**UNIVERSITY OF NEVADA, LAS VEGAS**

**Strategic Objectives**

In the next four years, UNLV will pursue a number of strategic objectives aimed at building on the many successes the institution has already achieved. One of UNLV’s central goals is to increase research and scholarly productivity and become a nationally recognized research university. As the national and state economic situation improves we will seek to build focused research and academic programs that are founded on excellence and will provide the state and region with a strong workforce and a university partner to build and provide an engine for economic development.

Additionally, the university will make efforts to increase the diversity of its student body while also increasing graduation and retention rates and increasing the quality of our student body. Enrollment trends indicate that UNLV will be eligible for Minority Student Institutional status in the near future; we will continue to build quality programs to support our efforts to attain this status. UNLV has begun to implement a new nationally recognized outcomes-based General Education curriculum, continued implementation efforts will be a high priority in the upcoming years. This curriculum will add value to our students’ education and enhance student engagement, progression, retention and graduation.

In the knowledge that a diverse faculty is important in enriching the campus and in providing role models to our students, the university is committed to increasing the diversity of its faculty and staff. Although much progress has been made in this area, the university seeks to achieve the goal of meeting or exceeding the national higher education labor market availability percentages for women and minorities.

**Academic Programs:** UNLV over the course of the next few years will implement fully its new general education curriculum, which is built upon several important and innovative principles in liberal education. We have identified key student learning objectives to bring explicit and intentional educational goals for those courses, (Communications, Inquiry & Critical Thinking, Citizenship & Ethics, Global/Multicultural Knowledge and Awareness, Intellectual Breadth & Lifelong Learning) which have been closely aligned with the general education student learning objectives of our sister institutions. We have adopted a "vertical" model that integrates these key learning outcomes into the discipline-specific content of the major and progressively develops that knowledge over the course of the college career. We have built into our curriculum a focus on undergraduate research and direct engagement with fellow students and full-time faculty to foster a stronger learning community on our campus. We have adopted demonstrated high-impact practices such as setting minimum requirements for student workload based upon national research that shows more rigorous focus on student reading and writing increases not only communication but also critical thinking skills.

More broadly than the General Education curriculum, UNLV has undertaken and will pursue a significant shift in its approach to undergraduate education towards a focus on assessing measurable student learning outcomes and using that data to set and meet benchmarks for quality of student learning. These assessment measures and benchmarks are implemented this year both for skills and competencies and for discipline-specific content in our new undergraduate general education curriculum, and we plan over the next few years to broaden that focus on student learning outcomes and measurable quality improvements to our degree programs as well.

UNLV is committed to developing undergraduate and advanced degree programs that build upon our reputation for excellence, our comparative advantage in key fields such as Hospitality, Law and Fine Arts/Entertainment, and establish unique educational opportunities for students from the state, region and around the world. These programs will be increasingly interdisciplinary, increasingly focused on developing advanced skills in emerging fields of knowledge, and increasingly tied to emergent industries in the new Nevada economy.

**Economic Development:** UNLV is committed to helping Nevada diversify its economy through the development and growth of knowledge-based industries. We will accomplish this by developing strategies to align education and research expertise with emerging regional development sectors.

UNLV seeks to develop a stronger workforce, create new business and industry enterprises, and develop new technologies to grow and sustain Nevada.

As a comprehensive research university, UNLV conducts research responsive to Nevada’s most pressing economic, technological, social, and environmental challenges. UNLV seeks to foster collaboration among an intellectually and demographically diverse network of researchers, students, and community stakeholders to support and grow a strong trans-disciplinary research base that guides the development of effective solutions to the region’s most challenging contemporary problems.

**Program Proposals:** As a result of comprehensive campus-wide planning, an inventory of possible new programs of study is included below. Current budgetary and fiscal issues require that only well thought-out and focused programs be developed. That does not, however, negate the need for such programs. Thus, it is important to establish a framework for the selective development and implementation of such programs in the future.

This list has not been fully vetted through the academic and administrative system within the university given that, when a unit believes that it is an appropriate time to move a program forward, a needs-assessment will be conducted, the academic quality of the program will be reviewed by faculty committees, the fit with the university and NSHE missions will be assessed, and the budgetary implications will be reviewed. If it is deemed appropriate by the university, then the proposal would move forward to the NSHE Academic Affairs Council and, ultimately, to the Board of Regents for review and final approval.

The program proposals listed below (Table 1) have been developed to align education and research expertise with emerging regional economic sectors that will directly support economic diversification and expansion in Nevada. These programs are interdisciplinary in design, crossing traditional boundaries between academic units. Table 2 contains a list of program proposal that are more traditional in nature that reflect logical expansions of degree offerings to provide appropriate expertise to our students.

Table 1.

| **New Program Name** | **Brief Description** | **Date of Implementation** | **Estimated Cost** | **Funding Sources Outside of State Dollars** |
| --- | --- | --- | --- | --- |
| Masters in Gaming & Integrated Resort Management | Multi-disciplinary degree, housed in the Hotel College to also include Law, Business, Architecture and maybe Sociology & History | Fall 2014 | Would need an additional Full Professor in the Hotel College and graduate assistant funding | None initially except perhaps special course fees |
| MS-Interdisciplinary Information Technology | University-wide graduate degree program for anybody with any BS or BA degree | Fall 2014 | 3 positions- one director, one faculty and one administrative assistant.($400,000) | Potential industrial partners, potential partnership with Zappos, Switch Communications, and Gaming Tech companies |
| Minor-Interdisciplinary Information Technology | University-wide graduate degree program for anybody in any BS or BA degree | Fall 2013 | 3 positions- one director, one faculty and one administrative assistant.($400,000). These resources are shared with MS- IT | Potential industrial partners, potential partnership with Zappos, Switch Communications, and Gaming Tech companies |
| Minor-Aerospace Engineering (Emphasis Unmanned Aerial Systems) | A joint BS degree program to be offered between UNLV and UNR | Fall 2014 | 3 faculty positions at UNLV and lab set up($450,000 recurring cost plus $500,000 one-time cost). These resources are shared with BS- Aerospace Engineering | Federal funding if Center of Excellence by FAA is received by Nevada. Collaboration with industry partners such as I3 |
| B.A. in English: Professional and Technical Writing | A second degree offering, to supplement B.A. in English: Literary Studies, aimed at expanding market for writers in various industries | Fall 2014 or Fall 2015 | $65K Asst. Prof. lineFall 2015 or 2016$36K AA II, Fall 2014 or 2015 |  |
| Master of Urban Planning | This is a professional degree designed to aid the community in building a coherent and successful response to the changing nature of communities. It will be housed in the College, but be interdisciplinary. | ASAP | $68,000Cost includes funds for graduate assistantships, and some PTI funding to cover the faculty needed for the practicum and design courses. However, since the program is interdisciplinary we do not believe any additional faculty will be needed to implement the program. | Potential contracts and grants from national, state, and local agencies.  |
| BS-Aerospace Engineering (Emphasis Unmanned Aerial Systems) | A joint BS degree program to be offered between UNLV and UNR | Fall 2014 | 3 faculty positions at UNLV and lab set up($450,000 recurring cost plus $500,000 one time cost) | Federal funding if Center of Excellence by FAA is received by Nevada. Collaboration with industry partners such as I3 |

Table 2.

| **New Program Name** | **Brief Description** | **Date of Implementation** | **Estimated Cost** | **Funding Sources Outside of State Dollars** |
| --- | --- | --- | --- | --- |
| MS Nutrition Sciences |  | Fall 2015 | $350,0002 faculty + 2 GA positions | 0 |
| PhD Nuclear Engineering & Health Physics | Previously proposed **in collaboration with the College of Engineering.**  See attached documents. | Fall 2014 | $400,0002 faculty + 2 GA positions | Research grants to support some of the students. |
| PhD Rehabilitation Sciences | PhD in physical therapy; promotes research skills | Fall 2015 | $400,0002 faculty + 2 GA positions | 0 |
| BSN to PhD | Speeds progression of students to PhD, includes components of MS Nursing | Fall 2015 | $400,0002 faculty + 2 GA positions | 0 |
| BSN to DNP | Speeds progression of students to DNP, includes components of MS Nursing | Fall 2014 | 0 | Self-sustaining program |
| BS- Entertainment Engineering and Design | Joint program with Fine Arts with Tracks exist. Splitting them to allow for ABET accreditation | Fall 2014 | 1 faculty position ($100,000) | Support from industry partners such as Cirque |
| BS-Entertainment Technology and Design | Joint program with Fine Arts with Tracks exist. Splitting them to allow for ABET accreditation | Fall 2014 | 1 faculty position($100,000) | Support from industry partners such as Cirque |
| BS-Aerospace Engineering (Emphasis Unmanned Aerial Systems) | A joint BS degree program to be offered between UNLV and UNR | Fall 2014 | 3 faculty positions at UNLV and lab set up($450,000 recurring cost plus $500,000 one time cost) | Federal funding if Center of Excellence by FAA is received by Nevada. Collaboration with industry partners such as I3 |
| PhD-Biomedical Engineering | A joint degree program among Allied Health, Engineering and Sciences | Fall 2015 | 7 new faculty in various colleges | Major ongoing faculty research funding from federal sources, INBRE |
| PhD-Biomedical Engineering | A joint degree program between Engineering and Sciences | Fall 2015 | 5 new faculty in two colleges | Potential industrial partners, potential partnership with NSTeC in certain materials areas of national security |
| Minor-Construction Management | Mainly for Architecture and Civil Engineering Students | Fall 2013 | One faculty position | Support from the construction industry |
| Ph.D. in Early Childhood Education | Provide advanced degree for those in ECE and Special Education | TBD(program received approval at all levels in 2008 with the exception of the Provost level) | Unknown at this time | Grants |
| Ph.D. in Addition Counseling | Counselor Education, Nursing, Social Work, and Public Health to address local and national needs | TBD | Unknown at this time | Grants and private donors |
| Ph.D. in Counselor Education | Address needs for counselors | TBD | Unknown at this time | Unknown at this time |
| M. Ed. in Public School Administration | Provide graduate degree leading to an endorsement as administrator of a school | TBD(in the original COE reorganization plan, it was suggested to move this degree to the new Dept. of Teaching & Learning. However, the degree was assigned to GCUA, but is not active/open at this time. | Unknown at this time | Unknown at this time |
| Bachelor’s degree in Career and Technical Education: Secondary and Postsecondary | Provide initial licensure for CTE teachers for high school, community college, and other adult education settings | TBD(this degree was not included in the COE reorganization. Faculty reside in Dept. of T&L with a graduate program only) | Unknown at this time | Unknown at this time |
| Ph.D. Biomedical (CoS) or Ph.D. Biomedical Engineering (joint CoS and CoE). May also include Allied Health. | Interdisciplinary degree in fast growing biomedical sciences and engineering. May include biomedical science, biomedical engineering, bio-materials, instrumentation, biomedical devices, and other potential research areas. | Fall 2015 | 7 new faculty in various colleges | Major ongoing faculty research funding from federal sources, INBRE |
| Advanced Materials (CoS and CoE) | Interdisciplinary degree involving the fundamental science and engineering of new advanced materials for energy research, biomedical applications, automotive, aircraft, defense applications and other critical applications. | Fall 2015 | 5 new faculty in two colleges | Potential industrial partners, potential partnership with NSTeC in certain materials areas of national security |
| Ph.D. in Criminal Justice | This is a doctoral degree in criminal justice. There are only a handful of these degrees in the west with most at east cost universities. There is a need for this degree that would look at  | Fall 2014 | $85,000-$120,000Cost includes funds for graduate assistants. The degree program could actually reduce PTI costs as senior PhD students could take on more and more teaching of undergraduate courses. | May be able to fund graduate students from DOJ funds and other grants. |
| BA/MA in Communication Studies | This program is designed to attract very high achieving undergraduate students to the university and to the unit. It will be designed as a five-year program so that students in this degree program will earn both their BA and their MA during this time period.  | Fall 2014 | No additional funds. The degree program can be offered through existing resources of the unit.  | None |
| BA in Ethnic Studies; (Latino/a, African-American & Asian American) | This program is designed to train students in diversity and global awareness | Fall 2014 | 3 new positions plus existing resources | None |

**Program Support and Integration:** As part of a strategic effort to promote data-driven decisions and facilitate linkages among goals and performance measures at the all levels of the university, UNLV is investing in the development of an integrated, enterprise data warehouse. The Oracle Campus Solutions EPM and Business Intelligence (BI) software products are, in combination, the most powerful platform for providing information for decision support and application services at UNLV. This set of data warehousing and business intelligence tools is being developed to collect, structure, and analyze data from enterprise systems (Student, HR, and Finance) as well as non-enterprise data systems. The product of these efforts is the delivery of timely dashboards and reports for campus executives, business managers, and department chairs, who want to monitor the adoption of strategic initiatives and manage daily operations. Development efforts are guided by the following principles:

-Open access by campus users while maintaining necessary security;

-University-wide solutions that can be leveraged by all university units;

-Full array of information delivery solutions to support all levels of users;

-Self-service emphasis and distributed development efforts to support the

 individual needs of different functional units;

-Centralized training and data dictionary to support access and adoption.

With a historical focus on providing information for decision-makers across all vice-presidential areas and levels of the institution and a strong technical background in report applications development, in 2010 the Office of Institutional Analysis and Planning was given the responsibility for both data warehouse and BI development. The central presence of both institutional research and data governance functions in the office ensures that there is close collaboration with the academic and business units.

The emphasis on BI self-service and distributed development will allow units with the expertise to deploy their own applications, tailored to their business requirements and with more control over the development timetable. Institutions that have used this model report that the decision-makers are more likely to be data-driven when they have a greater level of creation and management responsibility for reports. Along these lines, the UNLV team recently completed several trainings for targeted academic and business units, creating presentation groups to facilitate collaborative report development and sharing within their units

Initial development efforts were focused on the shorter term goals of meeting official reporting requirements and providing access to key campus data users. In support of those efforts, the team created a census solution for official and trend reporting modeled the data for presentation through the BI tool, and provided training and support to users across academic and business units. By using working groups comprised of business experts from the offices of Enrollment and Student Services, Budget, and Controller, the development team completed admissions, enrollment, degrees conferred, and student financial data marts. After a series of focus group sessions with representatives from across campus, a student tracking mart is in the development stages. An enrollment management dashboard was delivered to campus executive and managerial staff beginning in May 2012, with refinements being added as the data warehouse infrastructure is developed. Current development efforts are directed to data modeling and architectural design—foundational work that will speed up the delivery of dashboards in high priority initiatives such as retention, enrollment management, and advising. It is important that the team make as much progress structuring and modeling the Student system data in preparation for the implementation of the HR and Financial systems. To ensure appropriate staffing levels and expertise for both iNtegrate I and iNtegrate II, the office will include campus constituencies in developing an updated vision, and a long term Project Plan for the data warehouse and BI. The plan will include a Roadmap that prioritizes subject area content build out, training needs, technical, and maintenance requirements. The emphasis on self-service will require that there be resources within each business area committed to data warehouse development, in the form of business experts assigned to communicate development priorities and assist in requirements gathering and data definition.

**Student Services**

**Enrollment and Student Services:** Enrollment and Student Services, for the period 2013- 2016, will work collaboratively and diligently in our offices and across campus to support the vision and initiatives put forth by the President and administration. In this spirit, we will focus on our efforts, and thus our support and advances, built upon four pillars: Quality, Quantity, Diversity and Service. We will have purpose of action, pride in our approach and focused efforts on performance and measurable outcomes.

In the areas of Recruitment, Orientation, and Admissions, efforts will be focused on revamping our recruitment process in addition to reviewing all of our practices to determine their effectiveness and ability to adequately support our expanding priorities and strategies. We will evaluate and improve our recruiter training program to ensure our representatives are prepared and empowered to direct and implement campaigns and initiatives. Marketing materials will be addressed to support and enhance recruitment activities; creating tailored and targeted communication plans for specific programs and audiences. Metrics will be established to guide activities and to gain efficiencies in cost, yield, and in improving the quality of our students through better identification of success predictors. We will look to increase our undergraduate enrollment through creative, thoughtful, and well executed recruitment strategies bolstered by holistic and collaborative programs and efforts targeting retention. This includes expansion of retention initiatives through the Enrollment Services Center and a more intentional partnership with the Academic Success Center and its efforts in this area. Orientation, as will all events and outreach activities, shall be purposeful and add value to the experience of participants. Historic barriers, be they organizational, cultural or independent interests, will be overcome so that efforts and outcomes may be optimized; allowing for reengineering of processes and programs with measurable outcomes and audience experience in mind.

Continuous quality improvement will be a central focus of the Office of Financial Aid and Scholarships and its operations. We will identify areas of improvement not only in our business and service delivery models, but will explore opportunities where we can best leverage the programs to enhance access, recruitment and retention. In support of institutional goals, we will look to implement early aid offers (estimates) to assist recruitment efforts related to high achieving students and for other specified programs. We will work with colleges and departments to increase the efficiency and timeliness of scholarship awarding; and will work to improve, be it via technology or process reengineering, the accuracy and timeliness of federal, state and institutional programs as well. We will mine our data more effectively and use it to determine not only areas of improvement, but also allow it to help better guide us in our awarding decisions.

ESS will further implement the “four pillars” by expanding our service model, organizational and process review to other Enrollment and Student Service activities. We will look to develop new, and nurture existing, relationships with Academic Affairs to improve the success, and quality of experience for students. We will look for ways where we may enhance retention efforts, expanding abilities to detect “early intervention” traits and needs, working collaboratively with faculty and advisors to support cohesive student centric success efforts.

Energies and talent will be directed at, and infused into, the Office of International Students and Scholars (OISS), and Career Services. Over the course of the 2013-2016 period, we look to establish premier and expanded services in both offices. Additionally, we seek to further develop and expand our service and commitment to veteran students through the continued growth of the Office of Veterans Services. All three of these offices, the services they provide and the constituents they serve, will aid in our recruitment and retention efforts; with OISS and Veterans helping to broaden and enrich our diversity initiatives.

In order to successfully obtain our vision and goals we must have stellar support mechanisms in place to provide us with the data and tools to be surgical in our approach. We must have ways to detect, inform and perform. Our Enrollment Technology and MyUNLV units will continue to work to merge enterprise and business application support under one, unified support model. They will seek and explore new solutions that provide optimum performance with the least amount of administrative maintenance and look to expand the delivery model of services. A large effort will be put forth in mobile technologies and the development/delivery of mobile applications that support the services and processes of ESS. Additionally, labor will be directed to improve the offerings and usability of student self-service options via the portal. Service, as one of our pillars, will further be supported by the implementation of a Help Desk/User Support ticketing system and a reorganization and revitalization of our front line services. As a compliment to these efforts, we will look to engage key campus community members in conversations around the practice of, and technologies that support, customer relationship management (CRM). As these conversations evolve, it is our intent to collaboratively lay the groundwork and vision for the possibility of implementing a CRM solution that will provide the campus with common tools to communicate more quickly and effectively, storing interactions and data, so that we may ultimately provide better and more seamless service and act as one institution.

**Campus Life:** Based upon the successful initiatives that were generated the Civic Engagement Team, a Diversity Team comprised of faculty and Campus Life staff members will be created in order to assess and propose initiatives to enhance the Provost’s academic mission, assist with minority serving institution endeavors, and address student needs. The development of this team will begin with attending an AAC&U Conference on [*Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning*](http://www.aacu.org/meetings/diversityandlearning/DL2012/index.cfm) **in October 2012.**

Campus Life will continue and/or develop cross-cluster/institutional workgroups to assess and develop recommendations to enhance the experience of students, staff and faculty in a collaborative manner. These work groups will include:

* Campus Life 101— a 2 week orientation for new classified and professional staff members
* Assessment Committee (campus life and division) – analyze and report on collected data from two national surveys (SSI and NSSE) as well as data collected from Baseline and NASPA Consortiums.
* Appreciative Inquiry Core Group – this group will develop the spring semester summit to review the seven pillars that guide the work of Campus Life
* International Students and Global House – collaborative effort between residence life, international student programs, and faculty to enhance the experience of international students
* Sophomore Experience – collaborative effort among residential life, office of civic engagement and diversity, academic success center, and faculty to increase retention.
* Social Justice – collaborative effort among residential life, center for social justice, and faculty.

Starting in 2012, a private group will assume facility and administrative responsibility for Housing while Residential Life will continue to be managed by Campus Life.

The Office of Civic Engagement and Diversity (OCED) intentionally provides outreach to the community, develops a variety of venues for student and community engagement and creates strong partnerships with faculty and community partners to address regional issues. This year Festival of Communities in collaboration with GREENFest (founded by Republic Services and the Green Alliance) will showcase the institution via cultural events, academic research presentations, and community service. OCED continues to facilitate workshops on service learning for faculty and community partners resulting in OCED developing service learning activities for 26 class sessions for fall 2012. The Center for Social Justice will focus programming, art, and training around central themes each year. Fall 2012 will focus on Human Trafficking. A highly trained team of students – Rebel Advocates – will also present information and facilitate discussion on the Center for Social Justice Themes in the classrooms as a way to address the undergraduate learning outcomes.

The Office of Campus Life Assessment was formed to coordinate the writing of strategic plans, annual reports and administer the National Survey of Student Engagement (NSSE), the Student Satisfaction Inventory (SSI) and report the results to the institution. Campus Life Assessment has also been working with General Education Assessment faculty in the development of an assessment plan for the First Year Seminar.

A request for proposals (RFP) has been developed that invites interested parties to submit a Proposal to provide an on-site banking branch services and campus ID card banking services. The chosen bank will provide an on-site banking branch in the UNLV Student Union and partner with UNLV’s RebelCard office in providing banking functionality to the Campus ID Card.

**Student Wellness:** Student Wellness is comprised of a counseling center; a health center, which includes a pharmacy and a clinical lab; a wellness promotion department; a women’s center; the Office of Student Conduct; and the Disability Resource Center. Through combined leadership, fiscal management, and an integrated treatment approach, Student Wellness serves students more effectively and more efficiently than the individual departments could do alone. Our commitment to meeting the holistic needs of UNLV students unifies our wellness, educational, and access efforts.

New initiatives include:

1. Student Wellness will increase student payment options for health, counseling and pharmacy services by accepting outside insurance payment in addition to the UNLV student health insurance plan. In addition, we will develop an on-line portal liked to MyUNLV that will allow students to schedule appointments, view the results of laboratory tests, and communicate with health care providers via the web.
2. Student Counseling & Psychological Services (CAPS) will achieve accreditation by the International Association of Counseling Services (IACS). Accreditation requires counseling centers to meet stringent quality standards while showing evidence of providing effective counseling, consultation, and education services to the university community. IACS accreditation is not only a distinction of excellence, but should benefit future recruitment efforts to attract and hire the highest caliber professionals.
3. The Disability Resource Center will implement a new electronic records and tracking system to improve the ease and efficiency of providing accommodations to UNLV students will disabilities. The new system will simplify the process of applying for an accommodation, reviewing documentation, awarding accommodations, and providing case management.
4. The Student Health Center will add five additional exam rooms to meet the student demand for health care services. Construction will be finished early 2013 in order to provide this much needed additional space for students to see our team of health care providers and specialists within UNLV's nationally-accredited Student Health Center.
5. Student Counseling & Psychological Services (CAPS) will establish the first pre-doctoral psychology internship program in Southern Nevada, and only the second one in the state, that will allow Nevada psychology students an in-state choice to complete their required pre-doctoral psychology internship. The pre-doctoral psychology internship program also will attract highly trained doctoral psychology students that will contribute to UNLV and possibly stay in Nevada and contribute to our economy after graduation.

**The Center for Academic Enrichment and Outreach:** The Center provides an opportunity to low-income and disadvantaged students and adults to become engaged in the educational process. Annually, through the TRiO and GEAR UP programs housed within CAEO, over 30,000 of Southern Nevada’s most needy students and adults are provided with the educational, logistical and financial support and motivation to not only complete secondary schooling, but also to succeed in postsecondary programs.

The Center will continue to provide at-risk and traditionally underrepresented individuals with critically needed educational support services that improve retention and graduation rates for both secondary and postsecondary students. Eligible participants, who are low-income and first-generation college students, receive the following services: academic advising and counseling, tutoring, supplementary instruction, career exploration, assistance with college admissions processes, scholarships and grant-in-aid, assistance with applying for financial aid, mentoring, advocacy, and referrals to other campus and community resources.

The Center will continue to pursue funding for additional offerings in the McNair Scholars Program, the Upward Bound Math and Science Center, Educational Talent Search, Student Support Services, Adult Educational Services, TRIO Training Projects, GEAR UP, and other education related projects.

**Police Services:** UNLV Police Services will be entering a partnership in 2013 with I.A.C.L.E.A. (International Association of Campus Law Enforcement Administrators) to apply for accreditation of the department’s operations. I.A.C.L.E.A. accreditation represents the highest level of approval a University law enforcement agency can receive in the industry. Not only will gaining accreditation demonstrate the level of professionalism found in the department, it will also mean that the department is providing the best law enforcement services available based on the “best practices” standards found in the field.

**Research Initiatives**

As a comprehensive research university, UNLV supports scholarly endeavors in all of its academic programs. However, the university community seeks particularly to create research excellence in areas of importance to Southern Nevada, the State, and the Intermountain West. As a result, the university has developed the following research goals, which were created through the university’s strategic planning process:

* Stimulate research and scholarship in regionally relevant and emerging areas that build the institution’s national and international reputation;
* Contribute to economic development and diversification of the community, state, and region;
* Improve research services to faculty and reestablish services that have been cut;
* Increase research funding and technology transfer;
* Bring to success major research initiatives (CORE – Collaborative Research and Education, Water-Energy Nexus program, etc.);
* Promote the mutually beneficial nature of graduate education and research;
* Enhance awareness of the value of research in the community and state.

UNLV strives to create high-quality, impactful academic programs, research, publications, and public service activities that address issues of critical importance to Southern Nevada, the State, and the Intermountain West region. This includes research on water and the environment, clean energy, public health and biomedical research, transportation, aerospace and defense, information technology (IT) across various sectors (e.g., gaming, health care, cybersecurity, bioinformatics, and visualization) to name a few. UNLV also conducts research on social, cultural, and economic issues associated with the populations and industries unique to the city of Las Vegas, including such issues as real estate, risk behavior, economic sustainability, public health, immigration, and social justice, among others.

In the 2011-2014 planning period, UNLV is focusing its efforts on transformational, collaborative research that addresses community, statewide and regional issues, as summarized above. These are topics of critical importance and relevance to other rapidly urbanizing communities in the U.S. and other parts of the world, as well.

Toward that end, assuming adequate funding, UNLV plans to make targeted faculty hires, expand existing research initiatives, and increase sponsored program funding in the following areas:

 1. Information technology

 2. Renewable energy

 3. Biomedical

 4. Public health & translational research

 5. Arid lands hydrology and water resources

 6. Nanotechnology

 7. Radiochemistry

 8. Materials science

 9. Urban planning

10. Transportation engineering and planning

The university is committed to supporting innovative research that translates into economic development for the State of Nevada. UNLV’s efforts to market its faculty’s intellectual property are currently focused on five areas with the greatest potential for commercialization: Biomedical; Radiochemistry; Nanotechnology; Electrical Engineering; and Security Technology.

One of the most important initiatives for UNLV over the 2011-2014 planning period will be the Collaborative Research and Education (CORE) initiative. CORE will support interdisciplinary and collaborative research and education that address contemporary societal, environmental, technological, and economic challenges of our community, while having national and global significance. Examples (not exclusive) of grand challenges that have local, national, and global significance include: improved health of our community; energy security; information technology with application across various sectors; and regional, social economic, and environmental sustainability. This will represent a new paradigm for conducting collaborative research and education on and off campus.

The university is exploring, with statewide and regional partners, the creation of a Biomedical Road Map, which will identify core competencies where research and investment should occur for the State of Nevada to thrive in the biomedical arena. This effort is a collaborative effort with the Nevada Biotechnology and Science Consortium, consisting of UNLV, the University of Nevada School of Medicine, the Desert Research Institute, the Cleveland Clinic, and the State of Nevada. Particular emphasis is being placed on translational research activities in concert with partners in the Mountain West consortium.

Perhaps the most important issue in the world over the next several decades is water. Over the 2011-2014 planning period, UNLV will work with the Desert Research Institute and other community partners to pursue an International Hydro Research and Technology Park in Las Vegas. Creating a world class research and technology campus focused upon the hydro industry will expand Southern Nevada’s current economic model and create new, high paying jobs in an industry from which the state can export technologies. In addition, a new statewide team is also initiating new infrastructure to address the water-energy nexus – understanding key water requirements for renewable and conventional energy needs into the future.

UNLV also plans to continue and expand its statewide collaborations with the University of Nevada, Reno and the Desert Research Institute. Current efforts are focused in the areas of regional hydrology and the National Science Foundation EPSCoR initiative on climate change. This effort will continue into a new area of the water-energy nexus for the region. Another very successful effort is the Nevada Renewable Energy Consortium, which seeks to expand, accelerate, and coordinate basic and applied renewable energy research and development across NSHE institutions. UNLV participates through program management by the Harry Reid Center (HRC), which coordinates campus-wide activities of this initiative and works with UNLV, UNR and DRI in statewide research activities. Other statewide collaborative efforts that are being coordinated through the HRC include a major initiative on Unmanned Aerial Systems and cybersecurity.

Despite funding challenges, the University strives, as a key element of its strategic plan, to grow its research portfolio in the coming years by expanding its sponsored program funding beyond the $100 million level. This will be through growth in strategic research areas and development of collaborative research efforts.