University of Nevada, Las Vegas

Academic Master Plan 2014 - 2016

I. **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. As a comprehensive, doctoral-degree-granting research university, UNLV supports research, scholarship, and creative activity in all of its academic programs. The university holds the Research University/High" (research activity) designation from the Carnegie Foundation for the Advancement of Teaching. Last year, it established the Tier One Initiative designed to advance the institution to the list of top 100 American research universities among Carnegie's Research University/Very High (RU/VH) rankings. In order to work toward achieving this distinction, UNLV will conduct a strategic planning process in 2015 and will place additional emphasis on advancing the university's research agenda. 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.

A top priority for UNLV at this time is the creation of an allopathic medical school; it is anticipated that the school, once established, will have tremendous impact on the university research endeavor as well as the economy of southern Nevada. The school's total economic impact is projected at $1.2 billion per year within approximately 15 years' time; planning is underway for the first class to enroll in 2016-17.

UNLV will continue the aggressive path it has charted on diversity matters in terms of both students and faculty. The Faculty Diversity Hiring Program, which seeks to broaden our academic faculty search pools by having departments engage diversity in a more intentional way, will continue. This program has yielded critical data about our faculty search pools that departments can use to make improvements in future searches. We have institutionalized our campus climate survey such that it will be given at regular intervals and assessed, allowing us to track perceptions of campus climate longitudinally. Over the next several years, UNLV will be engaged in the Strategic Diversity Project that was launched in 2014. This project is designed to result in not just a campus diversity plan, but in positive transformational change at all levels of the institution. Finally, through a reorganization of UNLV's Office of Diversity Initiatives, that office will become the central node for campus diversity issues, which will allow for both a refocusing and a harnessing of diversity capacity throughout the institution.

Academic Programs
UNLV is in the midst of implementing a new and innovative undergraduate education curriculum. Several years ago the university adopted a set of new learning outcomes for all undergraduate students covering communication, inquiry and critical thinking, global/multicultural knowledge and awareness, citizenship and ethics, and intellectual breadth and lifelong learning. These learning outcomes are closely aligned with national best practices in undergraduate education and institutional expectations regarding the skills and knowledge students will need to be successful now and in the future. These

learning outcomes are embedded throughout the general education curriculum and being woven into and reinforced within each of our undergraduate degree programs based on a vertical model progressing from an introduction of each learning outcome early in the curriculum to more advanced coverage as students complete their program of study.

To effectively deliver these skills and this knowledge, UNLV has implemented university-wide high-impact practices including first-year seminars designed to support student learning and retention, and second-year seminars that are reading and writing intensive courses meeting research-based hallmarks for improving communication and critical thinking skills. These learning outcomes are also being reinforced within each degree program by a course or experience that welcomes students to the major, orients them to the expected learning outcomes for the degree, and reinforces the essential skills of communication and critical thinking in degree-relevant ways. UNLV is moving toward having all programs provide a culminating experience that ties together, reinforces, and assesses the university-wide and degree-specific learning outcomes. Other high-impact practices being used in undergraduate degree programs include learning communities, service learning, and undergraduate student research. Additionally, our Tier One objectives will be tied into this program by providing opportunities for undergraduates to participate in more of our faculty's research projects.

Integrated with these efforts to enhance and refine our general education curriculum and our undergraduate degree programs, UNLV is building direct assessment of student learning into each degree program. This integration enables the university to determine how well students are mastering the intended learning outcomes while also helping academic units identify areas needing improvement as part of an ongoing iterative process.

Economic Development
UNLV seeks to develop a stronger workforce, create new business and industry enterprises, and develop new technologies to grow and sustain Nevada. One of the greatest priorities in the next planning session will be to support 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; gaming; radiochemistry; nanotechnology; electrical engineering/nanotechnology; and security technology. Additionally, the Office of Economic Development will continue building licensing revenue, facilitating industry-sponsored research, and increasing numbers of research disclosures and patents.

Economic Diversification
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.

Program Proposals

As a result of comprehensive campus-wide planning, an inventory of possible new programs of study is included below. Our Tier One initiative requires that only well thought-out and focused programs be developed, creating a synergy of a stronger curriculum, stronger research, and a stronger engagement with the community. Thus, it is important to establish a framework for the selective development and implementation of such programs as we move forward.

This list has not been fully vetted through the academic and administrative system within the university. Our process is as follows: 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 the new program 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 educational 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 proposals that are more traditional in nature and that reflect logical expansions of degree offerings providing appropriate expertise to our students.

Table 1

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
Certificate in Medical & Professional Ethics	Meet demand for ethics training in professions, interdisciplinary	2016	Possibly 1 tenure track position	None anticipated
M.F.A. (Master of Fine Arts) Design	Design innovation in creative technologies; multidisciplinary	2017	Unknown at this time	Differential tuition; contracts
Master of Healthcare Interior Design	Multidisciplinary; meet demand for design professionals	2016	1 faculty plus existing PTIs	Grants, community collaborations
M.S. Data Science	Interdisciplinary with Lee School of Business, Colleges of Engineering & Science	2016	3 faculty positions; $100,000 recurring, $250,000 one-time cost	Industry support, federal funding

M.S. Interdisciplinary Information Technology	Graduate for those with B.A. or B.S.	2016	1 faculty	Industry partners
Masters in Hospitality & Gaming Analytics	Interdisciplinary program	2016	No additional costs	No anticipated funding requirements
Master of Urban Planning	Interdisciplinary	2016	$65,000	Grants, contracts
Juris Doctor/Master's in Public Health	Interdisciplinary	2016	Implement with existing resources	Student fees, research grants, community partners
Ph.D. in STEM Education	Multidisciplinary program housed in College of Education	2016	2 faculty, 1 coordinator	Industry partners, donors, grants
Ph.D. Biomedical Science & Engineering	Interdisciplinary degree with School of Allied Health, Colleges of Engineering & Sciences	2016-2018	6-8 new faculty in multiple units. Salary & startup estimate – 3 million.	Tier 1 initiative funds then federal funding
Ph.D. Materials Science & Engineering	Interdisciplinary with Colleges of Sciences & Engineering	2016-2018	2-4 new faculty plus existing faculty. Salary & startup estimate 1.5 million.	Tier 1 initiative funds, industry support, federal funding
Ph.D. Interdisciplinary Health	Interdisciplinary	2016	8 graduate assistants annually	Self-funded plus research grants

Table 2

New Program Name	Brief Description	Date of Implementation	Estimated Cost	Funding Sources Outside of State Dollars
B.S. Aerospace Engineering, emphasis Unmanned Aerial Systems	College wide B.S. degree	2017	4 faculty positions & lab set up; $450,000 recurring & $500,000 one-time cost	Federal funding
B.A. Design	Multidisciplinary in Fine Arts	2016	PTIs; technology lab support	Differential tuition; contracts
B.A. Comparative Ethnic Studies	Training in diversity & global awareness with jobs in human resources & diversity offices	2016	1 new assistant professor $65k	None anticipated

B.A. English Professional & Technical Writing	Increased demand for writers in various industries	2016	$65k Assistant Professor; $36k Administrative Assistant	None anticipated
B.A. Chinese	Increasing demand	2016	Additional PTI funding, 2 new lecturer or FIR positions at $38-42k	None anticipated
B.A. Japanese	Increasing demand	2016	Additional PTI funding, 1 new lecturer or FIR positions at $38-42k	None anticipated
B.S. Physical Education, Elementary and Secondary Licenses	Multidisciplinary degree	2016	1 FIR, 1 Coordinator	Industry partners, donors, grants
B.A./M.A. Communication Studies	Students will earn both degrees in 5 years	2016	None	None
B.S.N to D.N.P. (Doctor of Nursing)	Speed progression of students to DNP	2016	2 faculty	Self-sustaining DNP will change to state funded with differential tuition
M.A. Art Education & Technology	Online degree; address need for education in creative technologies; multidisciplinary	2016	Online course development & PTIs	Elearning fees
M.A. Philosophy	Emphasis on philosophical ethics; train future educators	2016	2 new lecturer positions at $65k	None anticipated
M.S. Speech Pathology/Certificate of Clinical Competence	State will soon require speech pathologists to be certified in clinical competence	2016	Unknown at this time	Community partners
Masters in Hospitality & Gaming Analytics	Multidisciplinary program	2016	No additional costs	No anticipated funding requirements
Executive M.B.A. evening	To target mid to senior managers in Las Vegas & surrounding areas	2017	None	Self-sustaining
M.D. (Doctor of Medicine)	Meet increasing demand for medical in the largest population area of Nevada	2017	Being determined	Donors, grants, state funding
Ed.S. Teacher Leadership	Collaboration with Clark County School District	2016	2 Faculty, 1 Coordinator	Industry partners, donors, grants
LL.M. Health Law	Graduate program for those with a law degree	2017	Implement with existing resources	Student fees
Ph.D. Business Administration	This would be the only doctoral program in the	2018	$500,000 for faculty and	Special course fees

	Lee School of Business		graduate assistants	
Ph.D. Counselor Education	To address the needs for qualified counseling supervisors & researchers	2016	2 tenure track faculty, 2 doctoral graduate assistants	Grants
Ph.D. Early Childhood Education	Provide advanced degree for those in early childhood learning	TBD	Unknown at this time	Grants
Ph.D. English Language Learning	Provide advanced degree for those teaching English as a second language	2016	Unknown at this time	Personnel Preparation Grants
Ph.D. Interdisciplinary Arts	Multidisciplinary in Fine Arts	2018	Some additional PTIs	Differential fees; grants

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 tools is being developed to collect, structure, and analyze data from enterprise systems (student, human resources, 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. Integrating the primary data functions of the campus into one unit, the office was formally renamed as the Office of Decision Support in 2013. The office is responsible for supporting the university leadership in its commitment to accountability and evidence-based decision making across the institution. By aligning the four interrelated functions of institutional research (IR), data governance, data warehousing and BI, the office provides a comprehensive foundation for data collection, integration, analysis, and reporting.

Within the context of Decision Support, the IR function plays a crucial role in guiding the development of the enterprise data warehouse and business intelligence at UNLV. With primary responsibility for identifying current and emerging issues and extensive knowledge of campus data, the IR staff are experts in defining strategic data elements, informing the content of dashboards and reports, and effectively presenting information.

Data governance provides a structure for strategic collaboration around the institution's informational assets. Decision Support relies on the involvement of campus leadership for guidance on how information can benefit the university, on the community of data users for advice on what information is valuable to them, and on the university data stewards to develop processes and policies to ensure that all critical data is managed correctly and consistently. By facilitating communication among these constituencies, Decision Support promotes a culture of shared responsibility for data as an institutional asset. The central presence of both the IR and data governance functions in the office ensures that there is close collaboration with the academic and business units in the development and delivery of informational resources.

Developing the enterprise data warehouse entails building a data infrastructure that enables the timely delivery of strategic information to institutional stakeholders. Initial development efforts were focused on the shorter term goals of meeting official reporting requirements, developing a custom census solution for official and trend reporting, and getting data access to key campus users. By working with business experts from the offices of Enrollment and Student Services, Budget, and the Controller, the development team completed initial admissions, enrollment, and degrees conferred data marts as well as a prototype for a student financial data mart. More recent data warehouse development projects have included foundational work in data modeling and architectural design, and the design and implementation of a new student tracking data mart, which was informed by a series of focus group sessions with representatives from across campus. All of these efforts serve to speed up the delivery of information pertinent to institutional initiatives, such as retention and completion, enrollment management, and achieving Tier One status. Current projects include identifying and addressing informational gaps, such as the need to incorporate financial aid data, and planning for the upcoming iNtegrate 2 implementation of new ERP systems for human resources and finance. Planning beyond iNtegrate 2 will involve the integration of data from additional systems, such as those for research and space utilization.

As a part of the self-service BI model, Decision Support develops institutional dashboards, which enable information delivery to a wide array of campus data users. An enrollment management dashboard was delivered to campus executives and managers in May 2012, with refinements added as the data warehouse infrastructure has been further developed. In fall 2013, the office rolled out two institutional dashboards in support of UNLV's latest Retention, Progression, Completion (RPC) initiative. The Risk Factors for Retention dashboard is a prototype that presents data on undergraduate students who may be at risk for leaving the institution, and the RPC Benchmarks dashboard shows retention, progression and graduation rates for various entering cohorts by gender, race/ethnicity, college, department and major. A series of College and Department Profiles dashboards in currently under development. An RPC Analytics dashboard, which will deliver additional data and metrics related to student success, is in the early planning stages.

The emphasis on self-service BI and distributed development also allows units with the expertise to deploy their own dashboard and 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 Decision Support team provides training and support for targeted academic and business units, to facilitate collaborative report development and sharing within their areas. Recently, these efforts have included partnering with the Academic Success Center, Online Education, the Graduate College, College of Sciences, College of Education, Boyd School of Law, the Budget Office and the Office of the Controller.

As the adoption of BI tools continues to grow across campus, Decision Support is identifying strategic ways to address the increased need for training and support. To ensure appropriate staffing levels and expertise for iNtegrate 2 and beyond, the office will include campus constituencies in developing an updated vision, and a longer 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 resources within each business area committed to data warehouse development, in the form of business experts assigned to communicate development priorities and to assist in requirements gathering and data definition.

II. Student Services

Enrollment and Student Services
Enrollment and Student Services, for the period 2014 - 2016, will work collaboratively and diligently in its 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, Admissions and Orientation, efforts will be focused on meeting strategic enrollment objectives related to increases in resident student revenue, increases in non-resident student revenue, and increasing the academic profile of incoming freshmen. The Office of Admissions will continue to review and assess the overall undergraduate recruitment process while also consistently evaluating all practices and activities to determine their effectiveness and return on investment to adequately support our expanding priorities and strategies. A key initiative in the short term will be to fill vacancies for existing and new positions that have been created. With the implementation of a new customer relationship management (CRM) tool, in collaboration with Enterprise Application Services, we will continue to provide additional tools and resources to our admission counselors for managing their student populations. We want to ensure that staff have the ability to track and review necessary information about prospective students so that targeted campaigns can be implemented in an effort to increase applications, yield and enrollment. While marketing materials have been revamped in the last three years, a need still exists for additional and more robust communication pieces. Marketing materials will be addressed to support and enhance recruitment activities; creating tailored and targeted communication plans for specific programs and audiences. We will expand our library of materials with creativity in their design, usage and mediums.

The new CRM tool will give the department expanded ability for tailored and targeted communication flows and prospective journeys. Specific efforts will be focused on enhancing efforts in this area. We will continue to use metrics to guide our activities and to gain additional efficiencies in cost, yield, and enrollments. The new CRM tool will also provide additional avenues to further refine metrics and measures of return on investment (ROI). We will utilize this ROI information to ensure that our activities and efforts are focused in areas where a high ROI is achieved. Orientation, as will all events and outreach activities, shall continue to 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. Recruitment activities, and student services, will also be expanded in targeting international and veteran populations.

The United States military consists of a rich and diverse population of volunteers that reflects the diversity of America and our population of student veterans at UNLV. The Office of Veteran Services will continue to serve our growing diverse student veteran and military family community by developing a welcoming, veteran-friendly campus environment that fosters academic and personal success. We will continue to provide programs that are nationally recognized as the model for welcoming, admitting, mentoring, and providing resources to student veterans to help increase retention and graduation. These programs represent the foundation of services from which to further build and expand.

Energies and talent will continue to be directed at, and infused into, the Office of International Students and Scholars (OISS). Over the course of the 2014-2016 period, we look to establish premier and expanded services distinctively designed to assist international students in their transition and guide them throughout their duration at UNLV. OISS will work collaboratively with admissions through the development, and implementation, of an international recruitment plan.

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.

The Registrar's Office will be continuing with, or undertaking, a number of initiatives related to the effective progression and completion of students to include: enhancing block scheduling efforts to ensure students are registered for the classes they need in their first two semesters and beyond, reviewing transfer articulation policies such that the priority is placed on top feeder schools, implementing a curriculum work-flow so that proposed classes and program changes are properly and appropriately vetted with a goal of reducing bottlenecks, enhancing use of scheduling data to promote maximum efficiencies when it comes to class schedule placement and room utilization, incentivizing timely grade submission, reviewing frequently requested degree audit exceptions and waivers to identify and address roadblocks, and the revision of graduation application procedures so that students are proactively moved to the degree conferral stage at the appropriate point in their academic career. Additional efforts will be centered around enhanced communication with students at all stages of their academic career, including students who have stopped out for various reasons, as well as enhanced outreach to the faculty and staff as it relates to FERPA, document retention, electronic forms, and the appropriate routing of students to minimize runaround.

Career Services will continue to develop quality programming that addresses the diverse needs of students from all majors to assist them through their career development process. Career Services will maintain a productive working relationship with Academic Affairs to further enmesh career/major awareness into the fabric of the university in order to ensure continuity of message surrounding major and career exploration.

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 Enterprise Application Services (EAS) unit 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 improving the communications with the students and service to the students, faculty, and staff mainly through efforts with a new customer relationship management (CRM) solution. It is our intent to collaboratively lay the groundwork and vision for the possibility of implementing a new 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 is comprised of Housing and Residential Life, Campus Life Business Office, Student Union and Event Services, Campus Life Assessment, Campus Recreational Services, Student Affairs Maintenance, Campus Life Technology, and the Office of Civic Engagement and Diversity which includes Fraternity & Sorority Life, Campus Activities, International Student Programs, Multicultural Programs, Center for Social Justice, Service Learning, Student Involvement and Organization Development, and an 18 credit Leadership and Civic Engagement Minor.

Campus Life utilizes an iterative assessment cycle. Campus Life learning outcomes are derived from Campus Life's Co-curricular Agenda which has been updated to correspond with the University Undergraduate Learning Outcomes (UULO's). The Campus Life Assessment Committee has created a question bank with suggested assessment questions for the learning outcomes. The strategic plan calls for the learning outcomes to be assessed at the macro-level with student learning data aggregated across co-curricular programs. Campus Life will also implement a "We Heard Your Voice" campaign to report back to students how their survey responses were used to improve the student experience.

Recent growth in student involvement (the number of students involved in fraternities and sororities has doubled in size in the past five years) is expected to continue to grow as enrollment of traditional aged undergraduates increases. The Office of Civic Engagement and Diversity, Campus Recreation Services, and Residential Life will work

with the campus to launch a comprehensive involvement campaign utilizing technology to reach students. This initiative is related to UNLV's Retention, Completion, Progression goals as assessments indicate involved students report statistically significant more satisfaction with their UNLV experience than non-involved students. A comparison of involved students to their first-time, full-time enrolled peers also indicates involvement is correlated with higher retention rates and higher GPA.

The Office of Civic Engagement and Diversity partners with faculty and community non-profit organizations to provide students with service learning experiences related to course curriculum. The number of sections with a service learning component has grown significantly over the past three years – from 26 sections in 2012 to 89 in 2014 - and is anticipated to continue to grow given the proven outcomes of this high impact student learning practice. Providing meaningful service experiences for students, given the increasing volume of students participating in service, will require more intentional partnerships with Las Vegas area non-profit organizations.

For several years, the Office of Civic Engagement, faculty and university facilities staff have been working to create a community garden on campus to provide 1) a space for undergraduate research, 2) an opportunity for UNLV students to work with community agencies needing fresh food, and 3) faculty and staff a place to relieve stress through gardening. Two architecture classes developed the design and architectural plans for the community garden. Using components of these plans, the first phase of the garden will be ready for spring 2015 with additional initiatives to be designed and implemented over the next four years.

Student Union and Event Services is working to improve space to support meetings, events and conferences in the building through the addition of "smart conference room" technology. Built-in systems for projectors and sound in every room will make presentations and client-support easier. Additional pushes for sustainability, education and other technology will be the focus in the next four years.

In March 2013, Student Union and Event Services (SUES) was offered the opportunity to assume oversight of event operations in the Stan Fulton Building. Working with the William F. Harrah College of Hotel Administration, SUES will continue to support of the International Gaming Institute classes and trainings, College of Hotel Administration department events, community partnerships with outside groups, as well as promoting the availability of additional meeting rooms to students, faculty and outside groups.

Residential Life, through research and promising practices, continues to enhance the interaction between students and faculty outside of the classroom which is essential for a vibrant intellectual life. A Faculty-in-Residence program is being created to foster this interaction. A selected faculty member and their family will live in a designated apartment within the Tonopah Complex enabling them to interact with residents throughout the school year. The Faculty-in-Residence program will work in close

partnership with the Assistant Director for Residential Education to enhance the intellectual environment, supporting academic excellence, providing opportunities for other faculty to interact with residents, and work with a Living-Learning Community for alternate admits. Typical programs provide opportunities for intellectual, artistic, and social learning experiences such as:

- Inviting another faculty member and a group of students to dinner

- Showing a movie in the faculty residence

- Organizing a group of students to attend a cultural event or lecture on or off campus

- Inviting a faculty member to give a talk at the residence

- Coordinating workshops

- Offering the function room of the residence to student groups for meetings or program events of their own

- Inviting a speaker lecturing elsewhere on campus to come by for an

- Informal follow-up discussion

Housing and Residential Life also continues to promote academic achievement and greater connection to faculty through informal interactions. In 2014, the First Year Success Center (Dayton Complex) achieved a higher GPA than the UNLV all-freshmen GPA (2.77 to 2.51). The academic partnership within Dayton has provided significant benefits for residents; there is continued success partnering with the Academic Success Center, as well as partnering independently with faculty partners to promote increased faculty presence within Dayton. Retention from fall 2013 to spring 2014 was slightly higher than non-residents.

The Alternate Admissions floor within Dayton Complex had a higher GPA than the UNLV all-alternate admissions average (2.74 to 2.18). One surprising data point was that this was the first year the Alternate Admissions floor GPA surpassed the all-freshmen GPA (2.74 to 2.51). Currently Dayton Complex offers academic programming and advising for students admitted to UNLV as an alternate admissions student. Programming includes tutoring, academic advising by advisors from the Academic Success Center and study skills programs on the floors.

Additional academic support to be implemented in 2015 includes having academic coaches provide students with course selection and referrals to appropriate UNLV resources. The program is a partnership between Residential Life and the Academic Success Center with Residential Life providing an office in Dayton complex for

academic coaches to use.

In partnership with the Academic Success Center, Residential Life will begin to offer Supplemental Instruction (SI) to resident students registered for high risk courses each semester. SI meetings will be held in the residence halls by a graduate assistant acting as a group leader who is also taking the course to assist students with study skills, note taking, and exam and paper preparation.

Student Wellness is comprised of a counseling center; a health center, which includes a pharmacy, clinical lab, and a faculty/staff treatment center; 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 the UNLV community 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, there will be an on-line portal linked to MyUNLV that will allow students to schedule appointments, view the results of laboratory tests, pay for items not covered by the health fee and to communicate securely with health care providers via the web.

2. Student Wellness will increase partnerships and initiatives with academic departments, including the School of Social Work and the Department of Physical Therapy, to increase students' access to health care and counseling services and to enhance collaborative professional learning activities and preceptorship opportunities for students engaged in these fields of study.

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 with documented disabilities. The new system will enhance student interaction with DRC by providing a secure portal for students to access their accommodations allowing for a seamless integration into classroom or experiential settings. DRC will more accurately capture data on student's access to accommodations therefore expanding the possibility for studying the measure of success achieved by students who maintain accommodations at UNLV.

4. The Department for Wellness Promotion will develop and implement numerous programs:

    a. an accessible application via iTunesU (or a similar program) for UNLV

students to access accurate, evidence-informed health information, campus resources and engage in educational programming.

b. The Department for Wellness Promotion will engage in a campus partnership with the UNLV Nutrition Center to expand dietetic student internship, practical experience and research opportunities.

c. The Department for Wellness Promotion will lead a campus-community partnership with the UNLV Nutrition Center, Campus Recreational Services, School of Community Health Sciences and the American Heart Association to implement a cardiovascular health awareness initiative. The initiative may include social networking, social norms campaigns, environmental installations, educational programming (live and virtual), policy development, research opportunities, and expansion of on-campus opportunities for physical activity and healthier food options. Through this partnership, UNLV will receive recognition as lead campus in cardiovascular health awareness via the Partnership for America: Healthier Campus Initiative.

d. The Department for Wellness Promotion will implement a 1-credit PEX activity course for Peer Education Leadership. Students successfully completing the course will be eligible for the BACCHUS Initiatives (collegiate peer education program) of the Student Affairs Administrators in Higher Education (NASPA) Certified Peer Educator Certification and will work with wellness promotion professional staff to develop, implement, assess and advocate for evidence-informed and theory-based health and wellness activities to their peers on campus.

e. Achieve American Psychological Association accreditation for the doctoral training program.

f. Collaborate with a broader range of academic programs that train graduate students in the mental health profession to complete their practicum or clinical training at our center. The academic programs include clinical psychology, marriage and family therapy, counseling education, and social work.

g. Achieve International Association Counseling Services re-accreditation of Counseling and Psychological Services (CAPS) to recognize the quality of services we offer our students.

h. Create a psychiatric clinic that would bridge mental health services between the Student Health Center and CAPs. This psychiatric collaborative will provide quality services that is more accessible to a broader student population.

i. Establish a comprehensive mental health awareness and suicide prevention program that will serve to reduce the risk of student suicide and create a safety network of peers, faculty, and staff members. This would involve training community members to have the awareness to recognize students in distress, have the skills to address and assist students by referring them to CAPS services.

5. Jean Nidetch Women's Center will enhance comprehensive campus-based advocacy programs for sexual assault, domestic/dating violence and stalking through increased visibility of services and programs while maintaining inclusion of marginalized communities and compliance with federal mandates. It will also institute university-wide bystander intervention through a researched program, Green Dot, to engage critical mass through education and skills practice in proactive behaviors and sustained behavior change resulting in violence reduction.

6. The Office of Student Conduct will establish a comprehensive Academy Integrity Initiative encompassing promotion of Academic Integrity, prevention of Academic Misconduct, and the implementation of the revised Student Academic Misconduct Response Policy. Components of this initiative include: the hiring of a new Administrative Faculty member that is 50% funded through the Vice Provost for Academic Affairs to begin July 1, 2015; collaborative development (with Online Education) of a comprehensive online program with promotional, preventative, and detection components; re-establish active membership in the Center for Academic Integrity for promising educational and assessment practices; develop and implement an assessment strategy to each component to measure effectiveness of promotion, prevention, and detection components to aid in student retention and matriculation; enhance robustness of assessment of each educational response sanction to increase achievement of intended learning outcomes.

The office will continue the development and functionality of the Student Conduct Database to increase the assessment of and increased learning outcomes in core areas of the office's mission aiding in student retention and matriculation, including increasing student awareness of their rights and responsibilities; increasing awareness of the effects and impact of their behavior (on themselves and others); increased awareness and utilization of university and community resources; improve specificity of reports in order to measure recidivism of student behavior cases within diverse student populations for targeted education and response programming.

8. The Center for Academic Enrichment and Outreach houses a suite of federally-funded college opportunity programs that provide direct support services for students and adults from underrepresented backgrounds in their pursuit of a college degree. Annually, through the TRiO and GEAR UP grants, the center provides over 30,000 of southern Nevada's most needy students and adults with the educational, logistical and financial support and motivation to not only complete secondary

schooling, but also to succeed in postsecondary programs. Eligible participants receive academic tutoring, academic and career counseling, mentoring, financial guidance, assistance preparing for college entrance exams and completing college admission applications, opportunities for research, as well as other supports necessary for educational access, retention and graduation.

The Center for Academic Enrichment and Outreach's Tier One Characteristics and Data:

- Since 2001, the center has brought in $149.5 million of federal funding and $129 million of match contributions to Southern Nevada. For fiscal year 2015, the center is operating on $11 million of federal funds and $7 million of match contributions.

- Since 2000, the center has served 184 Ronald E. McNair Scholars, of which 21 earned a doctoral degree, 54 completed a masters, and 91 enrolled in a graduate program.

- Over the past two years, two of the center's participants were designated as National Merit Scholars.

- Within the student support services program, 69% of the first-year freshmen graduate from UNLV within six years.

- Over the past two evaluation periods, the center has been awarded a "Highly Achieving" designation in its mission and goals, which is the highest designation granted by the UNLV Council on Centers, Institutes, Museums and Laboratories.

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, GEAR UP, and other education related projects (Title III, NSF, and LSAMP).

9. UNLV Police Services was in the process of entering into a partnership in 2013 with the International Association of Campus Law Enforcement Administrators (I.A.C.L.E.A.) to apply for accreditation of the department's operations. Due to the fact that I.A.C.L.E.A.'s accreditation process went through a restructuring process last year, it was decided that application should be delayed until 2014 when the new guidelines are issued. 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.

III. **Research Initiatives**

As a comprehensive, doctoral-degree-granting research university, UNLV supports research, scholarship, and creative activity in all of its academic programs. The university holds the Research University/High" (research activity) designation from the Carnegie Foundation for the Advancement of Teaching. Last year, it established the Tier One Initiative designed to advance the institution to the list of top 100 American research universities among Carnegie's Research University/Very High (RU/VH) rankings. In order to work toward achieving this distinction, UNLV will conduct a strategic planning process in 2015 and will place additional emphasis on advancing the university's research agenda.

The campus is committed to creating research excellence in areas of importance to Southern Nevada, the state, and the Intermountain West. As a result of the previous strategic planning effort conducted in 2007-08, the university developed the following research goals. Although new research goals will be developed in the upcoming strategic planning process, many themes below will likely remain relevant:

- 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 infrastructure and research services to faculty and staff;

- Increase research funding, technology transfer, and economic outreach;

- Bring to success major research initiatives such as CORE (Collaborative Research and Education), EPSCoR (Water-Energy Nexus program), Quantitative Health Sciences, and UASs (unmanned aerial systems);

- Promote the mutually beneficial interaction of graduate education and research;

- Enhance awareness of the value of research in the community and state.

A top priority for UNLV at this time is the creation of an allopathic medical school; it is anticipated that the school, once established, will have tremendous impact on the university research endeavor as well as the economy of southern Nevada. The school's total economic impact is projected at $1.2 billion per year within approximately 15 years' time; planning is underway for the first class to enroll in 2016-17.

UNLV continues to strive to create other 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 unmanned aerial systems, water and the environment, clean energy, public health, biomedical research, transportation, aerospace and defense, and information technology across various sectors (e.g., gaming, health care, cybersecurity, and bioinformatics) 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.

UNLV will continue to focus 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. Renewable energy, including battery technology

2. Quantitative Health Sciences

3. Unmanned aerial systems and robotics

4. Biomedical sciences

5. Public health & translational research

6. Sustainability, environmental science, and water resources

7. Radiochemistry

8. Geosciences

9. Information technology

10. Physics, materials science, and nanotechnology

11. Transportation engineering and planning

One of the most important initiatives for UNLV over the next 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. Some examples of 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, economic, and environmental sustainability. This will represent a new paradigm for conducting collaborative research and education on and off campus.

UNLV recently received $2.5 million from the state's Knowledge Fund for the following three initiatives: the UNLV Institute for Quantitative Health Sciences, the Center for Gaming Innovation, and Unmanned Aerial Systems. These initiatives will be pursued in the interest of using Knowledge Fund dollars to expand and bring depth to research endeavors in these three areas. The purpose of the Knowledge Fund, which was created by the Nevada Legislature, is to promote research and the commercialization of that research in areas the state has targeted for economic growth. In the next planning period, the university will continue to hire faculty to flesh out research efforts in the funded subjects and explore new avenues for economic development relating to them.

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 the water-energy nexus for the region. Another statewide collaborative effort includes 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.