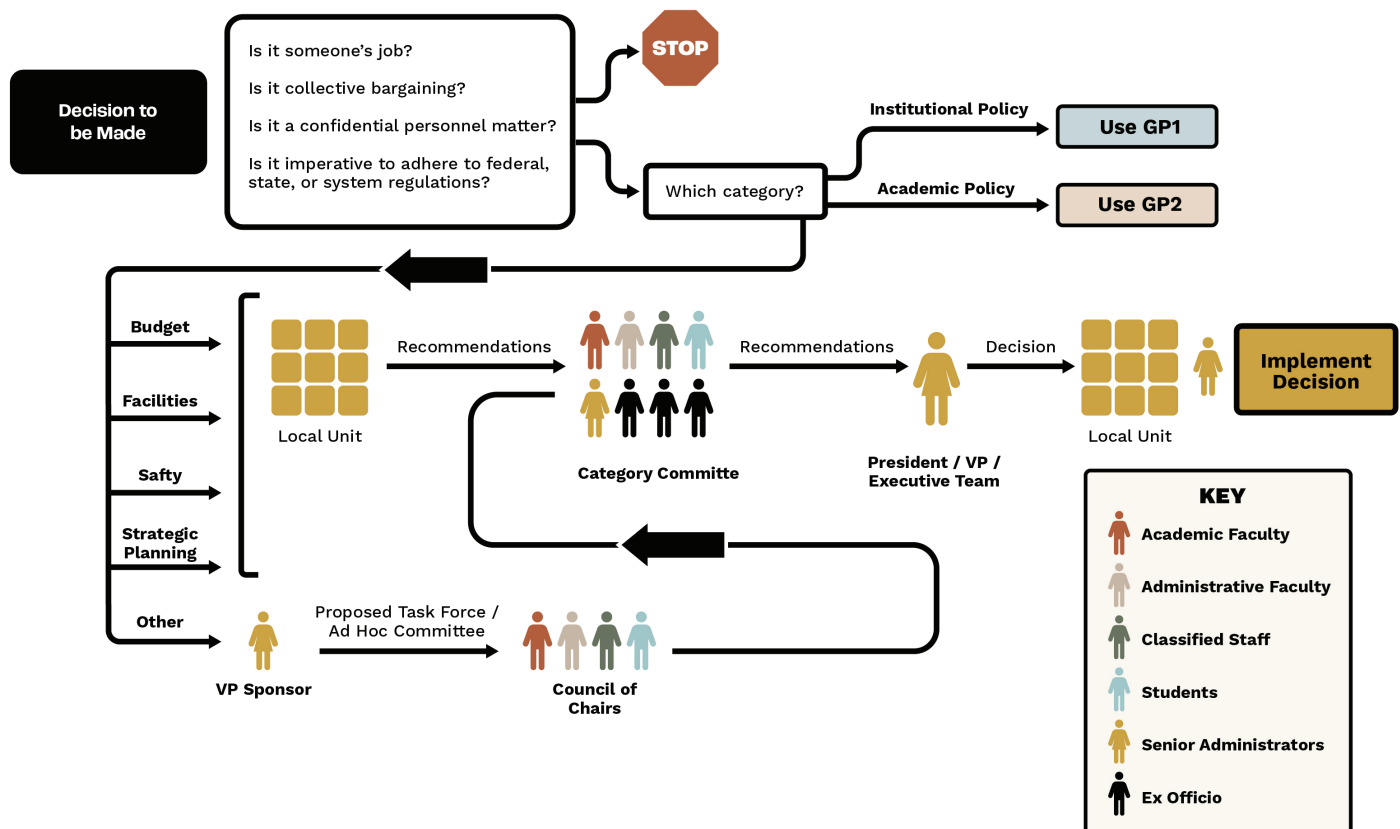
- ✓ [NSHE Handbook Title 1 Ch 1, Section 4 – Presidents](#)
- ✓ [Presidential Profile](#) from 2021 search (p. 18)

2.A.4 Decision-Making Structures and Processes

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.

In spring 2023, President Pollard [created a task force](#) of campus representatives to make recommendations for updating and improving shared governance. The task force met regularly through fall 2024 and solicited feedback from campus through town halls (in-person and online) and anonymous surveys. The task force submitted a [report with recommendations](#) in December 2024. President Pollard shared the report with the entire campus community and [reviewed and accepted](#) the recommendations, including adopting a new [shared governance model](#) (with a new representative body for administrative faculty and expanded functions for the Classified Employee Council, to complement the existing Academic Faculty Senate and Nevada State Student Alliance), creating a [shared governance handbook](#), holding an annual [shared governance summit](#), and offering training and [resources for elected representatives](#) in the governance groups, among others. The new model creates committees for four areas of decision-making: Budget, Facilities, Safety, and Strategic Planning. Items in the Other category are addressed by an ad hoc committee. The changes to shared government will be in place by fall 2025, with the first shared governance summit scheduled in early September. The summit will provide an opportunity to share best practices in shared governance, discuss any issues that have emerged internally regarding effective governance, and to set goals and develop assessment plans to assist with improvements over time.

Shared Governance Workflow



Through the 2024-25 academic year, the Faculty Senate represented both academic and administrative faculty. In April 2025, administrative faculty voted to form a separate governing body for non-executive administrative faculty (NSHE defines administrative faculty as institutional executives, including presidents and vice presidents; supervisors who manage units, such as deans and directors; and support staff, such as coaches, lab assistants,

and similar positions. Outside of Nevada, the comparable term is “professional staff”). The renamed Academic Faculty Senate will revise its bylaws in 2025-26 to reflect the changed scope and membership of the group, while the new administrative faculty governing body and the Classified Employees Council are developing appropriate bylaws for these governing groups and will hold elections by August 2025. Once approved, all bylaws will be posted online.

NS’s updated shared governance system ensures that relevant constituencies have ample opportunities to provide input into decisions. The shared governance model and governance handbook delineate the decision-making process for seven categories of shared governance (institutional/administrative policy, academic policy/matters, budget, facilities, campus safety, strategic planning, other); each category has a definition, relevant constituencies/committees that will provide input or make recommendations, and clear steps for decision-making and implementation. The new policy approval process (for both [administrative/institutional](#) and [academic policies](#)) includes a 30-day public comment period that allows any member of the campus community to review and give feedback on proposed policies or policy revisions.

Governance groups and their relevant committees are charged with reaching out to and communicating with the groups they represent to ensure they convey the viewpoints and concerns of those groups in the decision-making process. The shared governance Canvas site provides easy access to information and resources about shared governance at NS and links to the site for each representative governance group. The shared governance Canvas site is maintained by the Office of the Provost; governance groups will maintain their own sites.

Task forces or subcommittees are formed as needed to make recommendations on emerging issues. They receive a specific charge, timeline, and expectations; membership is determined based on the affected constituencies and needed expertise.

Required Evidence

- ✓ Institutional governance policies and procedures:
 - [Governance Task Force Charge Memo](#)
 - [President’s Memo on Governance Task Force Recommendations](#)
 - [Governance Task Force Report](#)
 - [New Shared Governance Model](#)
 - [Shared governance handbook](#) (draft)
 - [Orientation document for governance representatives](#)
 - [2025 Shared Governance Summit agenda](#)
 - [Institutional policy page](#)
 - [Administrative policy development page](#)
 - General Policy (GP) 1 [Policy on Institutional Policy & Procedure](#)
 - General Policy (GP) 2 [Policy on Academic Policy & Procedure](#)
 - [Academic policy page](#)
 - [Academic Faculty Senate Bylaws](#) (will be revised in fall 2025 due to new governance structure)
 - [Nevada State Student Alliance Bylaws](#)

2.B.1 Academic Freedom & 2.B.2 Academic Scholarship (ER 16)

2.B.1: 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.

2.B.2: 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.

The [NS Bylaws](#) and the [NSHE Code](#) protect academic freedom in teaching and research. Chapter 6 of NS’s Bylaws states that faculty “enjoy academic freedom in the exercise of their professional duties” and further explains that this freedom applies to both research and classroom teaching. NS acknowledges that academic faculty are “citizens” and when they speak or publish as such, they are “free from institutional censorship or discipline”. However, faculty should take pains to provide accurate information and “show respect for the opinions of others”. The Bylaws also grant faculty “full freedom in research and in the publication of the results” as well as “freedom in the classroom in discussing their subject” (Chapter 6, Section 1).

The [NSHE Code](#) delineates faculty freedoms in research and teaching and as citizens. The [Code Chapter 2](#) states that academic freedom applies to “teaching and research” and that students have a right to learning. Faculty protections include the ability to investigate their area of expertise with “candor and integrity” even if such research involves topics which may be politically, socially, or scientifically controversial.” All faculty are free to pursue scholarly research even if they express unpopular ideas or opinions that do not align with attitudes within NSHE or the public. The final section of Chapter 2 specifically lists freedom in research and freedom to publish. In addition, the [NSHE Handbook Title 4](#), Chapter 1, Section 38, “Freedom of Expression: Aspirational Statement of Values,” states that the System and all member institutions “are committed to free and open inquiry in all matters” and provide “the broadest possible latitude to speak, write, listen, challenge and learn.” These protections apply to all NSHE “students, faculty, and staff,” even if their arguments or ideas are “thought to be offensive, unwise, immoral, or misguided.” Members of NSHE are free to criticize or condemn such ideas or arguments but cannot suppress or attempt to interfere with others’ freedom to express such views.

The [University’s Free Speech Policy](#) states that the institution is committed to “assuring that all people may exercise the constitutionally protected rights of free expression, speech, assembly, and worship” and protecting “the rights of all to teach, study, and fully exchange ideas.” This applies to all employees and students, as well as members of the public, provided the activities do not unreasonably interfere with University functions or create reasonable fears about personal safety. Any NS restrictions on speech must be “content-neutral” and leave other manners of communication open as much as possible.

The [NSHE Code Chapter 2](#) states that students have a right to learn. The [NSHE Handbook Title 4 Chapter 1](#) guarantees all members of NSHE, including students, “the broadest possible latitude to speak, write, listen, challenge and learn.” [Revisions](#) to NS’s [Student Code of Conduct](#) will be submitted to begin the review and approval process in August 2025. The revisions enumerate a number of student rights and explicitly establish that students have “the right to academic freedom, including engaging in inquiry and discussion, exchanging thought and opinion, and speaking, writing, and printing freely on any subject...” (section 7.1). The revised policy also integrates the content of the current [Academic Standards policy](#), creating a single policy to cover both academic and behavioral conduct.

Required Evidence

- ✓ Academic freedom policies and procedures:
 - [Nevada State University Bylaws Ch 6, Section 1 – Academic Freedom](#)
 - [NSHE Code Ch 2 – Academic Freedom and Responsibility](#)
 - [NS Free Speech Policy](#)
- ✓ Evidence of students’ academic freedom:
 - [NSHE Code Ch 2 – Academic Freedom and Responsibility](#)
 - [NSHE Handbook Title 4 Ch 1, Section 38 – Freedom of Expression](#)
 - Current NS [Student Code of Conduct](#) and [Academic Standards](#) and [revisions for Fall 2025 approval](#)

2.C.1 Transfer Credit Policy (ER 18)

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.

The University's [policies for transferring credits](#) are published in the academic catalog. Credits earned at accredited institutions recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education are accepted for transfer and may apply to general education or major requirements or as general electives. Credits earned from institutions accredited by other agencies listed in the credit evaluation policy may be accepted on a case-by-case basis. Accrediting agencies are reviewed annually to ensure they are recognized by both CHEA and the U.S. Department of Education. The NS website provides [resources for transfer students](#), including a link to Transferology (a software program that helps students understand likely credit transfer options), pages with articulation agreements with two-year colleges within NSHE, and contact information to schedule an appointment with a transfer specialist.

NSHE's [Articulation Coordinating Committee](#) reviews transfer and articulation policies and oversees the [Common Course Numbering system](#). The [NSHE Handbook](#) establishes policies related to transferring credits within the System. Students may [petition NSHE for a review](#) of institutional decisions on credit transfer or course articulations.

NS has a process for reviewing and accepting credits from institutions outside the U.S. as well as [non-traditional credits](#) (such as [credit by exam](#) and [credit for military training](#)). A [policy on credit for prior learning](#) has been developed and will be submitted for review and approval in fall 2025. In spring 2025, NSHE joined the [Holistic Credit Mobility Acceleration Cohort](#), an initiative led by Complete College America and Ithaka S+R. The goal is to improve degree completion by simplifying credit transfer policies and procedures, including granting appropriate credit for learning gained through work, military service, and other experiences. NSHE will also evaluate software and other technology that may facilitate credit evaluation and transfer. In May 2025, [NSHE also received a \\$20,000 grant](#) as part of the Constellation of Support: A Capacity-Building Approach to Institutional Change, funded by the ECMC Foundation. The grant will support expanding Credit for Prior Learning (CPL) opportunities in Nevada by providing coaching professional development, and a digital platform to support implementation of a new System CPL policy.

Required Evidence

- ✓ Transfer of credit policies and procedures:
 - [Transfer credit evaluation policies](#)
 - [Credit for prior learning draft policy](#) (for fall 2025 review & approval)
 - [Credit evaluation section](#) of academic catalog
 - NSHE [Petition for Transfer Credit Review](#) process
 - [NSHE Handbook Title 4 Ch 14](#), Section 15 – NSHE Articulation Coordinating Committee and Institutional Articulation Coordinators; Section 16 – NSHE Transfer and Admissions; Section 17 – Course Numbering; Section 18 – Transfer Courses and Student Appeals; Section 21 – Credit by Examination; Section 22 – Military Transcript Evaluation
 - [NSHE Common Course Numbering System](#)

Optional Evidence

- ✓ [Transfer outcomes data summary](#)

2.C.2 Student Rights and Responsibilities Policies (ER 8, 18)

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.

The existing [Student Code of Conduct](#) and [Academic Standards](#) establish students' responsibilities (and also apply to student organizations). These two policies cover academic and behavioral/general misconduct, including issues such as academic dishonesty (cheating, plagiarism, data fabrication), forms of misconduct as defined by NSHE or the University, and unlawful discrimination (including sexual harassment and other sexual misconduct). The Code of Conduct describes the informal and formal processes for addressing

alleged misconduct, available sanctions, appeals options, and the process for involuntary emergency removal for safety reasons. A [revised Code of Conduct](#) will integrate academic misconduct issues (and the Academic Standards policy will be retired); it also includes a statement of student rights and addresses changing federal directives and emerging issues (such as unauthorized AI use in assignments). The policy revisions will be submitted to begin the review and approval process in August 2025.

Additional rights, responsibilities, and processes are outlined in school-level professional and/or behavioral conduct policies. Other University policies cover complaints and appeals related to specific topics, such as [grade appeals](#). Key student policies and responsibilities are posted in each [course page in Canvas](#).

The University's [Student Complaint Policy](#) (Academic Operations, Chapter 22) allows students to submit a report if they feel 1) a posted NS policy or procedure was not followed, 2) a clerical error regarding their academic record was made and has not been corrected, 3) they experienced unfair or prejudicial treatment, 4) the University engaged in deceptive trade practices or fraud, or 5) NS failed to meet NSHE requirements for online courses. The policy directs students to other offices or policies to submit complaints that are not covered by the general policy (e.g., financial aid appeals, complaints related to employment).

NS has a number of policies regarding students' rights and responsibilities related to [disability services and accommodations](#). The [grievance policy for disability services](#) provides information on the internal process as well as how to file an external grievance with the U.S. Office of Civil Rights.

Required Evidence:

- ✓ Documentation of students' rights and responsibilities policies and procedures:
 - Academic honesty:
 - NS [Student Code of Conduct](#) and [Academic Standards](#)
 - [Revised combined policy](#) (for August 2025 submission for review & approval)
 - Conduct:
 - NS [Student Code of Conduct](#) and [Academic Standards](#)
 - [Revised combined policy](#) (for August 2025 review & approval)
 - School of Nursing [Code of Professional Conduct](#) and [Code of Conduct Canvas course](#)
 - School of Education [Professional Dispositions Enhancement Process](#)
 - Draft School of LASB [Student Behavioral Conduct Policy](#)
 - Appeals, grievances:
 - [Grade Appeals Policy](#)
 - [Student Complaint Policy \(Ch 22\)](#)
 - [Student policies page in Canvas](#)
 - Accommodations for persons with disabilities:
 - [NS Disability Resource Center policies](#)

2.C.3 Student Admission Policies (ER 17, 18)

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, including its appeal and re-admission policy.

The Board of Regents establishes general admissions requirements, which are published in the [NSHE Handbook Title 4, Chapter 16](#). The [undergraduate admissions requirements](#) and processes for different types of students (first-year, transfer, returning, non-degree, and concurrent enrollment) are published in the NS [academic catalog](#). The [Admissions Review Committee](#) evaluates applicants who do not meet minimum requirements and may admit, conditionally admit, or deny them. A [draft policy on admission to graduate programs](#) will be reviewed and approved in the 2025-26 academic year. The University is also piloting a Direct Admissions program for undergraduate applicants, aiming to streamline the admissions process for first-time

students from partnering high schools. To help ensure new students have the information and resources for success, New Student Orientation is a mandatory element of admissions for first-time students.

The institution has a [policy on placing undergraduates](#) (Curriculum, Chapter 5) in required English composition and math courses and for Spanish courses. The placement policy includes ways students can attempt to raise their initial placement. The University has established processes for [evaluating prior learning to determine appropriate credit](#) and course placement.

Programs in the [School of Education](#) (SOE) and [School of Nursing](#) (SON) have specific admissions policies and criteria. They are published on the [NS website](#) and in the [academic catalog](#). The Nursing Admissions Committee hosts virtual Q&A sessions for potential applicants during each application cycle and publishes materials that explain [how different application elements are weighted](#) in admissions decisions. SON's [student handbooks](#) provide detailed information on academic and behavioral requirements for continuing in nursing programs, support resources for students on academic notice, and dismissal and reinstatement procedures.

Eligible students at our concurrent enrollment high school partners within the Clark County School District may enroll in NS concurrent-enrollment courses that satisfy high school graduation requirements while also earning college credits for courses that are guaranteed to transfer to NS or any other NSHE institution. Students must be juniors or seniors and must have a 3.0 or higher GPA, an ACT composite score of 21 or a teacher/counselor recommendation, and parental permission. Information on eligibility, expectations, and course credits and transfer options are provided to coordinators at each partner high school and distributed to students, who then complete NS's online Concurrent Enrollment Application.

Dismissal and Readmission

The [NSHE Code Chapter 11](#) establishes criteria and procedures for student dismissal for academic reasons and directs institutions to determine any conditions or processes for readmission. Nevada State's [Academic Standing policy](#) explains when undergraduate and graduate students are put on various levels of academic notice based on earning a semester GPA below 2.0 (undergraduates) and failing to make appropriate improvements over time, which can lead to suspension or dismissal. The policy includes processes for returning after dismissal, including early return petitions. The [revised Academic Standing policy](#), which will be submitted for review and approval in fall 2025, addresses academic standing for graduate students and clarifies the requirements for early return.

Required Evidence

- ✓ Policies and procedures for admitting and placing students:
 - [NSHE Handbook Title 4, Ch 16](#), Section 26 – State College Admission (General Policy); Section 27 – State College Admissions Requirements; Section 28 – State College Admission to Advanced Standing; Section 29 – State College Transfer Students
 - [NS Student Admissions Information](#), [Admissions Review Committee](#), and [Credit Evaluation](#) polices in undergraduate academic catalog
 - NS [Graduate Student Admissions Requirements](#) (draft, for review in 2025-26)
 - [NS Placement Testing Policy for Undergraduate Students \(Ch 5\)](#)
 - [SOE Teacher Education Admissions Requirements](#)
 - SOE Speech Language Pathology Admissions Policy ([Undergraduate](#) and [Graduate](#))
 - [SOE Ed.S. in School Psychology Admissions Requirements](#)
 - [SON BSN application packet](#) (including requirements) and [RN-to-BSN Admissions Requirements](#)
 - [SON MSN Admissions Requirements](#)
 - [SON admissions requirements and application weights document](#)
- ✓ Policies and procedures related to continuation and termination from educational programs including appeal process and readmission:
 - [NSHE Code Ch 11 – Student Program Dismissal Procedures](#)
 - Current [Academic Standing Policy](#)
 - [Revised Academic Standing Policy](#) (for Fall 2025 review)
 - [SON 2023-24 BSN Handbook](#) (see p. 23-26, 47, 55, 59-63) and [2023-24 RN-to-BSN Handbook](#) (see p. 21-26, 29)

2.C.4 Student Records (ER 15)

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.

The [Office of the Registrar](#) follows NSHE's [schedule for records retention and disposition](#), which indicates the type of record (e.g., immunization records, placement test results), the required retention period, and how items are disposed of at the end of the retention period.

Nevada State's [policy on confidentiality regarding student records](#) is published in the academic catalog. The policy explains which records students have a right to inspect and how they can request to see them. Students must sign a [consent form](#) with specific and detailed information about the information the Registrar may release from their educational records. This includes releases to faculty and staff who are writing recommendation letters. Students may also request that NS [not release directory information](#) that is normally available without written consent.

The University protects the confidentiality and security of student records through requirements and processes established in several policies. The [Data Security Policy](#) sets out requirements for safeguarding credentials for accessing institutional accounts and computers and for securely storing any sensitive data such as student records (including avoiding storing it on individual laptops or desktop computers or personal cloud-based services). ITS manages the [information security plan](#) and has multiple processes and configurations in place to provide [network security](#). All digital systems are [securely backed up](#) to ensure records can be recovered if needed; a [disaster recovery plan](#) is in place to guide network and records recovery if NS facilities are completely or partially destroyed.

Required Evidence

- ✓ Policies and procedures regarding secure retention of student records:
 - [NSHE Records Retention & Disposition Schedule](#)
 - [NS policy on Confidentiality and Release of Information](#)
 - [Office of the Registrar webpage](#) on FERPA, students' rights, and process for requesting to review or amend educational records
 - [Registrar's records retention spreadsheet](#)
 - [Student Permission to Release Academic Record form](#)
 - [ITS Data Security Policy](#)
 - [ITS Information Security Plan](#)
 - [ITS Network Security Policy](#)
 - [ITS Backup & Recovery Policy](#)
 - [ITS Disaster Recovery Plan](#)

2.D.1 Institutional Integrity (ER 8, 18)

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.

The Strategic Enrollment Management group collaboratively reviews website content, academic catalogs, and other materials for prospective students to ensure that all data is up to date and accurate. The School of Nursing's 2025 [Program Evaluation Plan](#) describes processes for ensuring that its documents and publications are accurate and are regularly reviewed and updated as needed.

Catalog Review and Approval

The Office of the Registrar leads the annual academic catalog production schedule and publication. The process aligns with internal policy and timelines to ensure that program requirements, course offerings, and academic policies are reviewed and updated systemically. It is published annually and is publicly available in digital format.

Academic Calendar Production Timeline

Phase	Timeframe	Responsible Units
Planning & Timeline Distribution	August - September	Registrar’s Office
Content Entry & Department Updates	October - March	Schools, Student Services, Office of Student Affairs, & Office of the Provost
Editorial Review & Proofing	October - March	School dean (or designee), department director (or designee), & Registrar
Final Draft Published online	March - April	Registrar’s Office
Final Approval (sign off)	April - July	School Deans, Student Services Directors, Student Affairs Director (or designee), Provost (or designee)
Catalog Lock	July - August	Registrar’s Office

All catalog changes related to degree requirements, academic policies, or new and revised courses follow Nevada State’s [Academic Curriculum Review](#) (Chapter 1) process for formal review and approval.

Each school and department is responsible for updating its approved curriculum and policies in Curriculum Strategy by Watermark, the catalog management system, following the catalog production schedule.

The Registrar’s Office coordinates a minimum of three draft review periods, culminating in publication of the final draft between March and April. During each draft period, proposed edits follow a structured workflow (Catalog Editor → Catalog Approver [school dean, director, or designee] → Registrar’s Office), ensuring content accuracy, policy compliance, and institutional consistency.

After the final draft is published, school deans and directors (or their designees) review their respective catalog sections and submit sign-off sheets to the Registrar’s Office confirming that all content is complete and accurate.

Timeline adjustments may be made in response to feedback and scheduling constraints.

Information about Degree Requirements and Pre-Requisites

The [undergraduate academic catalog](#) page for each major links to a downloadable course sequence checklist that shows students the specific courses they would need to take each semester to complete the program in four years. These degree maps are designed to include pre-requisite courses students may need to take before they can enroll in major requirements (for instance, Biology majors who don’t test directly into calculus must complete MATH 126 and 127 before they can take MATH 181 – Calculus I, which is required). This ensures they provide realistic guidance to our students, most of whom place into pre-requisite math and English composition courses. Graduate programs accept students into cohorts, and the [graduate catalog](#)

page for a program includes the number of total credits and the expected course sequence to complete the program on time.

Website and Social Media Content

The [Website Governance Plan](#), which was approved by the Executive Team, delineates who has access to edit webpages and the editing restrictions in place to ensure editors have access only to their assigned content. The decentralized website governance structure allows units to quickly update information to ensure accuracy, but provides boundaries around access, allowable templates, and styling and formatting. Editors are trained to use the website design system before their content access is authorized. The Web Manager documents all changes and oversees regular audits of website content and design.

The Office of Marketing and Events has drafted [rules and best practices](#) for employees managing the University's social media accounts. Once finalized and distributed across campus, this document will help ensure that social media content is "consistent, accurate, and professional." This includes adhering to copyright and intellectual property protections, avoiding endorsements or promotions of external groups or products, and providing the Social Media Specialist with account access to Meta/Facebook and LinkedIn accounts managed by departments, offices, and student organizations. Individuals who were photographed or recorded in non-public areas must provide a signed release before their image is posted on social media. Account managers are also given guidance on what to do if a safety concern emerges regarding comments on a post.

Required Evidence

- ✓ Description of procedures or process for reviewing published materials for academic programs:
 - [Academic catalog sign-off sheet](#) and [catalog production schedule](#)
 - [SON Program Evaluation Plan](#) (p. 6-7)
- ✓ Links to program information that demonstrate clear information about time to completion for programs:
 - Sample 4-year program course sequences linked in undergraduate [academic catalog](#):
 - [BS Biology](#)
 - [BA History](#)
 - [BA Secondary Education \(English\)](#)
- ✓ Description of procedures or process for reviewing published materials about services available to students:
 - [Student services materials review spreadsheet](#)
- ✓ [Description or evidence of recruiting practices](#) that ensure accurate information is provided to prospective students

Optional Evidence

- ✓ Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity:
 - [Draft Academic calendar policy](#) (for review & approval in 2025-26)
 - NS [Brand Protocol](#) and [Spirit Mark Guidelines](#)
 - [Website Governance Plan](#)
 - [Social Media Rules and Best Practices](#) (draft)

2.D.2 Institutional Ethics (ER 7, 8)

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.

Both NS and NSHE have policies prohibiting sexual harassment and various forms of discrimination, including hate crimes. [Nevada State's policy](#) explains how to file a complaint and provides the email address to contact the campus Title IX Coordinator. The University website also has a [page dedicated to Title IX resources](#), including training resources for Title IX investigators and others involved in resolving charges, a link to [report sexual harassment or misconduct](#), and contact information for the Title IX Coordinator. The NSHE Handbook ([Title 4, Chapter 8](#)) includes sections establishing rights, responsibilities, and procedures regarding equal employment opportunities, affirmative action and annual monitoring of institutions' efforts in this area, policies against discrimination and harassment, and commitment to compliance with disability-related regulations. The [Nevada Revised Statutes](#) provide [protections for whistleblowers](#), and individuals may file [confidential reports through NSHE](#) if they believe violations have occurred. NS also has a [Hate Crimes Policy](#) that describes how to report bias-motivated crimes.

The [Student Code of Conduct](#) establishes expectations, requirements, and prohibited behavior for all students and student organizations, while NSHE's [Rules and Disciplinary Procedures for Faculty Except DRI](#) defines faculty misconduct and explains available sanctions and disciplinary procedures. ([Revisions to the Student Code of Conduct](#) will clearly enumerate student rights as well; these will be submitted for review and approval in August 2025.) Student-focused policies are published on the [academic policies page](#) (Operations), the [Student Affairs policy library](#), and in the [academic catalog](#). The policies have clear timelines to ensure allegations of misconduct are resolved promptly. The [incident referral page](#) provides links for members of the campus community to report different types of incidents, including sexual harassment/misconduct, harassment/discrimination, and general student complaints.

NS informs students of available complaint procedures, including how to file complaints with appropriate external entities. For example, the [Disability Services Grievance Policy](#) provides information on filing an internal grievance as well as the link to the federal Office of Civil Rights if students wish to file a complaint with that office. The NS [accreditation webpage](#) tells readers how to contact the NWCCU directly. Most campus policies include processes for requesting review of a decision or filing an appeal; when a decision is not subject to appeal, that is stated as well.

The [Student Complaint Policy](#) (Operations, Chapter 22) allows students to file a complaint if they believe a policy or regulation was not applied correctly, that they have received prejudicial treatment from an NS employee, or that the University is not meeting all SARA requirements. It includes a link to [NSHE's SARA Complaint Resolution Form](#).

NSHE's [Records Retention and Disposition Schedule](#) stipulates how long different types of records must be kept. Complaints regarding illegal discrimination (including sexual harassment) must be kept for at least seven years after the end of the fiscal year in which the report was submitted. Disciplinary records for employees are kept for seven years after the last date of employment, except records of dismissed charges (which are kept for one year).

The NS Foundation's [policy on accepting gifts](#) establishes clear guidelines for protecting the institution's integrity, independence, and academic freedom when considering proposed donations. The policy protects the interests and mission of NS while ensuring the Foundation engages with potential donors in an honest and transparent way regarding acceptable gifts and restrictions. Donors receive [annual reports](#) from the Advancement Office describing how their gifts were used and the impact they are having on the campus.

External Complaints

Individuals who are not current students or employees can file complaints or concerns through the NS website. The footer on every webpage includes a link to the [Report an Incident](#) page, which provides an option for filing an external complaint. No institutional login is required to file any type of complaint, so even if a person selects a different reporting category, they are able to submit their issue and it is routed appropriately. The website's AI chatbot, available on each page, directs users to the Report an Incident page if they ask about reporting a complaint or issue.

External complaints that do not fall under existing policies are routed to the Deputy Chief of Staff for Operations and Public Affairs to review and address.

Required Evidence

- ✓ Policies and procedures for reviewing internal complaints:
 - Student academic-related grievances:
 - [Grade Appeal Policy](#) (draft [revisions for review/approval](#) in 2025-26)
 - [Academic catalog policy links](#)
 - Discrimination:
 - [NSHE Handbook Title 4 Ch 8](#) Section 2 – Anti-Bias and Anti-Discrimination Training, Section 4 – General Policy of the BOR on Equal Employment Opportunity, Section 14 – Policy Against Unlawful Discrimination and Harassment; Complaint Procedure, and Section 15 – General Policy of the BOR on Compliance with the ADA and Section 504 of the Rehabilitation Act of 1973
 - [NS Hate Crimes Policy](#)
 - [NS incident reporting webpage](#) (includes links to report different types of issues)
 - Title IX:
 - [NS Policy on Sexual Assault, Domestic Violence, Dating Violence, and Stalking](#) (Title IX)
 - NS [Title IX webpage](#)
 - [NS incident reporting webpage](#)
 - Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint:
 - [NS Disability Services Grievance Policy](#)
 - [NS accreditation webpage](#)
 - [NS Student Complaint Policy](#) (Ch 22; links to [NSHE SARA complaint form](#))
 - NS incident reporting webpage (includes link to file a complaint)
- ✓ Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints:
 - [NSHE Records Retention and Disposition Schedule](#) (discrimination/sexual harassment complaints, p. 13; employee disciplinary actions, p. 18; employee grievances, p. 19; NV Ethics Acknowledgement Statement, p. 19; legal files, p. 22; student disciplinary actions, p. 30)
 - [Registrar's records retention spreadsheet](#)
- ✓ Policies and procedures for reviewing external complaints and grievances:
 - Website [Report an Incident](#) page (includes links for [General Incidents](#) and [University Police Reports](#))
 - [Screenshot of AI chat](#) regarding filing a complaint

Optional Evidence

- ✓ [NS Foundation Board and Employee Protection \(Whistleblower\) Policy](#)
- ✓ [NS Bylaws Ch 6, Sections 3-7](#) (grievance procedures for academic faculty)

2.D.3 Institutional Notice of Conflict of Interest (ER 8)

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.

NSHE policy and the [Nevada Revised Statutes](#) establish ethical standards and prohibited conduct or activities, including those that constitute a real or perceived conflict of interest. Some elements apply [specifically to members of the Board of Regents](#) while other requirements also apply to NS employees. The University's [Conflict of Interest policy](#) requires full-time employees to complete an annual disclosure of any planned activities outside of NS that will be compensated or any unpaid professional efforts that could create a conflict of interest for the employee or a close relative. The policy includes procedures for reviewing, mitigating, and managing any actual or perceived conflict of interest.

A [draft policy on Financial Conflicts of Interest](#) (FCOI) will require everyone who takes part in the design,

conduct, or reporting of grant-funded research to complete an FCOI disclosure form and to complete online FCOI training. This content is currently addressed in the general Conflict of Interest policy but will become a stand-alone chapter in the Research and Grants policy; it will be reviewed and approved in the 2025-26 academic year.

Required Evidence

- ✓ Policies/procedures prohibiting conflicts of interest among employees and board members:
 - [NS Conflict of Interest & Outside Compensated Services policy \(HR 1\)](#)
 - [Financial Conflicts of Interest policy](#) (draft)
 - [Nevada Revised Statutes \(NRS\) 281.400 - Code of Ethical Standards](#)
 - [NSHE Handbook Title 4 Ch 1, Section 3 – Statutory and Policy Prohibitions for Members of the Board of Regents](#)

2.E.1 Financial Audit & Reporting (ER 19, 20)

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.

NSHE and NS go through [annual financial audits](#) conducted by external certified public accountants. These [audits](#) comply with U.S. auditing standards applicable to Government Auditing Standards issued by the federal Government Accountability Office. The external auditors present the results, including any findings and recommendations, to the NSHE Audit, Compliance, and Title IX Committee, which meets quarterly. NSHE also undergoes independent audits for compliance with federal regulations regarding grants and contracts. NSHE's [Internal Audit Department](#) conducts additional periodic audits and follows up to ensure compliance; the resulting reports are submitted to the Audit, Compliance, and Title IX Committee. Internal audits address compliance with NSHE policies and all state and federal laws, evaluation of risks and the accuracy of information and data, and recommendations for improvements in accounting processes.

The University's [Division of Finance and Business Operations](#) (FBO) prepares quarterly and annual reports for NSHE and/or the State of Nevada. The campus uses Workday to manage financial and human resource tracking and reporting, allowing FBO to access accurate and updated financial information linked to specific accounts. The University's internal controls comply with generally accepted accounting principles. NSHE maintains historical financial data (prior to 2018) in the Financial Data Warehouse. FBO prepares a year-end financial statement of institutional finances as part of the independent audit. Throughout the year, [income and expenditures are monitored and handled](#) using standard budgeting, accounting, and auditing processes. FBO drafted a Financial Stability Policy during summer 2025 to guide the University in managing cash flows, reserves, and emergencies; the policy will be reviewed and approved in Fall 2025.

Financial planning and budgeting are based on available funds, realistic projections of future resources (based on different enrollment and funding formula scenarios), and appropriate risk management to ensure both short-term solvency and long-term sustainability. Roughly 71% of the annual operating budget is allocated from the State using the [funding formula](#). Other revenue sources include student [tuition and fees](#), grants and contracts, gifts, space rental for events, investments, and [auxiliary services](#).

The Nevada legislature adopted the [current funding formula](#) in 2013 based on recommendations from a 2011 legislative study. The formula is reviewed and updated as the legislature deems necessary in biennial legislative sessions. The formula uses Weighted Student Credit Hours (based on student course completions) and performance funding (based on metrics aligned with state and NSHE goals) to determine NS's state funding.

In Fiscal Year 2024, NSU had \$75.8 million in revenues, including \$35 million in state appropriations (46.2% of total revenues), and total expenses of \$73.4 million. The total operations budget was \$47 million; instruction and academic support functions accounted for 51.7% of budgeted expenses, while student services made up

15.2%.

Required Evidence

- ✓ Policies/procedures that articulate the oversight and management of financial resources:
 - [NSHE Handbook Title 4 Ch 9 – Internal Audit, Finance, and Administration Policies](#)
 - (see Section 2)
 - [NSHE Handbook Title 4 Ch 10 – General Business Management](#)
 - [NSHE Handbook Title 4 Ch 17 – Fees and Expenses](#)
 - [NSHE P&G Manual Ch 5 – Fiscal Procedures](#)
 - [NSHE P&G Manual Ch 7 – Fees and Tuition](#)
 - [NS finance and budget policies](#)
 - [NS Division of Finance and Business Operations webpage](#)
 - [State Administrative Manual](#)
 - [Nevada Administrative Code](#)
 - [Nevada Revised Statutes](#)
 - NS processes for managing [cash](#), [purchasing](#), and [tuition and fees](#)
- ✓ Latest external financial audit including management letter:
 - [FY24 NSHE external single audit report](#) (including management letter, p. 10-14; management letter regarding Foundation audits, p. 78-80; summary of results, p. 197-239; NSHE and institutional responses, p. 240-263)
 - [FY24 NSHE audited financial statement](#)
 - [NSHE Funding Formula 2013-2025 summary](#)
- ✓ NS financial spreadsheets for most recent fiscal year:
 - [FY24 Cash flow balance sheet](#)
 - [FY24 Investment and student fees spreadsheet](#)
 - [FY24 Event revenue](#)
 - [FY24 State Operating Budget for NS](#)
 - [FY25 master budget sample](#)
 - [Current grants/contracts spreadsheet](#)
 - NSHE 2024-25 [State Supported Operating Budget](#) (p. 27-28)

2.E.2 Financial Planning (ER 19, 23)

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.

State of Nevada budgets [cover two-year periods](#), beginning on July 1 of each odd-numbered year. The Governor’s Office [drafts a proposed budget based](#) on projected revenues. NSHE starts with the base legislative higher education funding formula and uses enrollment projections, historical budget data, and other relevant information to develop a budget proposal for the System. The Nevada Legislature and the Governor finalize and approve the biennial budget for NSHE and individual institutions. [Funds are allocated to NS annually](#) by the Board of Regents based on a review and approval of more detailed budgets delineating anticipated revenues and expenditures for the next fiscal year.

The [NSHE Funding Formula](#) tightly connects funding to student enrollment, with 75% of funding determined by Weighted Student Credit Hours (WSCH, weighted by discipline and level). The other components include performance funding set-aside that is earned back based on performance metrics and point targets for degree completion and enrollment breakdowns. In 2024, a [Committee on Higher Education](#) was convened to propose a new funding formula; however, the Nevada Legislature voted against adopting the proposed formula during the 2025 session. For NS, FY24 WSCHs totaled 183,813, an increase of 4,083 over the FY22 WSCHs used in the previous biennial budget. NS received \$41,814,000 for FY2026, a 7.7% increase over FY2025; the FY2027 allocation is 3% below FY2026 funding. Along with appropriations from the funding

formula, the state operating budget includes authorized revenues from estimated student fees (such as the general fund portion of the registration fee, non-resident tuition, and miscellaneous fees). Approximately 72% of the per-credit registration fee students pay is allocated to the state operating budget.

In addition to the biennial budget process to align with the State's legislative and budgeting session, NS has an annual budget planning cycle. At the beginning of the budget development process, the Division of Finance and Business Operations (FBO) distributes [budget development guidelines](#) to campus. This document describes the budget outlook, relevant policies or best practices (such as maintaining fiscal reserves), and key assumptions that will be used to develop the budget. [Members](#) of the campus Budget Committee will revise the charter as needed in 2025 based on the new governance structure; in general, the committee is intended to represent constituents, update them as budgeting proceeds, assist with prioritizing requests, and make recommendations to the Executive Team. FBO provides documents for submitting budget requests, publishes a [calendar of due dates](#), and offers [budget development](#) training on Zoom. The budget calendar informs campus of budget-related activities from the initial communication through finalization.

Proposed budgets are built at the department/unit level, reviewed and moved forward by the appropriate division leader, and finalized and approved by the Executive Team. Units use the [campus strategic plan](#) (and the 2022 Addendum to the plan) and unit-level plans to guide requests for positions, supplies and equipment, and funding for new initiatives.

All NSHE institutions use National Association of College and University Business Officers (NACUBO) reporting categories for budgeting. Nevada State's proposed budget is reviewed by NSHE's Business, Finance, and Facilities Committee before being referred to the Regents for approval; the Committee also conducts year-end reviews of major budget revisions, use of reserves, budget-to-actual revenue, and expenditure reports. Responsibility for the institutional budget is delegated to President Pollard. To ensure effective and appropriate budget management, the [NSHE Handbook Title 4, Chapter 9](#) requires multiple levels of review for all transactions and that account adjustments and transfers are documented and justified. It also establishes expectations and reporting requirements for different types of funding, such as self-supporting accounts and state operating funds. The NS Foundation distributes income from its endowment fund according to its [internal policy](#).

[NSHE's Director of Banking and Investments](#) oversees the BOR's endowment fund and NSHE-wide investments, in compliance with NSHE's established investment objectives and policies. [NSHE's Risk Management Office](#) provides advice about purchasing insurance and including insurance requirements in contracts; it also coordinates insurance policy negotiations. The NSHE Handbook Title 4, Chapter 10 provides for appropriate accounting of Foundation funds and prohibits institutional lending to the Foundation. It also includes policies and reporting requirements for reserves, contingency funds, and capital improvement planning and funds use. Capital improvement is also addressed in [Chapter 5 of the NSHE Procedures and Guidelines Manual](#). The [Nevada Revised Statutes](#) regulate planning and construction of public works, including bidding and contract procedures.

Required Evidence

- ✓ Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds:
 - NS [Budget Development Guidelines](#) and [Budget Request Form](#)
 - NS [Budget Committee charter](#) and [2024-25 membership](#)
 - [NSHE Handbook Title 4 Ch 9 – Internal Audit, Finance, and Administration Policies](#) (see p. 14-17 on budgets and fiscal policies)
 - [NSHE Handbook Title 4 Ch 10 – General Business Management](#) Section 10 – NSHE and Member Institution Foundations' and Affiliated Groups Administrative and Accounting Policies; Section 5 – Statement of Investment Objectives and Policies for the Endowment Fund; Section 6 – Statement of Investment Objectives and Policies for the Operating Funds; Section 12 – Use of the Capital Improvement Fee; Section 26 – Property, Capital Improvement Planning, and Facilities Management; Section 37 – Working Capital, Reserves, Contingencies, Liquidity

- [NSHE P&G Manual Ch 5, Section 13 – Capital Improvement Policy](#)
- [NSHE 2022 Debt Summary and Guidelines](#) report
- [NRS Title 28 – Public Works and Planning](#)
- [Governor’s Office FY2026-2027 Executive Budget page](#)
- NS Foundation [Endowment Income Distribution Policy](#)

Optional Evidence

- ✓ Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders:
 - [Budget Memo](#) from President Pollard
 - [Budget Calendar](#)

2.E.3 Finance Structure (ER 19, 20)

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.

The [Nevada Revised Statutes](#) and the [Nevada Administrative Code](#) provide guidance on requirements for purchasing and other elements of financial management. Chapters 9 and 10 in [Title 4 of the NSHE Handbook](#) establish policies for managing financial resources within System institutions. Various chapters in the [NSHE Procedures and Guidelines Manual](#) address appropriate procedures and allowable uses for student fees.

The [Accounting Services](#) office at NS records financial activity and prepares financial statements. The Division of Finance and Business Operations has [adopted relevant policies](#) on [handling financial resources](#) and provides [forms and how-to documents](#) for common financial and [purchasing processes](#). The Office of Budget Services and individual departments monitor budgets and actual expenditures throughout the fiscal year.

Required Evidence

- ✓ Description of internal financial controls:
 - Processes for handling [cash](#), [purchasing](#), and [tuition and fees](#)
 - [Funds Handling Policy](#)
 - [Cash Management and Drawdown Policy](#)
 - [Cost Transfers Policy](#)
 - [Direct Charging Administrative & Clerical Costs to Federally Sponsored Projects](#)
 - [Expenditure Monitoring Policy](#)
 - [Petty Cash Requests for Research Surveys](#)
 - [Program Income Policy](#)
 - [Risk Account Policy](#)
 - [Purchasing and Procurement Card User Manual](#)
 - [FBO forms and how-to guides](#)
- ✓ Board-approved financial policies, state financial policies, or system financial policies:
 - NSHE P&G Manual [Ch 5 – Fiscal Procedures](#); [Ch 7 – Fees & Tuition](#)
 - NSHE Handbook Title 4 [Ch 9 – NSHE Internal Audit Finance & Administration Policies](#); [Ch 10 – General Business Management](#)
 - [State of Nevada Accounting Policies & Procedures](#)
 - [State Administrative Manual](#)
 - State of Nevada [Purchasing Division Regulations & Policies](#)

2.F.1 Human Resource Policies (ER 12)

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.

Nevada State University employs individuals in several categories:

- Academic faculty (full- and part-time): At Nevada State, this includes instructional and library positions. Administrators within Academic Affairs hold shadow academic appointments.
- Administrative faculty: Often called “professional staff” in other states, this group includes NS executives, supervisory employees, and support services staff (such as advisors, recruiters, and coaches).
- Classified staff: Employees in positions (most commonly administrative assistants) defined by the State Classified System and governed by State policies and procedures regarding contracts and evaluations.
- Temporary employees: Employees hired on contracts that allow the institution to hire individuals to meet short-term non-clerical needs, up to a maximum of 1,000 total working hours in a calendar or fiscal year and limited to 19.5 hours per week.
- Student workers: Enrolled students who accept part-time positions (up to 19.5 hours per week) on campus.

The NSHE Code includes policies on [NS faculty tenure, appointments, termination, grievance procedures, benefits, and other personnel procedures](#), and [disciplinary procedures](#) for academic faculty. [Title 4, Chapter 3 of the NSHE Handbook](#) addresses a number of workplace topics such as workload, grants-in-aid benefits, various forms of leave, and salary schedules. [Other chapters of Title 4](#) address additional topics relevant to different groups of employees. NSHE’s Procedures and Guidelines Manual contains additional information on employee [appointments, evaluations](#), and [salary schedules](#). Finally, the [Nevada Administrative Code](#) (NAC) defines and regulates a wide array of issues related to state employees; it includes the [State of Nevada Employee Handbook](#). The Human Resources offices at NSHE and NS are responsible for ensuring that institutional policies and practices comply with NAC. The [System Human Resources Department](#) administers NSHE-wide benefits programs. The Nevada State HR Department provides digital copies of [employee rights posters](#) that are mandated by federal or state law.

Nevada State University has adopted [academic personnel](#) and other [human resources policies](#) and procedures to ensure employees understand work expectations and evaluation criteria and procedures. This process begins before hire by carefully developing job postings to ensure the responsibilities and duties listed realistically reflect what the employee will do and accurately state compensation, work hours, possibility of partial remote work, and available benefits. Offer letters and [employment contracts](#) clearly state key conditions of employment, including type of contract (9- or 12-month), compensation, benefits eligibility, and requirements (e.g., passing a background check and confirming all academic credentials). [Contracts for academic faculty](#) also explain tenure eligibility; provide a timeline for promotion and tenure review; direct faculty to policies for promotion, tenure, and annual reviews; detail teaching expectations (for instructional faculty); and summarize work expectations such as required attendance at key campus events, getting approval for compensated outside professional services, and residing in Nevada and being available for in-person meetings, courses, and events. [Contracts for adjunct \(part-time\) academic faculty](#) state that they are hired on a temporary basis and do not establish a claim to employment beyond the end date. Similarly, [contracts for grant-funded positions](#) note that the position is funded by a grant and include the grant end date. The [Academic Faculty Handbook](#), which is updated annually and posted before the beginning of the fall semester, provides additional details about aspects of academic faculty employment and directs them to relevant policies and resources.

All new employees attend [New Employee Orientation](#), offered by Human Resources. Individual units provide additional training and onboarding for their area. The Center for Teaching and Learning Excellence (CTLE) offers [New Faculty Orientation](#) for academic faculty each August, providing information about teaching

expectations at NS, effective instructional practices, and resources available to support them. Each year the CTLE also offers [workshops on preparing](#) a promotion and/or tenure portfolio. University policies are easily available to employees on the [academic policy page](#) and the [administrative policy library](#). Each academic unit provides additional training and guidance to its academic faculty regarding [tenure, promotion, and review processes](#). Academic faculty also receive [detailed guides](#) to the criteria used to rate teaching, scholarship, and service.

Annual evaluations provide employees with feedback on their performance and, if needed, areas for improvement and outcomes if improvement does not occur. For tenure-track academic faculty, both annual reviews and the more holistic third-year review include an assessment of whether the faculty member is making appropriate progress toward tenure, including criteria they need to address before applying for tenure.

In spring 2025, the academic faculty at NS voted to unionize and affiliate with the American Federation of Teachers. Bargaining for the first contract began in fall 2025. Once a contract is approved, it will provide additional information for academic faculty on their conditions of employment. Policies will be adjusted as needed based on the contents of the final collective bargaining agreement.

Required Evidence

- ✓ Human resource policies and procedures:
 - [NS HR policies library](#)
 - [Academic Personnel Policy](#)
- ✓ Policies and procedures related to teaching, scholarship, service, and artistic creation:
 - [NS Bylaws](#)
 - [Promotion & Tenure Policy](#)
 - [SOE Promotion, Tenure, and Review Expectations](#)
 - [SON Promotion, Tenure, and Review Expectations](#)
 - [LASB Promotion, Tenure, and Review Expectations](#)
 - [University Library Promotion, Tenure, and Review Expectations](#)
- ✓ Policies and procedures for appraising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination:
 - NSHE Code [Ch 7 – Tenure for State College Faculty](#); [Ch 5 – Personnel Policy for Faculty](#); [Ch 6 – Rules and Disciplinary Procedures for Faculty Except DRI](#)
 - NSHE Handbook Title 4 [Ch 3 – Professional Staff](#); [Ch 4 – Professional Staff Collective Bargaining Regulations](#); [Ch 6 – Classified Staff of the University](#); [Ch 12 – Intellectual Property Research & Entrepreneurial Activity](#)
 - NSHE Procedures & Guidelines Manual [Ch 2 – Appointments & Evaluations](#); [Ch 3 – Salary Schedules](#); [Ch 16 – Temporary Hourly Appointments](#)
 - Nevada Administrative Code [Ch 284 – State Human Resources System](#); [State of Nevada Employee Handbook](#) Appointments & Probationary Periods (p. 4), Employee Performance & Development (p. 7); Compensation (p. 10); Attendance & Leave (p. 23); Prohibitions & Penalties (p. 37); Employee Dispute Resolution (p. 38); Separation (p. 40)
 - NS policies/procedures:
 - [Academic Personnel Policy](#) Ch 1 – Sabbatical Leave; Ch 4 – Emeritus, Emerita, or Emerit Status; Ch 5 – Course Releases; Ch 6 – Department Chairs; Ch 7 – Supervised Independent Study Courses; Ch 9 – Extra-Contractual Compensation; Ch 10 Academic Faculty Merit Pay; Ch 11 Administrative Faculty Merit Pay; Ch 12 – Academic Faculty Summer and Overload Pay
 - [Alternative Work Arrangement Policy](#)
 - [Academic Workload Policy](#)
 - [Part-Time Instructor Work Expectations Policy](#) (draft, for review/approval in 2025-26)
 - [Adjunct Faculty Course Cancellation Payment Policy \(Ch 2\)](#)
 - [Transitions for Administrators with Academic Rank Policy](#) (Return to Faculty; draft, for review/approval in 2025-26)
 - [Periodic Review of Academic Administrators](#) (draft, for review/approval in 2025-26)
 - [Academic Faculty Handbook](#)

- [Employee rights posters](#)
- Employment contract templates:
 - [Academic faculty contract](#) and [addendum](#)
 - [Administrative faculty contract](#)
 - [Grant-funded position contract](#)
 - [Part-time instructor contract](#)
- LASB [Third Year Review training](#)
- [Teaching ratings criteria guide](#)

2.F.2 Professional Development (ER 12, 23)

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

To help faculty and staff innovate in the classroom, make processes more efficient and effective, and maintain up-to-date skills in their field, NS supports both internal and external professional development opportunities. As part of the budgeting process, units request funds for their employees to attend appropriate conferences and trainings. Administrative staff regularly attend annual conferences and online workshops offered by professional organizations such as [NACUBO](#) (for staff in the Finance and Business Office), [NASPA](#) (for Student Affairs employees), [CASE](#) (for advancement staff and key administrators), [AACRAO](#) (for Registrar's Office staff), [PRIM&R](#) (for IRB administrator and board members), [AIR](#) (for Institutional Effectiveness staff), and [AAHLE](#) (for the Director of Assessment). Academic faculty can [apply for travel funds](#) to attend conferences in their discipline or related to pedagogy/student success more broadly.

Internally, NS provides trainings on topics of general interest to all employees as well as more detailed trainings on specialized topics. The University offers [sabbatical leave](#) (Personnel, Chapter 1) for academic faculty, and new faculty receive a [course release](#) (3 credits for lecturers, 6 credits for tenure-track faculty; Personnel, Chapter 5) to provide time to attend professional development opportunities during their first year. The Office of Human Resources provides [trainings on a range of workplace topics](#), such as communication skills/styles, conflict management, improving emotional intelligence, and cultural competence. A professional development council meets several times a year to discuss plans and potential professional development needs or missing topics. The group maintains a [shared calendar spreadsheet](#) to avoid conflicts as much as possible.

Several grant-funded projects at NS have offered workshops and other training for employees on topics related to the grant activities. For instance, an NSF ADVANCE grant provided support for faculty [conducting research on teaching and learning](#) and organized [support groups](#) for different groups of faculty. The HSI Title V grant has funded [professional development](#) on topics related to supporting student success and developing culturally relevant and inclusive curricula.

The [Center for Teaching and Learning Excellence](#) (CTLE) provides training and support to instructors, including in-person and online workshops, asynchronous courses, and individual consultations. The CTLE employs instructional designers and an instructional technologist, and staff have expertise in areas such as accessibility compliance. CTLE staff create [detailed guides](#) that walk instructors through each step for key tasks; they also record most workshops and post them on the CTLE Canvas page for instructors to watch at their convenience. [Workshops offered in the 2024-25 academic year](#) covered topics such as AI in the classroom, forming connections with students, effective group work, and creating rubrics. Faculty can earn [certificates in the Foundations of Teaching and Advanced Teaching](#). The CTLE oversees the Online Quality Assurance Program, which allows faculty to submit online courses for review by trained colleagues [using a rubric](#). They receive detailed feedback and adjust their course as needed until it passes the quality review. To ensure that the CTLE offers up-to-date, relevant services as pedagogy and technology change, they attend conferences and online workshops offered by the [Online Learning Consortium](#), [POD Network](#), the [WICHE Cooperative for Educational Technologies](#), and other professional organizations.

Individual units provide professional development tailored to the needs of their staff and students. For

example, the School of Nursing created an asynchronous Canvas course that [introduces faculty to the Caring Science principles](#) that the nursing curriculum is built on. The University Library offers faculty development for topics such as [adopting the Common Read](#) selection and [redesigning their courses](#) around free open educational resources.

Employees have access to specialized training relevant to those engaged in assessment, research, and/or sponsored projects. For example, NS has a contract with the [CITI Program](#) to provide training on human subjects protections, IRB administration, avoiding financial conflicts of interest, and FERPA as it relates to research. The Director of Assessment offers [trainings on effective and meaningful assessment](#) of student outcomes in academic programs and student services, as well as regular drop-in hours for faculty and staff to ask specific questions about their assessment plans. The Office of Grant Awards Services holds monthly drop-in hours for employees to ask questions about any element of grant application or management, [workshops on specific elements](#) of the grant lifecycle, and more in-depth trainings about developing competitive grant proposals.

The Office of Human Resources and the Office of Faculty Affairs are collaborating to develop leadership training and experiences. The Office of the Provost received a [WICHE grant](#) to pilot a Provost Leadership Fellow position; the selected faculty member developed an action plan and spent an academic year implementing it, attending leadership meetings and events, and receiving mentorship from existing leaders. The goal is to institutionalize the program and expand it to include academic faculty as well as staff in student success services units. Some elements, such as online courses and in-person trainings, will be available to other employees as well.

The [NSHE Handbook Title 4, Chapter 3](#) describes opportunities for leave for professional development, including sabbatical leave (for academic faculty), administrative leave (for full-time administrators), and presidential leave. Through NSHE's grant-in-aid program, employees receive discounted tuition for courses they take at any NSHE institution.

NSHE offers or supports professional development opportunities on key topics, including the annual [Corequisite Conference](#), [Mentoring Institute](#), the [Southern Nevada Diversity Summit](#), and periodic training through the [Fostering Success Initiative](#) (focused on supporting students who experienced foster care). Supervisors are required to take up to 19 [supervisory courses](#) to ensure compliance with state and federal laws and best practices for employee evaluation and discipline; those supervising classified staff must take an additional course on classified work performance standards and evaluations. All employees complete periodic mandatory trainings related to cybersecurity, avoiding bias and discrimination, and Title IX reporting.

NSHE institutions are increasingly sharing professional development opportunities with colleagues at other NSHE institutions. For example, in spring 2025, Truckee Meadows Community College offered a day-long [training about AI](#) (in higher education and for personal use) and opened it to all NSHE employees and students. In fall 2025, NS will host in-person performances by the [University of Michigan's CRLT Players](#), and has invited employees from the College of Southern Nevada to attend.

Required Evidence

- ✓ Employee professional development policies and procedures for faculty, staff, and administrators:
 - [Required courses for supervisors](#)
 - [Academic Personnel Policy](#) Ch 1 – Sabbatical Leave Policy; Ch 5 – Course Releases; Ch 9 – Extra-Contractual Compensation
 - NS [Academic Faculty Workload Policy](#)
 - [NS draft policy on Transitions for Administrators with Academic Rank](#) (Return to Faculty; for review and approval in 2025-26) – includes professional development leave
 - Sample [travel funds application](#) and [SON PD Fund Policy](#)
 - [Grant-in-aid program](#) for employees ([NSHE Handbook Title 4, Ch 3, Sections 11-13](#))
 - [LASB Engagement Calendar](#)
 - CTLE offerings, HR programming, grants training:
 - [CTLE Course Accessibility page](#)
 - [CTLE New Quizzes Tech Guide](#)
 - [CTLE 2024-25 events calendar](#)

- [CTLE online course quality assurance rubric](#)
- [Assessment PD Schedule](#)
- [HR summer learning series](#)
- [Professional Development Council shared calendar spreadsheet](#)
- [Grants training example](#)
- [HSI grant PD opportunities](#)

2.F.3 Faculty Hiring Procedures (ER 12, 23)

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.

Nevada State University employs enough well-qualified, dedicated faculty, staff, and administrators to fulfill its mission and conduct the operations of the University. Units request additional positions through the institutional budget process; new position requests describe the purpose and need for the position and any specific initiatives it will support. Requests for new instructional faculty lines include several years of data on student enrollment (headcount and FTE) and course offerings/staffing in the program and how the student-to-faculty ratio in the program compares to other academic units, discipline-specific accreditation requirements, and other benchmarks. The Nevada State Board of Nursing [mandates an 8:1 student-to-faculty ratio](#) in the nursing program, which guides position requests and approval in the School of Nursing.

Employees by Type (Fall 2023 [IPEDS Data](#))

Occupational Type	FT (#)	PT (#)	Total FTE
Instructional Faculty (all)	123	379	249
Lecturers (non-tenure-track)	48	0	48
Assistant professors	44	0	44
Associate professors	19	0	19
Professors	12	0	12
Library, Student Affairs, Academic Affairs, Other Education Services	21	12	25
Management	72	0	72
Business & Financial Operations	28	0	28
Computer, Engineering, Science	18	3	19
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, Media	44	20	51
Healthcare & Technical	0	2	1
Service	3	0	3
Office/Administrative Support	41	0	41
Total	350	416	489

Recruiting & Hiring

Recruiting is based on position descriptions approved by the hiring manager and HR. They describe expected duties, required and preferred qualifications, necessary knowledge and skills, available benefits, the approved starting salary, and other conditions of employment. HR posts openings on the [University website](#) and in appropriate venues, such as HigherEdJobs.com and professional organization job boards and monitors the candidate pool. Academic schools and other units may recruit for positions, particularly academic faculty openings, at conferences and other professional meetings. NS is an [equal opportunity employer](#).

Search committee members complete an online search committee training course, which covers the role of the committee chair and other members, best practices for hiring, interview tips, and how to manage search processes in Workday. It also covers bias and discrimination and how these can affect hiring. Once all committee members have completed the online course, HR holds a virtual kick-off meeting to remind the committee of relevant policies and appropriate processes, answer questions, and review information on employment discrimination and biases. The [handbook for academic faculty searches](#) provides checklists to guide committees through different parts of the search, an overview of unconscious biases, and suggested language for the teaching demonstration prompt and rubric.

Applications are accepted and managed through the Workday platform. Before releasing a candidate pool, HR completes an initial screening and removes applicants who do not meet minimum qualifications. Search committees manage and complete the rest of the screening and interview process, including reference checks.

Search committees make recommendations to the hiring manager, who seeks approval from the appropriate division administrator and HR regarding both the appointment and salary. For academic faculty searches, the committee makes a recommendation to the department chair/director (in units that have them) and the dean, who makes a recommendation to the provost. The provost approves all academic faculty appointments. HR independently verifies all academic credentials within 30 calendar days of the effective date of employment.

Academic Faculty Qualifications

Required and preferred qualifications are listed in the position description. The [academic faculty handbook](#) (p. 15-16) presents minimum qualifications for academic faculty. NSHE requires all academic and administrative faculty to have at least a baccalaureate degree from an accredited institution recognized by the U.S. Department of Education and/or the Council on Higher Education Accreditation. Tenure-track instructional faculty at NS must hold a terminal degree in their field (a doctorate for most disciplines); tenure-track library faculty must have an MLS from an ALA-accredited program. Non-tenure-track lecturers and part-time instructors teaching undergraduate courses must have at least a master's degree, with the exception of clinical and lab nursing instructors, who must hold at least a BSN and sufficient years of experience in the clinical specialty to meet the Nevada State Board of Nursing and Commission on Collegiate Nursing Education requirements. All faculty teaching graduate courses must hold a doctorate or equivalent terminal degree in their discipline. The educational credentials of all full-time administrators and academic faculty members are listed in the [academic catalog](#).

Required Evidence

- ✓ Documentation about engagement and responsibilities specified for faculty and staff, as appropriate:
 - [Service criteria guide](#) for academic faculty
 - [List of committees](#)
 - [Academic Faculty Handbook](#) (p. 19, 21-36, 38-43)
 - [Academic Faculty Workload Policy](#)
- ✓ Personnel hiring policies and procedures:
 - [Academic Faculty Search Committee Handbook](#)
 - [LASB Search Committee Chair Training](#)
 - [Academic Faculty Handbook](#) (p. 15-16)
 - [NS Careers page](#) and [position list](#)
 - [NSHE policy on Equal Employment Opportunity](#)
 - [NS statement on Affirmative Action/Equal Opportunity](#)
- ✓ Organizational charts:
 - [Division of Academic Affairs](#)
 - [University Library](#)
 - [School of Liberal Arts, Sciences, and Business](#)
 - [School of Education](#)
 - [School of Nursing](#)

Optional Evidence

- ✓ Policies and procedures for determining positions and anticipated resource allocation:
 - [Academic Affairs budget priorities presentation](#) (slides 7 & 8)
 - [Budget Development Guidelines](#) (p. 6 – budgeting for base salaries and fringe; p. 7 – student worker, temporary employee, and part-time instructor requests, as well as overload and stipend budgeting); p. 8 – future-year requests (for longer-term planning); p. 8-11 – salary equity, position reclassifications, and new position requests
 - [Sample new position request](#)
 - [Supplemental request form](#) (for student workers, temporary employees, and part-time instructors)
 - [Off-cycle personnel request form](#)
 - [Nursing Board faculty staffing requirements](#)

2.F.4 Faculty Evaluation Procedures (ER 12)

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 receive feedback and encouragement for improvement.

Academic Faculty

Academic faculty are evaluated annually, as required by NSHE ([Handbook, Title 4 Ch 3, Section 4 – Evaluations](#)). Annual reviews cover teaching, librarianship, and/or other professional duties; service; and scholarship (for tenure-track and tenured faculty; scholarship is not required of non-tenure-track lecturers). NSHE policy directs institutions to “include an assessment of teaching evaluations completed...by students” in instructors’ written evaluations. Faculty submit materials online through Interfolio. Evaluations are completed by the appropriate department chair, program director, dean, or associate dean; final copies (including any faculty response) are stored by HR.

Expectations for performance are established in documents established by each academic unit, while the [Academic Faculty Workload Policy](#) summarizes general work responsibilities. [Annual reviews of academic faculty](#) include a rating from “excellent” to “unsatisfactory” in each area, a narrative about the faculty member’s performance and progress in each area, and any suggestions for improvement. Any “unsatisfactory” rating requires the faculty member and supervisor to develop an improvement plan. Faculty may grieve annual evaluations under [Chapter 6, Section 8 of the NS Bylaws](#).

Tenure-track academic faculty complete third-year reviews and are holistically reviewed when applying for tenure at the end of their probationary period. Third-year reviews provide an opportunity for deans and the provost to indicate to faculty whether they are making acceptable progress toward meeting tenure and promotion expectations and, if not, to develop an action plan for necessary improvements. Tenured faculty are also reviewed if they apply for promotion to the rank of professor. Non-tenure-track lecturers may apply for promotion to the levels of senior lecturer and distinguished lecturer once they meet the minimum years of NS employment. The requirements for tenure and lecturer promotion are clearly stated in [NSHE](#) and [NS policies](#) and [Chapter 5 of the NS Bylaws](#). Academic units [specify expectations](#), acceptable forms of externally validated scholarship, and other details relevant to the field or discipline. Academic faculty do not receive an annual evaluation in their third-year, tenure, or promotion review years.

The [Department Chairs Policy](#) (Personnel, Chapter 6) establishes a process to solicit feedback on the chair’s performance from academic faculty in the unit through an annual anonymous survey. The survey covers topics related to completing responsibilities, effective communication, concern and fairness, and use of appropriate evaluation procedures for faculty. The dean also asks for feedback from administrative faculty and classified staff supervised by, or who work closely with, the chair.

NS has drafted [promotion and tenure criteria and expectations](#) for administrators with academic rank (deans, assistant/associate deans, vice provosts, and the provost), as well as a policy on [periodic review of administrators](#); both will be submitted for review and approval in 2025-26. Periodic reviews will focus on the employee's leadership effectiveness and impact, ability to collaborate within a shared governance framework, and performance of key responsibilities. A committee will conduct the review based on the administrator's self-assessment, job description, and results of an anonymous survey of relevant employees. The supervisor's summary report (and any response from the administrator under review) will be stored by HR. Academic administrators do not receive an annual evaluation in their periodic review or tenure/promotion review years.

Supervisors (a dean, department chair, or program director, depending on the school) observe part-time instructors' courses periodically using the standard [course observation form](#) for the school. Supervisors also review adjunct instructors' student evaluations. Because adjunct faculty are hired on letters of appointment for a single term, they do not complete an annual evaluation.

Administrative Faculty

Administrative faculty are reviewed each spring based on the previous calendar year's performance. [PDQs](#) establish the specific duties and responsibilities for the position, which guide evaluations. Administrative faculty complete a self-assessment of their performance and progress toward meeting goals and objectives. The direct supervisor writes a brief narrative evaluation, assigns an overall rating (from "excellent" to "unsatisfactory"), and works with the staff member to develop appropriate SMART goals for the next evaluation period. An "unsatisfactory" rating requires the supervisor to provide specific, constructive feedback and a written improvement plan. Evaluations are reviewed by the evaluator's direct supervisor; final signed copies (and any employee response) are stored by HR.

The chancellor conducts evaluations of the president ([NSHE Handbook Title 4, Chapter 2](#)) according to the process and criteria described in the [NSHE Procedures and Guidelines Manual Chapter 2](#). Presidents receive annual evaluations as well as a more comprehensive periodic review at least every four years. Periodic reviews are conducted by a committee chaired by the chancellor; the committee solicits feedback from various constituents, collects faculty feedback through an anonymous survey, and schedules an open forum on campus.

Classified Staff

The [State of Nevada](#) regulates evaluations of classified staff. Expectations and criteria are established in a position's [Workforce Performance Standards](#) document. Supervisors of classified employees complete training on the [Employee Report on Performance](#) for this personnel category. The supervisor assigns a rating, from "does not meet standards" to "exceeds standards," for each job element and provides a narrative in each area. Using the state's rating scale, the supervisor assigns an overall rating. The supervisor and classified employee agree on goals and objectives for the next review period, and final copies of the evaluation are stored by HR. Classified staff who disagree with a performance evaluation may follow state procedures to contest it.

Required Evidence

- ✓ Administrator/staff/faculty evaluation policies and procedures:
 - NSHE [Code Ch 5, Section 5.12 – Faculty Evaluation](#); [Code Ch 7 – Tenure for State College Faculty](#)
 - NSHE Handbook [Title 4 Ch 3, Section 4 – Professional Staff Evaluations](#)
 - [NS Promotion & Tenure Policy](#)
 - NSHE Handbook [Title 4 Ch 2, Section 4 – Evaluations](#) (for institutional presidents) and NSHE [P&G Manual Chapter 2, Section 2 – Executive Evaluations](#)
 - [NS Promotion & Tenure for Administrators with Academic Rank](#) (draft, for review/approval in 2025-26)
 - [NS Bylaws Ch 5 - Tenure and Ch 6 Section 8 - Evaluations](#)
 - Academic unit promotion, tenure, and review expectations: [SOE](#), [SON](#), [LASB](#), [Library](#)
 - [NS Academic Faculty Workload Policy](#)

- [NS Department Chairs Policy \(Ch 6\)](#)
- [NS Periodic Review of Academic Administrators Policy](#) (draft, for review/approval in 2025-26)
- [Sample academic faculty annual review form](#)
- [Sample administrative faculty annual evaluation form](#)
- [Sample PDQ](#)
- [State of Nevada Work Performance Standards page](#) for classified employees

2.G.1 Educational Programs & Student Services (ER 23)

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.

NS has an array of student success programs and initiatives aimed at meeting the needs of our diverse student body; they are described on the NS website and in [Canvas course shells](#). Units such as the [Academic Success Center](#) (ASC) and the [Writing Center](#) provide in-person and virtual peer tutoring and support. Many of the Writing Center's writing specialists are multilingual, and all writing specialists are trained in translanguaging approaches to coaching writers. In addition to providing direct support to students, the Writing Center provides [resources for faculty](#) to help them incorporate best practices into written assignments. The ASC's success coaching program allows students to meet one-on-one with trained peers who help them identify effective study skills and learning techniques. The Writing Center hosts the [Long Night Against Procrastination](#), held each semester since spring 2015; it inspires a sense of community and brings students, faculty, and staff together to work on projects, engage in self-care, and even have some fun.

Both the ASC and the Writing Center have embedded peer support programs for courses with high enrollment and relatively low pass rates (using DFWI metrics), or which serve as gateways to specific majors or Core Curriculum fulfillment (such as composition courses). Students are assigned to these courses to provide in-class support and lead group study sessions outside of class time. They are trained on effective embedded leadership, attend their assigned class and model positive behaviors during class discussions/activities, hold structured group study sessions and individual mentoring outside of class, and meet regularly with the instructor to discuss common issues that students may be reporting. Both the ASC and Writing Center peer support programs proactively connect students with other campus support services.

Several [cohort programs](#) support students by providing academic success resources and nurturing a sense of belonging and self-efficacy. Some also plan cultural events open to the entire campus, such as the annual Día de los Muertos celebration. The School of Nursing's [Student Success Center](#) offers success coaching and planning, peer support, book rentals, free scrubs, and other resources to students in nursing programs.

Offices within the Division of Student Affairs also offer programming aimed at helping students integrate into the campus community, develop a sense of belonging, and get the support they need, whether they are academic or co-curricular. The [RISE peer mentoring program](#) pairs experienced students with incoming students to answer questions, provide a point of contact, and encourage new students to use campus resources. Staff overseeing Orientation plan events for new incoming students and transfer students, while the [Disability Resource Center](#) ensures eligible students receive the accommodations they are entitled to. The [Career Services Center](#) (CSC) offers a range of programming to help students identify their long-term goals and prepare to be competitive in the job market. This includes resumé writing support; mock interviews; graduate/professional school, internship, and job fairs; free haircuts and headshot photos; and a free career closet where students can get clothing for interviews. The [Student Wellness team](#), which includes two case managers and a licensed counselor, provides students with free in-person and virtual counseling sessions, assistance connecting with external resources, and free, no-questions-asked food and hygiene items from our donations-based [food pantry](#). Student Affairs runs regular campaigns and competitions to encourage the campus community to donate to the pantry. Student Wellness staff offer programming and support groups on topics related to mental health throughout the year.

Several TRIO grant-funded educational opportunity programs, including [Student Support Services](#) and

McNair Scholars, provide academic support, college and career advising, and in some cases financial support to assist students in each program. The CCAMPIS grant and grants received through the state and Clark County cover tuition for eligible student-parents to enroll their preschool-aged children at the campus [Early Childhood Education Center](#).

To reduce costs for students, the [campus bookstore](#) offers textbook rentals, while the University Library manages an annual [No-Cost Textbook Institute](#) that provides structured support to instructors in the summer as they identify free open educational resources and redesign their courses around these materials. In fall 2024, 65% of all course sections (740 out of 1,138) used free texts. The Library also [loans devices](#), from laptops to tablets to device chargers.

The University has designed physical spaces that enhance student learning, including [study rooms](#) available by reservation in the library, computer labs in three academic buildings, quiet rooms in two academic buildings, a room for graduate students in the speech pathology program, a language lab for students taking language courses, and the [Collective](#).

For [concurrent enrollment](#) students who are still enrolled in high school, the [Teacher Academy Pipeline Project](#) (TAPP) introduces them to careers in K-12 education while they earn college credits at a significant discount (\$100/course). TAPP takes participating students on field trips to colleges, introduces them to college students, and helps them understand expectations and policies they will encounter in higher education. Their credits are guaranteed to transfer to any public institution in Nevada. A tenure-track faculty liaison is assigned to each concurrent-enrollment instructor; the liaisons meet with the instructors, provide support and mentoring, offer training specific to individual course content, and review and discuss syllabus design, assignments, and grading practices. All concurrent-enrollment students can use the University's academic success services.

Required Evidence

- ✓ List of programs and services supporting student learning and success needs:
 - [Academic Success Center](#)
 - [Writing Center](#)
 - [Cohort programs](#) (Humanities Scholars, Explorer Scholars, Nursing Scholars)
 - [Nursing Student Success Center information](#)
 - [University Library](#)
 - [TRiO-SSS](#)
 - TRiO McNair
 - Office of Civic and Community Engagement
 - [Early Childhood Education Center](#)
 - [Speech Pathology Clinic](#)
 - [SOE TAPP](#)
 - [Career Services Center](#)
 - [Disability Resource Center](#)
 - [Student Orientation](#)
 - [Free counseling services](#) and [food pantry](#)

Optional Evidence

- ✓ Example assessment measures of effectiveness for programs and services:
 - [Writing Center Assessment Plan](#)
 - [Writing Center Annual Assessment Report 23-24](#)

2.G.2 Catalog and Public Student Information (ER 18)

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.

Nevada State publishes an undergraduate and graduate academic catalog each year. The catalog is updated annually to ensure all information is accurate and reflects current policies, procedures, and contact information. [Catalog addendums](#) are published if needed to publicize new programs, changes to policies, or System directives that must be communicated in a timely manner. Additional information is available to students on the [NS website](#) (Operations policy) and on the [student policies page](#) in Canvas.

Required Evidence

- ✓ [Academic catalog](#) (and/or other publications) provides information regarding:
 - [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
 - [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](#)
 - [Academic calendar](#)
- ✓ [Student policies page in Canvas](#)

2.G.3 State Licensure Requirements (ER 18)

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.

The [Office of the Provost webpage](#) explains how NS determines a [student's location](#) (Operations, Chapter 14). For each program that prepares students for professional licensure, the webpage links to [tables](#) indicating whether the program meets each state or territory's licensure requirements, contact information to learn more, and relevant notes. Out-of-state students are notified at admission and when they update their address regarding whether the program meets licensure requirements in their state and are directed to their state's licensing agency or body for specific information.

Programs and Licensure Requirements

Program	Required Licensure	Link
BA – Early Childhood Education	NV Department of Education endorsement, Praxis exams	SOE webpage
BA – Elementary Education	NV Department of Education endorsement, Praxis exams	SOE webpage
BA/BS – Secondary Education	NV Board of Education endorsement, Praxis exams	SOE webpage
BSN Nursing	NV State Board of Nursing license, NCLEX exam	SON webpage
MS Speech Pathology	NV Department of Education license, American Speech-Language-Hearing Association Certificate of Clinical Competence; Praxis exams to work in schools	SLP webpage
EdS School Psychology	NV Department of Education endorsement	School Psychology webpage

Programs that prepare students for professional licensure provide information on relevant Nevada licensing agencies and requirements.

Required Evidence

- ✓ Samples of publications and other written materials that describe:
 - 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, including descriptions of unique requirements for employment and advancement in the occupation or profession:
 - [Provost Office Professional Licensure webpage](#)
 - [Sample state-by-state licensure information table](#)
 - [Student Location and Licensure Notification Policy \(Ch 14\)](#)
 - [SON Licensure FAQ](#) and [BSN Student Handbook](#) (p. 48 – overview of NCLEX requirement for licensure)
 - [SON webpage](#) with links to licensure information and the NV State Board of Nursing (scroll to Resources section) and [degree page](#) in academic catalog (discusses NCLEX)
 - [SOE licensure information](#), [student teaching page](#), and [Praxis requirements](#)
 - [SLP website](#) linking to NV licensing requirements

Optional Evidence

- ✓ List of programs leading to fields with licensure requirements:
 - BA in Early Childhood Education
 - BA in Elementary Education (all concentrations)
 - BA or BS in Secondary Education (all concentrations)
 - BSN Nursing program (pre-licensure)
 - MS in Speech Pathology
 - EdS in School Psychology

2.G.4 Financial Aid (ER 18, 23) & 2.G.5 Financial Aid Repayment (ER 18)

2.G.4: 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.

2.G.5: 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.

NS administers a financial aid program that meets the needs of the student body. In 2022-23, 66% of all undergraduates [received grants or scholarships](#). [A quarter of NS undergraduates](#) receive federal student loans, graduating with a median of \$19,691 in debt. While 0% of all borrowers were in default on their loans in the most recent reporting period, the cohort default rate is affected by COVID-era policies pausing collections on federal loans. Prior to the pause, the [3-year default rate](#) was 9.1%. [ECMC Solutions](#) manages student loan default prevention on behalf of NS; students can complete ECMC's online financial literacy training.

Because Nevada State's largely first-generation students can be confused about types of aid, the University [describes each type](#) on the website, noting whether each type has to be repaid. The academic catalog provides [information about financial aid](#), including how to apply, deadlines, courses eligible for financial aid, criteria for making satisfactory academic progress, and requirements for returning funds. The financial aid webpage includes Nevada State's three-year cohort default rate. The website explains maximum loan amounts for different categories of students. [Award letters](#) and [supplementary documents](#) include detailed information about each student's aid package, enrollment and course completion requirements, and other expectations. Students receive other notifications to keep them updated about their financial aid, including summaries of their [lifetime student loan history](#) and their right to [decline student loans](#). The [consumer information webpage](#) links to institutional information about cost of attendance, policies related to financial aid eligibility and refunds, and federal websites that estimate loan payments.

Required Evidence

- ✓ Published financial aid policies and procedures including information about categories of financial assistance:
 - [Financial Aid Office policies](#) and [forms](#)
 - [Types of Financial Aid webpage](#) and [Scholarships webpage](#)
 - [Academic catalog financial aid information page](#)
- ✓ Information to students regarding repayment obligations:
 - [Types of Financial Aid webpage](#)
 - Financial Aid page on [financial literacy and preventing loan defaults](#)
 - Award letter [supplement](#) (see p. 9)
 - [Borrower history letter template](#)
- ✓ Policies/procedures for [monitoring student loan programs](#)
- ✓ Most recent loan default rate published on institutional website in accessible location:
 - [Three-year cohort loan default rate published on website](#)

Optional Evidence

- ✓ [NCES College Navigator page for NS](#)
- ✓ [Financial Aid award email](#)
- ✓ Sample [award letter](#) and [supplement](#) to students regarding award and repayment obligations
- ✓ [Right to cancel loans notification](#)
- ✓ [NS policy on counseling student loan borrowers](#)
- ✓ [Default rate letter](#)

2.G.6 Advising (ER 18, 23)

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.

NS provides centralized academic advising for undergraduates through the [Academic Advising Center](#) (AAC) for all undergraduates except those admitted into the Schools of Nursing or Education; those students are assigned academic faculty advisors and follow the schools' advising procedures. Degree-seeking undergraduates are required to meet with an advisor each semester until they complete 30 credits. Graduate and post-baccalaureate students are advised within their academic programs.

Informed by best practices in academic advising and [the core values of successful advising](#) (as defined by NACADA), the AAC's purpose is to provide dynamic and individualized support throughout each student's academic journey, fostering a transformative experience that goes beyond traditional advising.

Advisors are organized into three teams to maximize access to timely and accurate advising: 1) Physical & Life Sciences/Pre-professional, 2) Education & Liberal Arts, and 3) Liberal Arts, Sciences, and Business. Students can meet with any advisor on their assigned team, reducing wait times for appointments, or can schedule an appointment with a specific member of the team. This structure allows the AAC to cross-train advisors within each team, leading to better coverage when advisors are out of the office or fully booked with other appointments.

The AAC strives to develop student autonomy by meeting students where they are, generating touch points at each stage of student development, creating a scaffolded advisor/advisee relationship, and providing students with knowledge and resources to support them through their educational experience. This includes an annual [advising syllabus](#) that gives students key information about available services, the advising teams, student resources, and policies related to academic advising and degree progress. The Center also maintains a [repository of degree sheets](#) to help students understand the requirements for their catalog year.

Student Success

The AAC oversees the Scorpion Success Network, a series of success platforms and initiatives that facilitate proactive outreach, support of at-risk students, success-oriented interventions, and efforts to increase use of campus support services.

Two systems help to identify outreach opportunities, both managed by the Associate Director of Student Success and two Student Success Specialists. The first, known as the Scorpion Success Network (SSN), relies on faculty and staff engagement to identify students who are at risk of attrition and prompts outreach from the Student Success Team. The second system is the recently launched EdSights platform, which uses an AI chatbot to provide students with helpful guidance, assess how they are doing in key domains (e.g., academics, wellness), and refer them directly to appropriate resources and information. The Student Success Specialists receive data from the platform and reach out to students who are most in need of individualized support.

Assessment

As part of assessing advising, NS participated in the National Survey of Student Engagement (NSSE) [academic advising module](#) in 2019 and 2024. In 2024, both first-year and senior students rated their experiences with academic advising more highly than students in the comparison group. The AAC also sends a weekly [advising satisfaction survey](#) to all students who had appointments in the past week. Satisfaction ratings are consistently between 4.8 and 4.95 (out of 5). AAC leadership uses this data in annual reviews of advisors and to identify any areas for individual advisors to improve.

The Office of Institutional Effectiveness pulls appointment data from the Scorpion Success Network and

[publishes a dashboard](#) that shows how student [use of advising correlates](#) with student success measures. Students who rely on academic advising have higher retention and 6-year graduation rates. In some cases, the direction of causality is unclear (perhaps more capable and committed students are more likely to see an advisor), but the positive outcomes associated with using advising services hold for students from all backgrounds and prior levels of success, including incoming high school GPA.

Staffing & Professional Development

NSHE ([Handbook Title 4 Chapter 14, Section 23](#)) directs institutions to maintain a student-to-advisor ratio of no greater than 350:1, which guides AAC staffing planning and position requests. The AAC aims for a lower ratio and currently has 19 staff members. In addition to 10 full-time academic advisors, the AAC employs two transfer positions to support prospective transfer students, two student success specialists, a director, and three associate/assistant directors.

Advisors are [expected to know](#) general degree requirements and the specific requirements of their assigned majors. They are also expected to understand NS's student population, best practices in academic advising, and emerging trends in higher education. Advisors are encouraged to pursue appropriate [professional development](#), such as attending NACADA conferences and webinars; AAC staff may [apply for funding](#) for these activities. The Assistant Director of Advising, Curriculum, and Faculty Relations serves as a liaison between the AAC and academic programs, meeting regularly with department chairs and assisting with communication between departments and advisors about new programs, major or pre-requisite updates, and any challenges students are reporting.

To help recognize and retain high-quality advisors, Nevada State adopted a three-tier [career ladder](#) and the AAC has [drafted guidelines](#) for nominating advisors for internal and external awards, including the [NSHE Regents Advising Award](#) (NSHE Procedures and Guidelines Manual Chapter 8, Section 2).

Required Evidence

- ✓ Description of advising program, staffing, and advising publications:
 - [Academic Advising Center webpage](#)
 - [Advising syllabus](#)
 - [Degree sheets](#)
 - [Advising forms & petitions](#)
 - [Mandatory Advising policy \(Ch 18\)](#)
 - [Description in academic catalog](#)
 - [AAC Rack Card](#)
 - [NSHE Handbook Title 4 Ch 14, Section 23](#) – Academic Advising and Counseling (see p. 23 for 350:1 staffing target)
- ✓ Description and evidence of systematic evaluation of advising:
 - [NSSE Academic Advising reports \(2019 & 2024\)](#)
 - [Advising Satisfaction Survey](#)
 - [Data on advising use and student success](#)
 - [Support services dashboard](#)
- ✓ Professional development policies and procedures for advisors:
 - [Career ladder/promotion and PDQ info](#)
 - [AAC Travel & Funding Request Policy](#)
 - [Advisor performance evaluation criteria](#)
 - [Advisor Awards selection process \(draft\)](#)
 - [NSHE P&G Manual Ch 8, Section 2](#) – Regents' Awards (p. 12 for advising award)
 - [AAC professional development philosophy \(draft\)](#)

2.G.7 Distance Education & Verification (ER 15)

The institution maintains an effective identity verification process for students, including those 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.

NS has an effective identify verification process. Students use their NSHE ID number (which is the same at all NSHE institutions they attend) and a unique, NS-specific password to log in to their myNSU portal. The portal provides secure, single sign-in access to their NS student email account, Canvas, the course registration system, unofficial degree audits, and programs for scheduling student support service appointments. Course sites, including those for online courses, are hosted in Canvas and require enrolled students to login using their student credentials; only enrolled students can access a course site; enrollment data is updated each night and students' course access is automatically changed accordingly.

The Division of Academic Affairs has drafted a [policy on course quality and integrity](#), which will be submitted for review and approval through shared governance in early fall 2025. The policy establishes expectations for faculty, including active and regular facilitation and presence in online courses, using proctoring for online exams, ensuring course materials are ADA-compliant, and including language in the syllabus about students' privacy. The Center for Teaching and Learning Excellence oversees the Online Quality Assurance Program, which allows faculty to submit online courses for review by trained colleagues [using a rubric](#). They receive detailed feedback and adjust their course as needed until it passes the quality review.

Nevada State has a campus-wide license for Honorlock AI+Live online exam and quiz proctoring. The license is funded by the [distance education fee](#) charged for all hybrid and online courses; students do not pay additional fees for proctoring or identity verification. Students can see the [distance ed fee applied to their accounts](#) when they enroll.

Students can use Honorlock at any time without an appointment. They must show a photo ID to begin their exam. The system includes browser lockdown (blocking access to other websites and use of copy/paste functions). A live proctor immediately addresses behavior flagged by the system and answers student questions; this allows most issues to be fixed on the spot. Honorlock records exams and notifies the instructor of flagged segments that should be reviewed. Staff in the Disability Resource Center (DRC) have been trained on Honorlock for online exams with accommodations that the DRC offers. The Center for Teaching and Learning Excellence provides [syllabus language](#) for faculty to include if they are using Honorlock; it includes a link to [information about how students' privacy](#) is protected.

All instructors have access to the TurnItIn plagiarism detection tool, which is integrated into the Canvas grading system. The system flags potentially plagiarized content on assignments and provides an originality report.

Required Evidence

- ✓ Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit:
 - [Course Quality & Integrity policy](#) (draft, for review/approval in fall 2025)
 - [Email to new student users](#) about login and portal
- ✓ Policies/procedures make it clear that these identity verification processes protect student privacy:
 - [Syllabus language about proctoring](#) (includes link to privacy information)
 - Information about online proctoring (including links to privacy information) [included in academic catalog](#)
- ✓ Notification to students at the time of registration of any additional charges associated with verification procedures:
 - [NS webpage listing tuition & fees](#)
 - [Student fees screenshot](#)

- ✓ Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs:
 - [Enrollment Cancellation for Nonattendance policy \(Ch 11\)](#)
 - [Course Quality & Integrity policy](#) (draft, for review/approval in fall 2025)

2.H.1 Library (ER 14, 23)

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.

The [University Library](#) provides convenient, 24/7 access to an extensive collection of ebooks and databases. It also provides access to over two million print books through rapid delivery from partner academic libraries. The Marydean Martin Library's beautiful and inviting space is located on the second floor of the Rogers Student Center. Friendly staff are available to answer questions and connect students with library and campus resources. Computers and printers are available in the main library and in the Library Computer Lab.

The Library is widely recognized for setting a high standard of excellence. It received a [2020 Excellence in Academic Libraries Award](#) from the Association of College & Research Libraries, making it the first HSI recipient in the baccalaureate category and only the second public institution to be recognized in the award's 21-year history.

Students highly value the University Library's services and outreach. In 2023, the Nevada State Student Alliance (the student government body) awarded the Library its inaugural Student-Focused Department of the Year Award. Student leaders recognized the outstanding service to students and impactful partnerships with student organizations on activities that promote wellness and facilitate connections with academic resources and initiatives. In a 2024 campus-wide student satisfaction survey, 97% of students responded that they were "satisfied" or "highly satisfied" with the Library.

The [University Library employs](#) five full-time tenure-track or tenured academic faculty (librarians), three part-time evening and weekend librarians, four administrative faculty (the dean and three library specialists), and eight student workers; the dean holds a shadow tenured academic line. All librarians hold a master's degree from an ALA-accredited program—the terminal degree in the field as [recognized by the Association of College and Research Libraries](#), the leading professional organization for academic librarians in North America.

Assessing Adequacy of Library Collections

The Library evaluates the currency, breadth, and depth of collections through faculty and student surveys and collection benchmarking with peer institutions when new academic programs are proposed. It periodically participates in the Ithaka S+R [Undergraduate](#) and [Faculty Surveys](#), which help institutions understand the evolving needs of campus communities and guide strategic planning for library services. The undergraduate survey gathers insights on students' coursework, academic experiences, information practices, and use of library spaces. The faculty survey explores content access, discovery, research dissemination, the role of the library in teaching and research, and student research competencies. In addition to these national instruments, the Library [developed a collection survey](#) to [assess faculty perceptions](#) of the collection's currency, breadth, and depth in supporting both undergraduate instruction and faculty research.

Planning

The [Library Advisory Committee](#) serves as a strategic liaison between academic faculty and the University Library, offering feedback and recommendations on library services, collections, and spaces. The committee advocates for library initiatives that support student success and enhance alignment between academic needs and library resources. The Advisory Committee's annual reports since 2020–21 are linked in the

evidence section below.

As part of unit-level planning, Library faculty develop [annual projects](#) to translate the Library's strategic vision into measurable, actionable initiatives. Projects are designed with clear success criteria to ensure accountability, drive continuous improvement, and support institutional priorities. Each project includes a structured timeline for major objectives, establishes alignment with accreditation standards, defines scope parameters, outlines funding details, and conducts a comprehensive constituent analysis. To ensure transparency and accountability, project leaders track progress using project management software and the library holds monthly meetings to review milestones, address challenges, and respond to team questions. At the end of the year, project leaders produce concise, impact-focused summaries highlighting contributions to the campus community. Selected projects are also showcased on the [Library's website](#), serving as evidence of library impact and as a model for other academic libraries seeking to implement similar initiatives.

Collection Development

The [Collections Development Policy](#) ensures resources are selected and maintained in support of academic programs and the institutional mission. Collection development practices prioritize curricular relevance, inclusivity, and cost-effective access, with a focus on digital-first resources. Faculty proposing new degrees are required to consult with the appropriate liaison librarian to assess existing resources and identify any additional materials needed to support faculty and student success. Proposal forms require faculty to specify the librarian consulted, evaluate current holdings, and list any new resources needed, such as online textbooks, journals, databases, or software. This early consultation ensures that the Library can evaluate costs, formats, and licensing requirements and, when appropriate, include resource needs in the budget proposal so new programs are adequately supported by library collections and infrastructure.

Library Instruction Plan

The Library's Instruction Plan prioritizes assignment-driven information literacy instruction while increasing student awareness of the Library's extensive services and resources. Librarians offer personalized support through the [Meet with a Librarian](#) service, which allows students to schedule virtual or in-person appointments. Instruction is delivered through three formats:

- [In-person sessions](#), which provide assignment-specific guidance aligned with course and assignment learning outcomes.
- [Brief in-class visits](#) (~5 minutes) that introduce students to their library liaison, essential resources, and available services.
- [Asynchronous course support](#), which includes short, tailored videos that highlight the library liaison, core resources, and relevant services.

The Library's Teaching and Learning Program is built around initiatives that embed information literacy skills and library resources directly into curriculum design and instructor workflows. While the team continues to provide the traditional instruction described above, the current strategy marks a significant departure from conventional models. The Library prioritizes deep faculty collaboration, embedding library expertise into curriculum planning and assignment design. This allows the Library to share in the work of curricular innovation and establish librarians as essential partners in course development. Core initiatives include the [Information Literacy Development Program](#), the [No-Cost Textbook Program](#), the [AI Program](#), and the [Common Read Program](#).

Faculty development at Nevada State follows a decentralized model, with programming coordinated across the Office of Faculty Affairs, the academic schools, the University Library, and the Center for Teaching and Learning Excellence. The Library's growing emphasis on faculty development is driven by outcomes assessment data. For example, in the 2017 assessment (using the [Nichols assessment model](#)), Library faculty found a 24% average increase in student mastery of key learning outcomes (communication of evidence, source attribution, and source evaluation) in courses taught by instructors who participated in library-led faculty development.

A cornerstone of the Library's instructional approach is the [Transparency in Learning and Teaching \(TILT\) framework](#). Dr. Mary Ann Winkelmes, [founder of the TILT initiative](#) and a faculty member at UNLV at the time, led a workshop for NS faculty in fall 2016 to introduce the concept to campus and highlight its value. The TILT framework is applied across major initiatives to help faculty develop new assignments or revise existing ones to improve clarity, transparency, and alignment with program and Core Curriculum learning outcomes. Through this work, the Library enhances the quality of instruction and equity in the learning experience.

Using Library and Information Resources

The University Library adopted policies and procedures to ensure equitable, secure, and effective use of its information resources. Borrowing policies allow students and employees to check out [books, laptops, and other technology](#), with loan periods and renewal options clearly outlined. [Interlibrary Loan options](#) extend access to physical and digital materials beyond the Library's own collection. Study rooms can be reserved online for individual or small group academic use. The [Library Code of Conduct](#) promotes a welcoming and safe environment, emphasizing respectful behavior and appropriate use of spaces and resources. For users with disabilities, [accommodations and assistive technologies are available](#). Additionally, the [Library's Data Policy](#) governs the ethical collection and use of user data, ensuring transparency and compliance with privacy standards. Collectively, these policies support the [Library's mission](#) to foster academic success, community engagement, and responsible information use.

Required Evidence

- ✓ Procedures for assessing adequacy of library collections:
 - Ithaka S+R [student](#) and [faculty](#) survey results
 - Internal [faculty survey questions](#) and [results](#)
- ✓ Library planning committee and procedures for planning and collection development:
 - Library Advisory Board reports ([2024-25](#), [2023-24](#), [2022-23](#), [2021-22](#), [2020-21](#))
 - [2024 Library project plans](#)
 - [Project plan highlights](#)
 - [Collection Development Policy](#)
- ✓ Library instruction plan; policies and procedures related to the use of library and information resources:
 - [Meet with a Librarian](#)
 - [In-class instruction](#)
 - [5-minute class visit](#)
 - [Asynchronous instruction](#)
 - [AI Literacy Program](#)
 - [Common Read Program](#)
 - [Information Literacy Program](#)
 - [No-Cost Textbook Institute](#)
- ✓ Library staffing information:
 - [Library organizational chart](#)
- ✓ Policies and procedures that explain faculty/library partnership for assuring library and information resources are integrated into the learning process:
 - [Information Literacy Development Program](#)
 - [Common Read Program](#)
 - [AI Program](#)
 - [No-Cost Textbook Institute](#)

Optional Evidence

- ✓ [Borrowing technology](#)
- ✓ [Borrowing items](#)
- ✓ [Library Code of Conduct](#)
- ✓ [Library Data Policy](#)
- ✓ [Interlibrary Loan](#)

2.1.1 Facilities Master Plan, Technology, & Physical Facilities (ER 15, 23)

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.

Physical Infrastructure

Nevada State University's [campus master plan](#) guides development of physical facilities and outdoor spaces to allow the University to fulfill its mission. It includes projected space needs (conservative and aspirational) in different categories through 2047 (see p. 3.19), allowing the campus to proactively engage in design and financial planning, including submitting capital improvement requests as part of budgeting. The space projections consider shifting student preferences for in-person and remote learning and the changes in space usage that will support student success regardless of the format of their courses. The plan also discusses accessibility and inclusion issues that must be incorporated into all campus planning. The [SMART Growth Initiative](#) drives Nevada State's build-out of the 450 acres of undeveloped land according to the master plan. To facilitate private-public partnerships, President Pollard created the Nevada State Campus Lands Corporation and convened its board of trustees. As part of planning, the City of Henderson approved the [University Area Livable Centers Study](#) to review a 1,400-acre area that includes the NS main campus and the surrounding community. The goal is to develop the area to meet the academic needs of the University and to provide transportation options, amenities, housing, and essential community services.

A central plant provides hot and chilled water to campus buildings; it includes three chillers, four boilers, and three cooling towers. The Facilities Office recently replaced the rooftop units on the Raker Student Success building and the Dawson academic building and the boilers and tankless heaters in the Liberal Arts and Sciences (LAS) academic building. Additional campus rooftop units and other items, such as the LAS carpet, are nearing or at the end of their lifecycle; Facilities budgets for their replacement as they monitor the lifecycle of campus infrastructure. Large equipment (such as trucks or golf carts) is replaced with contingency funds when necessary. The Facilities Office also schedules periodic maintenance, such as annual external window cleaning and repainting curbs and parking lot lines at least every five years.

To ensure the safety of the physical infrastructure, Facilities staff conduct annual safety walks with UNLV Risk Management Services, assessing the campus for issues and prioritizing responses. This includes noting any external lighting that is burned out or not functioning; NS recently replaced over 100 lights to provide better security in outdoor areas.

To improve optimal space usage, NS uses 25Live for room reservations and usage tracking. The campus also uses mobile room monitors to conduct occasional assessments of unscheduled use of conference rooms, break areas, and other shared spaces; this data adds to a full understanding of current space utilization. The [Facilities Resource Committee](#) analyses use data and space requests and makes recommendations to the Executive Team.

Available space remains a challenge for Nevada State. While current buildings have been adapted to meet the needs for instructional space, faculty and staff offices, and student-facing spaces, opening programs or significantly expanding existing ones will require additional space. NS is in the early stages of negotiating access to space in new buildings under development in Las Vegas and North Las Vegas, which would provide classrooms and other space for specific programs. The campus is also investigating options to collaborate with external agencies to address water pressure issues which currently limit building options (the campus slopes upward toward mountains on its southern boundary).

NS [contracts](#) with [HES Facilities Management](#) for maintenance and groundskeeping to ensure the campus is "kept neat, clean, and safe and in a condition that always enhances the...educational environment" (p. 37 of 43). HES completes any repairs and preventative maintenance needed to ensure facilities meet nationally recognized standards. The contract includes custodial services and campus events support (such as moving

and setting up furniture). HES follows the University's processes for [periodically assessing mechanical systems](#) (e.g., HVAC, plumbing, elevators) to ensure they perform adequately, comply with all codes and regulations (including ADA compliance), and to determine how much the institution spends on their repairs and maintenance. The assessment procedures include criteria for prioritizing repairs and [replacements](#).

The Office of Facilities uses the online KBox system for receiving, prioritizing, and tracking requests for repairs or reports of problems. Anyone on campus can submit a KBox ticket.

In May 2025, NS hired a Campus Administration Manager to provide support and a point of contact on campus during evening hours. This position works with police services regarding any safety items and collaborates with Facilities and other offices as needed to address issues that arise after business hours.

Technology Infrastructure

The Office of Information and Technology Services (ITS) provides the computing, telecommunication, network, and server infrastructure necessary for teaching, learning, and scholarly achievement, as well as university administrative and support functions. ITS maintains a wide area network in all buildings on the main campus. The internal core network runs at 10Gb/s with 1Gb/s connectivity to end devices. Wireless connectivity is available in all buildings and outdoor gathering spaces. Internet connectivity is provided by the Nevada System of Higher Education's statewide network, NevadaNet, with redundant connections across the Southern Nevada region. Campus telecommunications use voice-over IP (VoIP) technology that minimizes wiring infrastructure needs and allows easy expansion to additional sites. Videoconferencing is available through dedicated Polycom collaboration systems and through institutional licenses for Microsoft Teams and Zoom.

NS has two server clusters running on the Nutanix virtualization platform. This infrastructure supports over 70 virtual machines with over 100 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers.

ITS takes a cloud-first approach with enterprise applications to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on campus portal, NS's enterprise applications are accessible 24/7 from any location. This provides faculty, staff, and students with streamlined access to electronic resources for instruction, management and operational functions, support services, and communications.

ITS and other units provide access to technology to support the teaching, research, and administrative functions of the University:

- All classrooms have instructor workstations, projector systems, wireless connectivity, document cameras, and interactive screens that allow instructors to write digitally on a board or computer monitor and then save the notes.
- 55% of classrooms have lecture capture systems for recording or live-streaming lectures and class activities.
- Students have access to ~430 student workstations with access to the internet, printing, the Microsoft Office suite, and specialized software such as SPSS and the Adobe Creative Suite.
- Students can borrow laptops and internet hotspots from ITS for a semester.
- The Library loans laptops, portable chargers, headphones, and microphones.
- Each full-time employee receives at least one desktop workstation or computer, a telephone, and access to the internet, network file storage, printing, Microsoft Office programs, and specialized software as needed, such as SPSS, Adobe Creative Suite, and NVivo.

ITS provides asset management for all technology-related equipment. Inventory control is maintained on an ongoing basis with assessments performed on an annual basis. The [State Administrative Manual section 1544](#) requires public institutions to inventory equipment valued at \$5,000 or more, with the exception of items consumed in use and permanent fixtures. The [NSHE Policies and Procedures Manual](#), Chapter 1, Section 2.8 requires that all computers must be inventoried, regardless of value. These items are tracked in Workday. Accounting Services and ITS collaborate to maintain equipment inventory records.

Employees complete cybersecurity training upon hire and annually thereafter. ITS conducts monthly phishing

simulations as well.

ITS maintains a centralized helpdesk that provides primary assistance for all supported applications, hardware, software, and technology systems. Support is available by phone, online, email, or in person. After each ticket or request is closed, the submitter receives a link to a survey to provide feedback to ITS on satisfaction with their services or response. While in-house technology support is available during regular business hours, NS also contracts with its learning management system vendor (Canvas) to offer 24/7 technical support for courses and with another third-party vendor for general technology support.

Technology Planning and Replacement

Technology planning includes feedback from those who use technology and from those who support and maintain it. Faculty, staff, and students provide direct input into planning and selecting technology infrastructure and services. The Associate Vice President and other staff in ITS meet regularly with academic schools, offices and departments, and student organizations to identify issues, understand and discuss needs, and determine if new or existing technologies can address them. ITS evaluates the quality and adequacy of technology resources through campus surveys and online feedback mechanisms after service requests are completed. For example, results from a [survey about the NS mobile app](#) guided ITS in choosing what features to include when updating the app.

ITS works to ensure that solutions are sustainable and can integrate seamlessly with existing systems. ITS staff meet weekly to discuss feedback from campus constituents, provide input, voice concerns, and develop feasible solutions. The [Technology Advisory Committee](#), with members from across campus, was formed to gather and review proposals related to campus-wide technology issues and initiatives; advise on policy, procedures, and standards regarding campus technologies; and provide a forum to discuss trends, requests, and related support services.

NS developed and implemented a technology update and [replacement plan](#) to ensure that our infrastructure is adequate to support institutional operations, programs, and services. Three significant cycles of annual technology review include planned equipment and infrastructure replacement:

- A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. Though equipment may be replaced at any time, as dictated by need and available resources, the replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems and infrastructure.
- Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations. Peripherals and department-specific software are upgraded on an as-needed basis and are funded by each school or unit.
- Data center, core network, and telecommunication infrastructure is refreshed on a 10-year cycle. Unless the replaced equipment is no longer supported, cannot be covered under a maintenance agreement, is not economically feasible to maintain, or is no longer functioning, it is used for less critical operations such as backup or development environments.

Hazardous Waste Management

Nevada State has appropriate procedures in place to ensure safe handling and disposal of hazardous waste. All biological waste except cadaver tissue is disposed of in biohazard waste bins, which are collected monthly by Republic Services. Any tissue from cadaver dissections is placed in a biohazard bin reserved for the specific cadaver; any tissue is sent along with the cadaver when it is returned at the end of the year.

Chemicals used in science labs are included in the [Chimera database](#). [Safety data sheets](#) are available for each chemical. Hazardous waste satellite accumulation areas are available in each chemistry laboratory; they have small containers for collecting any hazardous chemical waste from experiments. When the containers are full, the waste is transferred to larger drums in a dedicated waste room. The drums are picked up by [Clean Earth](#), a specialty waste company, which disposes of the waste according to its type.

Campus Safety

The [Annual Safety and Fire Report](#) describes the procedures and policies NS follows to ensure the campus is a secure environment for the campus community. It also summarizes crime statistics (p. 65), which indicate that the NS campus experiences very few criminal offenses. The [Campus Safety Committee](#) recommends policies and resources needed to enhance all aspects of safety (e.g., crime, environmental hazards, occupational safety). In 2023, the Division of Culture, Policy, and Planning completed a Conduct and Safety Report that summarized the current state of safety procedures and policies at NS and made recommendations for improvements based on the [organizational maturity model](#). In spring 2025 an external consultant completed an assessment of NS's updated safety protocols and made recommendations for additional improvements. These evaluations are driving changes to practices to align with best practices in campus safety. For example, in response to recommendations, NS created a Senior Director of Campus Safety position, with a search active in summer 2025. This position will coordinate safety functions, lead emergency planning and management, and ensure the institution complies with the Clery Act and other safety regulations. The campus also expanded from 4 to 23 campus security authorities (as defined in the Clery Act).

The [Emergency Response Plan](#) includes guidance in the case of general emergencies (such as a power outage), hazardous waste spills, human-caused threats, and natural disasters. University Police Services (UPD) patrols campus and provides emergency notifications and responses; UPD maintains its own [emergency operations plan](#) and has a [mutual aid agreement](#) with the City of Henderson Police Department to provide additional assistance. Due to its unique needs, the Early Childhood Education Center (ECEC) developed a [specific emergency response plan](#); the ECEC updates its plan annually, provides quarterly updates to staff about safety procedures, and conducts monthly and quarterly safety drills with the children (including drills for fires, shelter in place orders, and evacuations). The Speech-Language Pathology graduate program handbook provides information to students about safety at externship sites and the required safety training and protocols they must follow (such as effectively sanitizing rooms and toys).

The [State Safe app](#) provides easy access to a range of campus safety features, including emergency and non-emergency contacts, crisis services, and requests for a security escort or chat with a police officer through the app. UPD and UNLV Risk Management Services (RMS) provides regular safety trainings, including active shooter role-plays. Campus leaders completed in-person Continuity of Operations (COOP) training, and in February 2025, they completed a day-long tabletop exercise coordinated by UPD [Office of Emergency Preparedness](#).

NSHE participates in state-wide emergency preparedness training, such as the annual [Great Nevada ShakeOut](#) earthquake drill. NS also conducts fire drills. To further enhance campus safety, NS is installing a remote locking feature in classrooms. This will allow instructors to remotely lock classroom doors from the computer podium in case of an emergency.

Required Evidence

- ✓ Equipment replacement policies and procedures:
 - [ITS Technology Asset Management Policy](#)
 - [Mechanical equipment replacement procedures](#)
 - [Assessing mechanical systems](#)
- ✓ Procedures for assessing sufficiency of physical facilities:
 - [NS Campus Master Plan Update \(2023\)](#) (see Section 3, p. 54, for projected space needs; Section 5, p. 94-98, for technology master plan; and Appendix, p. 189-194, for space planning assumptions)
 - [NS campus infrastructure webpage](#)
 - [University Area Livable Centers Study](#)
- ✓ Policies and procedures for ensuring accessible, safe, and secure facilities:
 - [NSHE Risk Management website](#) (for issues other than fire/life/safety)
 - [MOU between NS & UNLV Risk Management](#)
 - [NS public safety and risk management policies](#)
 - [NS campus safety webpage](#)

- [Contract for facilities maintenance and ground services](#)
- [Police services mutual aid agreement](#) and [emergency preparedness plan](#)
- Options to download [State Safe app](#)
- [Campus emergency response plan](#)
- [Appropriate Use of Computers in NS Activities policy](#)
- [Facilities Resource Committee Charter](#)
- [Campus Safety Committee Charter](#)
- [2024 Annual Security & Fire Safety Report](#)
- [Data on safety trainings](#)
- [ECEC Safety Response Plan](#)
- ✓ Policies and procedures for the use, storage, and disposal of hazardous waste:
 - [Lab PPE hazard assessment tool](#)
 - [Cadaver lab guidelines](#)
 - [Student lab safety contract](#)
 - [Chemical hygiene plan](#)
 - [Campus emergency response plan](#) (p. 14-15)
- ✓ Technology master plan and planning processes:
 - [NS Campus Master Plan Update \(2023\)](#) (Information Communication Technologies, p. 126-129; Planning Process & Participants, p. 20-21)
 - [Technology Advisory Committee Bylaws](#) and [meeting minutes](#)
 - [ITS survey results](#)
- ✓ [Clery Annual Security Report](#) posted on website (see [Related Links](#) on Campus Emergency webpage)
- ✓ Cybersecurity policies and procedures, including description of training:
 - [Information Security Plan](#) (see p. 2 for general statement on training and system monitoring/testing)
 - [Incident Response Plan](#)
 - [Data Security](#)



Moving Forward

The 2025-26 academic year will see a number of initiatives and improvements that will enhance preparation for the Year 7 Evaluation of Institutional Effectiveness. The campus will have a new shared governance structure in place and will hold its first shared governance summit to improve governance processes and representation across campus. The new policy review and approval processes will be in place for both academic and non-academic policies starting August 2025, and a number of key policy drafts are ready to be submitted for feedback in the fall semester. The University and the academic faculty union will also negotiate the first collective bargaining agreement.

Enhancing Student Support and Campus Life

To build on existing efforts and support more students, in May 2025 the University reorganized some student success programs and services into the Student Transition and Retention (STAR) office. It will expand the availability of student services, peer mentoring, and cohort programs. This move will streamline operations and improve coordination of outreach and student support. The Division of Academic Affairs is offering three academic cohort programs: Humanities Scholars, Nursing Scholars, and Explorer Scholars (for students who have not yet chosen a major). The Division of Student Affairs will manage other cohort programs. All cohort programs will emphasize community building, peer support, and accessing campus resources.

In Fall 2025, the University will officially launch a college athletics program, with women's flag football and men's track and field. The athletic director will hire coaches and work with campus constituents to develop necessary policies and procedures, establish the competition schedule, and pursue funding opportunities. The first cohort of student athletes has committed to attend NS, and the students, their families, and the community are excited at this new addition to the life of the campus.

The Division of Academic Affairs will lead planning for a campus-wide Honors program, with a goal of a Fall 2027 implementation. The Honors program will be designed to align with the University's mission, with entry points for first-year students, continuing NS students who are further along their college path, and new transfer students. The [HSI-Honors Consortium](#) has provided information and resources about developing an Honors program within an HSI context to support student success.

A New Strategic Plan

Nevada State University's [existing strategic plan](#) expires in 2025. The University community began work on the next strategic plan in early 2025. The Division of Culture, Policy, and Planning contracted with a consultant and held feedback and brainstorming sessions with constituents and distributed a [strategic planning guide](#). The new plan will cover the period from 2026 through 2029. The goal is to create an adaptable, data-informed plan to guide institutional activities and resource allocation to ensure we fulfill our mission. This process will include refreshing the institutional mission statement to fully encompass the University's promises to the broader community in light of institutional growth and maturation and external changes in the economy, higher education enrollment, and the political context since the current mission statement was adopted in 2014.

Continuing to Improve Assessment

Based on NS's 2019 Mission Fulfillment and Sustainability Review, NWCCU issued a recommendation to "create a comprehensive system of assessment that builds on existing program assessment efforts and supports future institution-level planning and resource allocation. After the 2022 Mid-Cycle Review, the NWCCU retained one recommendation with a status of "substantially in compliance but in need of improvement." Addressing this recommendation continues to be a major focus of campus efforts.

The Director of Assessment continues to lead comprehensive planning and implementation of program learning outcomes assessment. She created [assessment resources](#) and [provides structure](#) and support to programs as they adopt meaningful assessment processes that provide data to drive program improvements and resource requests. She offers regular training and [presentations](#) about best practices for assessment and holds monthly drop-in office hours and data analysis sessions. Each academic program has developed an assessment plan through 2033 and submits annual assessment reports. They also complete larger program reports, which are reviewed by external faculty at peer institutions, every ten years; these reports

are submitted to the Board of Regents for review.

Most programs have embedded rubrics into Canvas course shells and are now collecting much more data than was manageable with the previous assessment methods. The assessment plan includes assessing [essential learning outcomes](#) in the Core Curriculum and implementing assessment in student support services units.

Key Acronyms

- AAC: Academic Advising Center
- AACRAO: American Association of Collegiate Registrars and Admissions Officers
- AAHLE: Association for the Assessment of Learning in Higher Education
- AANAPISI: Asian American and Native American Pacific Islander Serving Institution
- AFT: American Federation of Teachers
- AI: Artificial intelligence
- AIR: Association for Institutional Research
- BOR: Board of Regents
- CASE: Council for Advancement and Support of Education
- CHEA: Council for Higher Education Accreditation
- CITI: Collaborative Institutional Training Initiative
- COOP: Continuity of Operations
- CTLE: Center for Teaching and Learning Excellence
- DRC: Disability Resource Center
- ECEC: Early Childhood Education Center
- ER: NWWCCU Eligibility Requirement
- FBO: Division of Finance and Business Operations
- FCOI: Financial conflict of interest
- FT: Full-time
- FTE: Full time equivalent
- GP: General Policy
- HSI: Hispanic Serving Institution
- ITS: Office of Information and Technology Services
- LAS: Liberal Arts & Sciences building
- LASB: School of Liberal Arts, Sciences, & Business
- MSI: Minority Serving Institution
- NAC: Nevada Administrative Code
- NACADA: Global Community for Academic Advising
- NACUBO: National Association of College and University Business Officers
- NASPA: National Association of Student Personnel Administrators
- NCES: National Center for Education Statistics
- NCLEX: National Council Licensure Examination
- NRS: Nevada Revised Statutes
- NS: Nevada State University
- NSHE: Nevada System of Higher Education
- NSSE: National Survey of Student Engagement
- PD: Professional development
- PDQ: Position description questionnaire
- PRIM&R: Public Responsibility in Medicine and Research
- PT: Part-time
- P&G: Procedures & Guidelines
- SARA: State Authorization Reciprocity Agreements
- SLB: School of Liberal Arts, Sciences, & Business (Note: Possibly a duplicate or alternate for LASB?)
- SLP: Speech-Language Pathology
- SMART: Specific, measurable, achievable, relevant, and time-bound
- SOE: School of Education
- SON: School of Nursing
- STAR: Student Transition and Retention unit
- TAPP: Teacher Academy Pipeline Project
- TILT: Transparency in Learning and Teaching
- UNLV RMS: University of Nevada, Las Vegas, Risk Management Services
- UPD: University Police Services
- WICHE: Western Interstate Commission for Higher Education

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