Twenty-five Years
and the
Future to Serve

Academic Master Plan

University of Nevada
Las Vegas
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Summary and Conclusions
PREFACE

Efficient and effective organizations do not happen by chance. Successful organizations plan continuously. They determine their mission first and then proceed to set proximate and long-range goals, devise ways and means of reaching announced goals, and repeatedly monitor their progress to insure that the goals themselves and the efforts to reach the goals are worthwhile and necessary.

The consequences of poor planning or no planning at all are described accurately by Lewis Carroll in the following exchange between Alice and the Chesire Cat in Alice in Wonderland:

"Will you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to go to," said the Cat.

"I don't much care where..." said Alice.

"Then it doesn't matter which way you go," said the Cat.

"...so long as I get SOMEWHERE," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

The following report is a summary of over eighteen months of work by a broad range of people employed on the University of Nevada, Las Vegas, campus or affiliated with the university. It is a comprehensive document designed to provide a sense of overall direction for the next ten years (our mission statement) and to identify more specific goals for the institution in its efforts to fulfill its mission.

Part I presents the mission statement and a brief introduction to the top institutional goals in each of the eight activity areas critical to the completion of its mission. Part II develops a detailed profile of all the goals in each of the eight areas of campus activity. Fundamental targets are described as are current assets and limitations related to efforts to reach the stated goals. Each section also indicates first steps to be taken by the institution to move from its current posture toward fulfilling each goal statement. Part III provides readers with a detailed presentation of group goals from each work group on campus as well as their targets, assets, limitations and recommended first steps.

As a long-range plan for UNLV, this document is also a statement about the future. Therefore, as is the nature of statements about the future, portions of the following may be inconclusive. Those working on the project could have allowed evolution or revolution to dictate the mission and future directions for the university; here, instead, an attempt has been made to plan systematically for the future, to affect the future as much as the future will affect the university. It is the belief that the information contained in the following will be invaluable to the planned growth and development of UNLV.
ACKNOWLEDGEMENT

The Board of Regents is to be commended for its leadership in requesting long-range planning documents from all of its system institutions. For UNLV it has been a two-year effort, an effort we hope will result in a more meaningful and productive future.

Thanks are due a hard-working, institutionally-committed committee which met regularly and often during the two years developing this document. A listing of the committee members appears on page 114. Special thanks goes to professors Jack Dettre, Christopher Hudgins and Paul Loveday for their coordinating, writing and editing contributions.

It is intended that this plan be reviewed and updated yearly. For this to occur systematically and with proper professional care, the UNLV Faculty Senate should establish a new standing committee, a Program Review Committee, which would be charged with this responsibility.

In the summary of this report appears a statement of great significance... "A university, for all its high-powered activity and specialized services, is fundamentally a social agency. It is of the community and in the community, and its quest for quality is directly related to its ability to work effectively with the community. Good community relations are possible, but to achieve them a university must plan for positive and productive interactions. The future of any institution is directly related to the success of its efforts to build working partnerships with those making up the supporting society."

It is the recommendation of the Vice President for Academic Affairs that the President seek approval from the Board of Regents for the establishment of an Academic Commission. This commission would be comprised of prominent Las Vegas citizens charged with the responsibility of generating recommendations about UNLV's academic future--from a community perspective. The UNLV faculty should be the source of recommendations of individuals selected to serve in this capacity. This document could serve as the data base for such an undertaking.

While this report is concluded, the process has just begun.

Dale F. Nitzschke
Vice President for Academic Affairs
Chairperson, Long-Range Academic Planning Committee
PART I — Mission Statement and Activity Area Goals
PART I

All organizations must have a clear sense of their mission and a concrete plan for fulfilling that mission. The following mission statement, goals and goal assumptions are designed to set the tone for a more definitive statement of goals found in Part II.

MISSION STATEMENT

During the first twenty-five years of the existence of the University of Nevada, Las Vegas, the combined efforts of the community, legislature, regents, students and the university faculty and administration have developed the foundation for a fine institution. The mission of the university for the next ten years will be to build on that foundation by striving to improve the quality of services offered in the four traditional and essential academic functions of discovering, preserving, disseminating and applying knowledge.

In essence, excellence in teaching at the university level comes about in direct proportion to support given faculty research, including provision for facilities, equipment and materials. In particular, in the next decade greater attention must be given to those activities involving the discovery and preservation of knowledge, for it is in these areas that institutions of higher learning must first achieve the excellence they are charged with delivering. In a changing world where knowledge is constantly changing, without such emphasis on research and corresponding commitments to excellence in related library, museum and archival activity attendant to research and scholarship, quality teaching cannot occur.

Such an emphasis must be built on a thorough understanding of existing and anticipated characteristics of the university as reflected in its own evolution and the evolution of its locale. For example, while students characterized as commuter students will continue to provide the largest percent of students in attendance, the growth in numbers of students described as residential also will occur in ten years, and this change must be reflected in the total operation of the university. Further, increases are anticipated in enrollment of both traditional and non-traditional students, and such increases will require the creation of new graduate and professional programs. Finally, more of the traditionally underserved students will enroll requiring more effort by the university as an advocate on their behalf.

The anticipated changes in both population and the nature of the surrounding community will require major investments: (1) to eliminate major deficiencies which deny the completeness essential to a university; (2) to help the university become the equal of high caliber, "ranked" (professionally accredited) state institutions; and (3) to achieve national and international recognition in one or more fields of study of significant relevance to the community served by the university.

In the final analysis, of course, the strength of the institution is found in the overall quality of the people working in the institution. To become a truly outstanding institution, the university must increase resources for staff and faculty development and faculty research. By emphasizing the need to strive continuously for the highest quality performance possible in faculty and staff,
and by supporting basic scholarship, the university not only is in a position to set higher standards of excellence for all performers in the institution, but it is also in a position to seek a larger percent of the academically talented students in Nevada, the largest percent of whom now go out of state for their postsecondary education. Further, not only does the quest for improved research and scholarship enable the university to achieve higher orders of teaching excellence, but as the quality of faculty performance increases so does the overall quality of the student body and graduates. This, in turn, improves the ability of the institution to attract more prestigious faculty to the campus as opportunities arise.

As a corollary to faculty and staff improvement, in the next ten years university investments in all phases of library service, computer capability, audiovisual service and other instructionally related services must keep pace with the anticipated growth of the undergraduate and graduate student population. The entire area of instructional support services must be upgraded and maintained at levels necessary to insure academic excellence.

Finally, in the next ten years, similar commitments must be made to insure that significant opportunities for all students to participate in the extracurricular phases of university life will be provided. The development of adult leaders for the next century will require not only a full and comprehensive curricular experience but also opportunities to expand and grow in a global sense through involvement in a variety of cultural, social and recreational activities such as intramural sports, special interest groups and programs in intercollegiate athletics.

A reasonable and realistic mission for the next decade for the University of Nevada, Las Vegas, then, is to increase the overall academic quality of the university in matters of discovering, preserving, disseminating and applying knowledge. To fulfill that mission, the university must plan to reach identified goals and targets in the following eight areas of activity in higher education:

********Liberal Arts Education
********Undergraduate Programs
********Graduate Programs
********Faculty Development and Research
********Student Services
********Support Services
********Community Relations
********Institutional Management

As the university seeks improved quality, it must be ever mindful of the need to secure for its most basic and critical activities sufficient resources to permit each one to achieve designated goals. Such a commitment of resources, even if it impedes the development of newer and more contemporary programs, must be made if fundamental quality is to be achieved and sustained. Further, while additional revenue from private sources must be obtained in the next ten years, such resources must be used to enhance and embellish the program of studies and not be used as a substitute for basic state support for the operation of the University of Nevada, Las Vegas. In particular, in the next decade it is important to recognize the high cost of all programs and to ensure that private funds secured for new programs also include the funds necessary to sustain the operation of the programs once begun.
In conclusion, at its most basic level, the strength of any university in the decade ahead will reside in the degree of stability achieved and maintained in the critical areas of discovering, preserving, disseminating and applying knowledge. This master plan is a means to this end.

GOALS

In keeping with the basic mission of the university---to improve the quality of services offered in the four traditional and essential academic functions of discovering, preserving, disseminating and applying knowledge---the following top priority goals for each of the eight areas of activity on campus are presented.

I. LIBRARY SERVICES: Goals and Goal Assumptions

A. To build and maintain collections consistent with current programs and patron needs and meet demands imposed by additional undergraduate and graduate programs.

*****Given the existence of the substandard holdings in nearly all areas dependent upon library research and scholarship, it is mandatory that efforts be made to provide vastly expanded and well-maintained collections consistent with current and future program needs.

B. To hire and develop library faculty and staff capable of delivering a full range of services required in a modern, comprehensive university library.

*****Given the emergence of libraries as information processing centers, with all that the name implies for non-print as well as print sources of information, and given the overall impact of technology on the existing disciplines and subjects common to a university curriculum, it is imperative those working in libraries possess a full range of skills and knowledge necessary to provide the services needed in support of the discovery, preservation, dissemination and application of knowledge.

C. To develop and implement automated systems designed to enhance local service systems that not only provide immediate access to all library records but also make possible retrieval of information from nationally developed data bases.

*****Given the current "information explosion" plus the rising cost of materials and costs related to data research services, the library must have a fully functioning automated system to support all patron efforts involving the discovery, preservation, dissemination and application of knowledge.
II. UNDERGRADUATE PROGRAMS: Goals and Goal Assumptions

A. To establish a general education requirement and related core curriculum common to all undergraduate students regardless of major.

*****Given the knowledge explosion and the responsibility of a university to provide breadth and depth in the education given its students, the concept of General Education must be reconfigured and reinforced to maintain and improve the quality of undergraduate education provided by the university.

B. To attract and retain a larger portion of students with high academic potential.

*****Given a basic desire on the part of Nevada to educate its citizens for service in and for the state of Nevada, its preparatory institutions must seek to increase the number of high-caliber in-state students enrolled in its programs to insure that a higher percent remain in the state to serve Nevada's residents.

C. To improve the overall quality of undergraduate education by working to improve the quality of instruction for undergraduate students.

*****Given the relationship between faculty excellence in research and scholarship and faculty excellence in the dissemination and application of knowledge (the latter two constituting the essence of excellence in teaching), it follows that students are entitled at all levels and in all programs to study with the very best prepared faculty available.

D. To selectively establish and selectively maintain programs for undergraduate students for which both adequate resources and valid needs exist.

*****Given anticipated changes in the nature of the economy in the future and anticipated changes in the general composition of the population locally, increased needs for new or revised areas of study for undergraduate students will require constant evaluation and review of current programs and areas where new programs are needed.

E. To achieve fully accredited and approved status for all undergraduate programs where applicable (achieve "ranked" status) by meeting the standards of excellence required by appropriate accrediting bodies.

*****Given the competitive advantages accruing to students and to states by providing and maintaining universities with "ranked" programs, it follows that investing the necessary resources to achieve full accreditation and approval of all undergraduate programs where appropriate will generate similar benefits for students at UNLV and citizens of the state of Nevada.

F. To evaluate and review existing standards both for admission to undergraduate programs and for selective retention of students in those
programs and to make changes in standards for admission in keeping with findings from the evaluations.

*****Given anticipated changes in admission standards across the country and improved standards of excellence required of all students in undergraduate programs, and given the improved standards imposed by professional certification and accreditation groups (achieving "ranked" status), undergraduate programs will change and standards will improve for admission to the university and for continuous enrollment in degree programs.

G. To encourage policies, procedures and attitudes which facilitate the transfer of students to the University of Nevada, Las Vegas, from the Clark County Community College.

*****Given the existence of policies and procedures already in place to facilitate the transfer of students to the University of Nevada, Las Vegas, from the Clark County Community College, it is also true that articulation is a very human process. Because those involved are human, greater information exchange and positive faculty contacts between the two institutions will enhance the transition for students.

H. To improve the quality of undergraduate advising at all levels with special emphasis on closer, more direct roles of faculty and other involved academic personnel.

*****Given the current uneven state of orientation and advising of students in the undergraduate programs, and given the gradual increase in faculty's involvement with all students with more than twenty-nine credit hours, it follows that students are entitled to, and the academic system will benefit greatly from, a comprehensive overhaul of advisement procedures and the addition of a reward system developed for all involved in undergraduate orientation and advising.

I. To increase UNLV's capture rate of those Nevadans qualified to attend college.

*****Given UNLV's commitment to provide a quality undergraduate education for Nevadans, and given the fact that a high number of Nevadans seek their post-secondary education outside the state, it is essential that the university develop programs and services designed to attract and enroll a higher proportion of high school graduates, community college transfers, non-traditional students and traditionally underserved students within the state.

III. GRADUATE PROGRAMS: Goals and Goal Assumptions

A. To selectively establish and selectively maintain master's, doctoral and professional programs for which both adequate resources and valid needs exist.
Given anticipated changes in the nature of the economy in the next ten years and anticipated changes in the general population locally, increased needs for in-depth study and further professional development will justify both scholastically and economically the addition of diverse postgraduate programs and a constant reevaluation of existing programs in terms of needs met and services provided.

B. To achieve fully accredited and approved status for all graduate and professional programs (achieve "ranked" status) by meeting the standards of excellence required in graduate and professional education.

Given the competitive advantages accruing to students and to states by providing and maintaining universities with "ranked" programs, it follows that investing the necessary resources to achieve full accreditation and approval for all graduate programs at the University of Nevada, Las Vegas, will generate similar benefits for students and citizens of the state as well.

C. To develop additional financial support in the form of scholarships, fellowships and assistantships to attract graduate students of academic excellence.

Given the availability of highly qualified graduate applicants and the important role they play in providing needed areas of specialized study and scholarship, it is vitally important that opportunities for graduate study be provided as a logical part of a total program of studies in a modern, comprehensive university.

D. To develop endowed chairs and distinguished visiting professorships for faculty at the graduate level.

Given the fact that endowed faculty chairs and distinguished visiting professorships enhance the overall academic excellence of an institution, such positions can provide an additional incentive for resident faculty to strive for professional excellence and motivate graduate students with high academic potential to seek out the institution for graduate study.

IV. FACULTY DEVELOPMENT AND RESEARCH: Goals and Goal Assumptions

A. To increase greatly both the number and kind of opportunities for faculty to improve their teaching, research activity and general scholarship.

Given the four basic activities consistent with university existence—discovering, preserving, disseminating and applying knowledge—it follows that faculty must be both teachers and students at the same time. Opportunities to study and learn are varied and must be supported if the teaching is to remain current, accurate and consistent with student needs. Supporting assorted faculty efforts in
self-improvement creates improved performance in all the basic activities associated with professional university life.

B. To develop an organizational climate hospitable to both the retention of existing high quality faculty and to the recruitment of highly qualified applicants when positions become available.

*****Given the critical role of organizational climate in relation to the quality of the work performed by employees, it follows that a supportive, non-adversarial climate must exist if the highest possible standards of excellence in all four traditional and essential functions of a university are to be achieved. As standards are met, not only will faculty remain in the university community, but efforts also will succeed to fill vacancies, both old and new, with the best qualified candidates.

V. STUDENT SERVICES: Goals and Goal Assumptions

A. To provide expanded services for both commuting and residential students.

*****Given the high probability that commuting students will dominate the total enrollment through the next decade, it will be necessary for Student Services not only to fulfill traditional and essential student services but also to supplement those services in order to permit all students to have access to a full range of support and extracurricular experiences. Further, a decided increase in residential students is anticipated. With the possibility that more students will be living on campus, it follows that the entire range of student services may need to be rethought.

B. To organize and offer student services designed to fulfill the extracurricular cultural, social and recreational commitments inherent in university life.

*****Given the existence of a non-residential population and an increasing number of non-traditional students, it follows that the university in the next decade must provide for both the informal and formal kinds of learning which should be readily available in a university setting. Without a full range of opportunities for informal learning, students cannot obtain the kind of complete education needed in a rapidly changing and increasingly challenging world.

C. To increase and improve academic support services for students designed to help them get maximum benefit from their involvement in scholarship while enrolled.

*****Given the practical limits imposed on learning in any formal classroom/laboratory setting, it follows that all students at various times can more completely benefit from their own efforts to learn if support services are available to assist them with study skills and direct tutoring.
VI. SUPPORT SERVICES: Goals and Goal Assumptions

A. To implement needed forms of technical/electronic support on campus for teaching, learning and research to insure full exploitation of potentials in information processing technologies.

*****Given current trends in technology applicable to all phases of university life, and given anticipated cost effectiveness of such technology, it follows that a variety of services ranging from business management to security can be improved significantly, as all such areas are directly related to the primary mission of the university.

B. To achieve an efficient and effective student record system from admissions through graduation and to use the same system for maintaining accurate alumni records.

*****Given the availability of cost effective systems for student record keeping, significant increases in return for dollars spent on student records can be obtained by utilizing the capabilities found in current computer hardware. In turn, improved record keeping leads to improved capabilities of faculty in overall student advisement and teaching.

C. To improve the responsiveness and effectiveness of operations and maintenance to academic activity on campus.

*****Given the fact that the construction of needed buildings and the installation of needed equipment are critical, it does not follow that such effort is all that is required to support an effective academic program. The total environment must be serviced constantly. Without continuous support service, disruptions occur in the academic efforts resulting in inefficiency and improper or inadequate instruction. Full and complete support is essential to effective academic endeavor.

D. To hire and develop support personnel capable of delivering a full range of services required to maintain a modern, comprehensive university academic program.

*****Given the development of the University of Nevada, Las Vegas, a comprehensive institution of higher learning, it is imperative those working in support services be able to provide constant maintenance as well as installation and repair services in keeping with the diverse academic programs and instructional activities taking place throughout the university campus.

E. To improve the overall quality and kinds of security measures employed on campus.

*****Given the anticipated growth of the surrounding community and the university in the next decade, it follows that security efforts designed for a campus population of under 5,000 in a community of under 250,000 residents will not prove sufficient for 15,000 or more projected students and a community of well over half a million.
VII. COMMUNITY RELATIONS: Goals and Goal Assumptions

A. To establish and maintain a workable university fund-raising program embracing a variety of assistance available from philanthropists, alumni and the general public.

*****Given existing trends in finance for higher education, it follows that in the next ten years some portion of the total university effort will be supported by non-tax dollars provided through foundation and development funds. These non-tax derived funds, however, should enhance programs rather than supplant the basic need for public funding.

B. To develop programs and delivery systems designed to appeal to a variety of non-traditional and traditionally under-served students with interests in scholarship consistent with the overall mission of the university and requiring university standards of excellence.

*****Given population trends and changing opportunities in job markets, the future will present a significant change in the number and kind of students wanting courses consistent with the university mission. This student group, sufficiently different in terms of needs and capabilities from traditional students, will require major additions and adjustments in all facets of university life.

C. To build a working partnership with a broad spectrum of persons and groups in both the private and public sectors outside the university.

*****Given future promises of increased community maturity and corresponding increase in community identity, the university must become a force in helping shape the future of the surrounding community it exists to serve.

VIII. INSTITUTIONAL MANAGEMENT: Goals and Goal Assumptions

A. To provide for systematic and continuous analysis, evaluation and redefinition of organizational goals, targets and related academic programs.

*****Given the continually changing nature of the world of which any university is a part, and given the changing needs of emphases related to university programs, it follows that over the next ten years the management of the academic program must, in an orderly and planned manner, address a variety of questions dealing with the nature and nurture of all programs at both the undergraduate and graduate levels. Not only must questions of expansion be examined, but so also must questions of retrenchment in some areas be given equal attention.
B. To obtain and allocate all resources, regardless of source, consistent with the stated mission and relative priorities established for the University of Nevada, Las Vegas.

****Given the presence of a stated mission for the university and a systematic development of targets and goals from the academic departments up through the total university community, it follows that resources obtained and allocated must support the stated mission and related charges. While the notion of budgetary flexibility is a desirable goal if and when fundamental commitments to academics are fulfilled, it also follows that the achievement of the intent of the mission statement is and must remain the sine qua non of all decisions regarding the use of funds.

C. To place primary emphasis on the management of people as the primary resource available for the achievement of organization goals as set forth in the Long Range Plan.

****Given the critical contribution of people to the fulfillment of the mission of any university---people to discover, preserve, disseminate and apply knowledge---it follows that the most important consideration in all decisions affecting the operation of the university is to weigh the possible impact on and general consequences for the people who make up the institution's most important resource. Just as people and their learning represent the primary focus in higher education, so also do people represent the primary means of delivering the quality of learning desired.

D. To develop the total physical plant and grounds both as a part of the university's community and as a part of the larger community, in harmony with its mission and surroundings.

****Given the need for function in building design to have parity with aesthetics, a need exists for all parts of the physical plant to reinforce and enhance the efforts of the university to fulfill its mission of discovering, preserving, disseminating and applying knowledge. Of equal importance, given growth patterns around universities elsewhere, it follows that necessary zoning laws and general property development around the existing campus should be coordinated so both contribute to an effective and pleasant neighborhood.

SUMMARY

Part I of this document has described the mission of the University of Nevada, Las Vegas, in detail. It also has identified the eight activity areas in the university, each with its own special significance for the development of the academic mission of the university.

The pages that follow will restate the principal goals for each activity area along with targets, assets, limitations and first steps to be taken to reach the goals.
PART II —
Activity Areas
Goals and Goal Analysis

Targets
Assets
Limitations
First Steps
PART II

INTRODUCTION

Part I of the Long Range Plan described the mission of the University of Nevada, Las Vegas: discovering, preserving, disseminating and applying knowledge. In addition, Part I indicated eight different areas of activity that contribute directly and indirectly to the fulfillment of the stated mission. The eight are library services, undergraduate programs, graduate programs, faculty development and research, student services, support services, community relations and institutional management. For each activity area, principal goals were presented as well as basic goal assumptions.

In Part II, the eight activities and the major goals for each are restated. In addition, for each goal in each activity the following also are provided:

.....targets for each goal;
.....current assets available to the university to assist in reaching the goals;
.....existing barriers/constraints/limitations capable of impeding or blocking progress toward achieving the goals;
.....suggested first step(s) in moving from where the university is now toward the stated goals.

Each activity area will conclude with a brief summary statement.

GOALS AND GOAL ANALYSIS

I.  LIBRARY SERVICES: Goals and Goal Analysis

A.  To build and maintain collections consistent with current programs and patron needs and meet demands imposed by additional undergraduate and graduate programs.

1.  Targets

   a.  Starting in fiscal year 1983/84, bring the budget for library collections up to at least one million dollars and increase it by twenty percent each year for the next five years thereafter.

   b.  Develop areas of excellence within the collection for programs identified in the Long Range Plan as top priority programs for the next decade.

   c.  Continually refine policies for acquisition of material based on an ongoing evaluation of the collection as well as on the teaching and research needs of the university.
2. Assets

a. Existing space will permit collection expansion and accommodate an ever-increasing variety of audio visual, micrographic and computer software materials for a few years, although limits are already predictable.

b. University and community support for building the collection already exists.

3. Limitations

a. Historically, funding for the library has not paralleled the growth of programs at UNLV. Library holdings are particularly deficient in the areas of anthropology, engineering, art history, literary criticism for world literature, music, special education, vocational education, marketing and business, psychology, computer science, tourism, history and political science. A university archive has never been established. The Nevada collection must be developed in the areas of history, geology, biology, anthropology and archaeology. The library has reached the absolute dollar limit of its ability to add new journals which are fundamental to research in the humanities, social sciences and sciences. Because the library is only twenty-five years old, it lacks many important back issues of journals already in the collection.

b. A larger portion of the collections budget must be allocated to acquire expensive nonprint materials. Because of new technology, information formerly produced in print format now is available only in a nonprint format. Also, many disciplines such as music, drama, education and foreign languages rely heavily on nonprint media.

c. Space within the library must be reallocated to accommodate growth of the collection.

d. Staffing is insufficient for proper collection planning.

e. The UNLV library is the only research library in Southern Nevada; therefore, there are no backup resources nearby to supplement the collection.

4. First Steps

a. Determine the total university program priorities, both for existing and new programs, for the next decade (see CONCLUSION, Part II). Ensure that special allocations are made for the library collections budget each time a program is added.

b. Contingent upon additional staff, prepare policies for acquisition of materials based on total university program priorities and on evaluations of the collection.
c. Contingent upon a larger library collections budget, allocate a portion of that budget to develop areas now deficient.

d. Contingent upon additional staff, expand public relations activities to increase awareness and support for the library as an essential community resource and repository of knowledge.

B. To hire and develop library faculty and staff capable of delivering a full range of services required in a modern, comprehensive university library.

1. Targets

   a. Provide within the next four years three additional professional library faculty (one at the department head level) to assume responsibilities in selecting materials and providing reference services; and two professional library faculty to assume cataloging and processing responsibilities in the Nonbook and Special Collections area.

   b. Provide within the next five years a minimum of twelve additional classified staff positions so that acceptable levels of service may be provided in Circulation, Current Periodicals, Interlibrary Loan, Special Collections, Government Documents, the Nonbook area and the Curriculum Materials Center, and so that materials may be processed expeditiously in the Library Office, Acquisitions, Cataloging and Serials.

   c. Immediately begin a systematic faculty and staff development program.

   d. Reassess staffing needs at the end of five years.

2. Assets

   a. The professional faculty are highly trained, dedicated, service-oriented and eager to further enhance their skills.

   b. The support staff are well-trained, productive and vital to the processing and service functions of the library.

   c. Local, regional and national training programs already are available for library personnel.

3. Limitations

   a. In 1981, space for the library doubled and five additional service points were added with no increase in professional personnel and with only eight classified positions added.

   b. Service in most areas of the library is limited because of inadequate staffing.

   c. Many areas of the library now house substantial collections of unprocessed materials.
d. As new programs are added to the university curriculum and as new computer technology continues to have a profound impact on library operations, further training and specialization will be needed.

e. Geographic isolation and lack of travel funds have prevented staff from taking advantage of special training opportunities.

4. First Steps

a. Starting in fiscal year 1983/84, hire two professional librarians (one at the department head level) for the Reference Department, and four classified staff to be placed in areas of need.

b. Create a budget category for travel and training sessions for library personnel. Concentrate on enhancing management skills and application of computer technology in libraries using local expertise whenever possible.

c. Reevaluate existing procedures, streamline processing and redesign job descriptions to reflect the changing program priorities.

C. To develop and implement automated systems designed to enhance local service systems that not only provide immediate access to all library records but also make possible retrieval of information from nationally developed data bases.

1. Targets

a. Institute by 1987/88 an integrated on-line automated library system providing immediate public access to library order files, library holdings and location of library materials.

b. Join by 1984/85 a national bibliographic utility, e.g. the On-line Computer Library Center (OCLC) or the Research Libraries Information Network (RLIN), designed to provide UNLV users with information about the millions of books and journals held by libraries around the country.

c. Enhance the reference service by providing extensive on-line access to major national data bases containing current information pertaining to research in all fields of study.

d. Expand and upgrade Interlibrary Loan Services.

2. Assets

a. The library already has separate automated systems for ordering books, cataloging materials and circulating them to the public.

b. The staff has been trained to enter and retrieve information using computer terminals.
c. Close ties with the University of Nevada System Computing Center has resulted in the hiring of a full-time analyst for library operations.

3. Limitations

a. The current automated catalog is not on-line; therefore, full records pertaining to recently cataloged books may be several months old by the time they are available to the public.

b. The present automated catalog is not linked to the automated order file nor to the automated circulation control systems; thus, the staff is required to enter the same record two or three times. Currently, a patron must consult a minimum of three different records to determine whether a needed item is in the library.

c. The automated catalog contains records only for those materials acquired since January 1981. To be more useful it must include records of all holdings.

d. The library lacks sophisticated means for determining what materials are held in other libraries around the country or for requesting these on interlibrary loan.

e. Although some librarians have been trained to search on-line national bibliographic data bases, they do not have the time to make this an integral part of reference services.

4. First Steps

a. Immediately hire a systems librarian to plan, develop, implement, document and evaluate computer programs and processes in support of all library services.

b. Secure additional funding to enable the library to join a national network by the end of fiscal year 1984/85.

c. Train the additional reference staff requested in goal B.1.a. to provide on-line data base searches.

d. Provide upgraded telecommunication equipment in Interlibrary Loan no later than the end of fiscal year 1983/84.

e. Provide by 1987/88 on-line public access to the information contained in the current automated system.

f. By 1987/88 develop a funding proposal for entering approximately 400,000 records now in the card catalog into the public on-line system.

SUMMARY STATEMENT

The library is regarded as the critical support service to all efforts to discover, preserve, disseminate and apply knowledge. The direct
correlation between the quality of a library and the quality of teaching, service and research done on a university campus can no longer be ignored, for by the end of the next ten years -- if history repeats itself -- the library will be incapable of rendering even the most basic support to dynamic instruction on campus.

II. UNDERGRADUATE PROGRAMS: Goals and Goal Analysis

A. To establish a general education requirement and related core curriculum common to all undergraduate students regardless of major.

1. Targets

   a. Institute catalog changes by inserting new core curriculum requirements in the 1984/86 catalog.

   b. Create during the 1983/84 academic year a mechanism to monitor the program's effectiveness, being sure to provide for interdisciplinary representation.

   c. Revisions in the core resulting from its evaluation over a five-year period are to appear in the 1988/90 catalog.

   d. Before implementation of revisions, invite all colleges to recommend ways to meet the general education requirements in order to supplement their own programs better while still maintaining the basic spirit of the core curriculum.

2. Assets

   a. Existing offerings are sufficient to provide the initial breadth in general classes needed.

   b. Current efforts and a growing awareness of a need to improve the overall quality of undergraduate programs suggest the presence of grass roots faculty support for a general education program.

   c. Professional interest nationwide in general education programs supports revisions locally.

   d. Administrative support exists for adding the core curriculum to the programs of all undergraduate students.

3. Limitations

   a. Weak interdisciplinary structure and a lack of tradition may serve to undermine the core concept.

   b. Limited numbers of faculty are presently available with expertise and necessary experience to provide the number of classes in some areas needed for the anticipated initial enrollment.
c. As is the case with all new programs, a need exists for probable reallocations of available resources, and no such contingency plan presently exists.

d. In spite of arguments to the contrary, among the academic colleges and departments a concern for protecting full-time equivalency in enrollment will affect the program negatively.

4. First Steps

a. All colleges must be required to participate in all efforts involving the general education program starting in the 1982/83 academic year.

b. A cadre of interested faculty representing all colleges on campus must immediately begin to provide articulation and continuity in and for the general education program curriculum.

B. To attract and retain a larger portion of students with high academic potential.

1. Targets

a. Develop a series of additional interdisciplinary programs with the intent to bring the first one into the curriculum by the 1984/85 academic year.

b. Complete analysis of efforts to attract and retain students with high academic potential and recommend necessary changes in recruitment procedures for the academically talented by the start of the 1983/84 academic year.

c. Examine the potential value of new programs for the academically talented, e.g. the International Baccalaureate Program.

d. Develop additional sources of financial assistance from varied sources for worthy students.

e. Develop a special public information approach for the express purpose of promoting UNLV to academically talented students, such a program to make its appearance by Winter 1983.

f. Increase visibility of all academic achievements on campus by students and faculty by January 1, 1985.

g. Create and implement an honors program by Fall 1986.

2. Assets

a. Personnel in the Admissions Office are growing in expertise.

b. The academic reputation of the faculty continues to improve.
c. On-campus support for honors programs continues to increase.

d. A core of dedicated and highly competent faculty in each college is available around whom a total public information approach to talented students can be built.

3. Limitations

a. There is a basic lack of funding to institute new programs needed to attract students of high caliber as well as a lack of funds to maintain existing programs at desired levels of excellence.

b. Insufficient scholarship funds are available to attract promising students.

c. A limited perception of UNLV's reputation as an academic institution exists at the present time.

4. First Steps

a. Determine existing number of high achievers already on campus and target them for recruitment to honors programs by the first semester an honors program is implemented.

b. By Spring 1983 identify four to six existing faculty with experience and backgrounds in honors programs and recruit them to develop a complete "honors package" for implementation by Fall 1986.

C. To improve the overall quality of undergraduate education by working to improve the quality of instruction for undergraduate students.

1. Targets

a. Study first and then develop a policy on the role of teaching assistants on campus in undergraduate courses.

b. Over the next five years, experiment with the concept of "lectureships," using people with at least a master's degree who would be hired on three-year, flexible, rolling, non-tenured contracts.

c. Study and revise existing formulas for generating positions (formula-driven teaching positions) with the intent to produce a new formula for presentation and adoption by Spring 1986.

d. Provide for the systematic evaluation of teaching performance, including provisions for peer evaluation, student evaluation and direct classroom observation by those in supervisory capacities.
2. Assets
   a. A national pool of highly qualified people seeking jobs already exists from which qualified faculty can be drawn.
   b. Broad faculty and community support for improving the quality of teaching at the undergraduate level already exists.
   c. Growing student demand for improving the quality of teaching provided at the lower levels is now evident.
   d. Substantial technology exists to support those seeking to do meaningful evaluations of teaching.
   e. A pool of qualified and competent faculty in all colleges is now available for instruction at the undergraduate level.

3. Limitations
   a. Budget capability for supporting flexible, rolling, non-tenured contracts is non-existent.
   b. Few alternatives are available currently for proper use of graduate assistants and others seeking support while completing graduate work.

4. First Steps
   a. Gather data to describe the current state of roles fulfilled by full-time faculty, part-time faculty, graduate assistants and teaching assistants.
   b. Using the data base, create and implement a lobbying activity for extraordinary funding to support the changes dictated by the data.
   c. Initiate a variety of pilot programs for evaluating those in management positions.
   d. Provide needed training for program managers wherever results from the pilot evaluation dictate.
   e. Develop and implement programs where needed for training faculty in the improvement of instruction.

D. To selectively establish and selectively maintain programs for undergraduate students for which both adequate resources and valid needs exist.

1. Targets
   a. Add a Bachelor of Fine Arts degree in Dance to the curriculum.
b. Add a Bachelor of Science degree in Vocational Education to the curriculum.

c. Undertake a feasibility study of adding Health Services programs to the curriculum (Physical Therapy, Medical Technology, Health Care Services).

d. Undertake a feasibility study of adding a Bachelor of Science degree in Electronic/Computer Engineering to the curriculum.

e. Assess all existing programs for renewal, modification and/or deletion based upon the results of an organized and systematic evaluation of all existing programs and curricula.

2. Assets

a. UNLV is a young, developing and enthusiastic institution within a rapidly developing community and region.

b. The university already provides an established climate hospitable to building unique programs.

c. A growing number of competent staff already are in place in existing programs available to undergraduates.

d. Community interest in and support for more and different programs unique to the Southern Nevada region is emerging as a result of investigations by various non-university interest groups.

3. Limitations

a. Library resources for many undergraduate programs already being offered as well as for new programs being considered are insufficient.

b. Because of existing teaching loads and insufficient faculty to permit expansion into new programs, expansion now will require current faculty to cover baccalaureate, master's and doctoral programs at the same time.

c. Limited physical facilities and equipment now are available to support moving into new and unique programs.

4. First Steps

a. Develop and put in place a strategy for evaluating all programs on a regular basis.

b. Conduct a systematic needs assessment prior to adding proposed programs and curricula.

c. Insure that all commitments to new programs include provision for full and complete financial support for such programs before any are added.
E. To achieve fully accredited and approved status for all undergraduate programs where applicable (achieve "ranked" status) by meeting the standards of excellence required by appropriate accrediting bodies.

1. Targets
   b. Seek full accreditation for programs now holding provisional accreditation: Music and Rehabilitation Counseling.
   c. Seek accreditation for programs which are not yet accredited but are desirous of becoming provisionally or fully accredited: Theatre Arts, Communication Studies, College of Business and Economics, Public Administration, College of Education, Recreation, Civil Engineering, Electrical Engineering.

2. Assets
   a. Some programs ready for accreditation will receive necessary money by the end of the 1982/83 academic year to complete contracts for accreditation visitations (e.g., College of Education).
   b. The Board of Regents and the administration of system components perceive accreditation status to be important.
   c. Newness of interested programs guarantees the flexibility needed to adapt to the accreditation standards to be applied.

3. Limitations
   a. Difficulty has been encountered in securing the money needed for the number and kind of accreditation efforts desired.
   b. Accreditation has been difficult to attain in areas of highest student demand (e.g., College of Business and Economics where an excessive student load exists).
   c. Generally, the underfunding for professional personnel (full-time equivalency) continues to be detrimental to efforts to achieve "ranked" status.

4. First Steps
   a. Adopt a plan and time schedule for accreditation as outlined by the university-wide accreditation committee by January 1984.
   b. Request special funding for accreditation efforts from the Board of Regents prior to the end of the 1982/83 academic year.
F. To evaluate and review existing standards for admission to undergraduate programs and for selective retention of students in those programs, and to make changes in standards for admission in keeping with the findings from evaluations.

1. Targets
   a. Review academic averages imposed for admission to all degree programs on campus.
   b. Evaluate and review assorted standardized tests for consideration as part of the admissions process.
   c. Evaluate and review overall standards of excellence imposed for grades in all courses in all degree programs.

2. Assets
   a. There is a national trend (now observable) leading to increased standards for admissions and retention.
   b. Individual departments already are engaged in evaluating and reviewing standards of excellence.

3. Limitations
   a. Resources in the form of needed faculty, supplies and equipment are not always available when needed.
   b. Prevailing attitudes regarding the relationship of full-time equivalency formulas and systematic evaluations and reviews of current standards adversely affect efforts to improve admission and retention standards.

4. First Step
   a. Create a system for investigating the current bases for admissions standards and identifying possible alternatives to present practices.

G. To encourage policies, procedures and attitudes which facilitate the transfer of students to the University of Nevada, Las Vegas, from the Clark County Community College.

1. Targets
   a. Appoint a UNLV-CCCC joint committee with the responsibility of annually reviewing the published transfer guide.
   b. Assign a UNLV staff member to be available on a regularly scheduled basis (at least one day per month) at the CCCC campus to advise students.
   c. Update a list of referral faculty from both institutions with phone numbers and office numbers provided. These lists should be made available to each campus.
d. Encourage faculty from both institutions to meet in joint sessions to review courses and programs.

e. Continue the practice of each UNLV dean's office providing advisement for students wishing to transfer from CCCC to UNLV.

f. Continue UNLV and CCCC administrative cooperation in the area of articulation, each hosting the other at least once a year for discussion.

g. Establish a mechanism whereby UNLV deans and CCCC directors will be informed immediately of course and curriculum changes made at either institution.

h. Initiate at once a study of existing transfer practices between the two institutions.

2. Assets

a. Excellent administrative cooperation has been present between UNLV and CCCC over the last three years in the area of articulation.

b. A positive public image of both institutions has been enhanced by the improved relationship between both institutions.

3. Limitations

a. There are limited institutional resources at both UNLV and CCCC to commit to the task of articulation.

b. The extended history of minimal faculty contact and dialogue between the two institutions continues.

4. First Steps

a. Appoint a joint committee to review the published transfer guide.

b. Establish a regular schedule of visits to CCCC by UNLV advisors.

c. Develop a referral list from each institution.

d. Initiate through the leadership of UNLV's deans regular discussions between UNLV faculty and CCCC faculty in areas of mutual academic interest.

e. Implement a mechanism that produces a timely exchange of information on curriculum changes.
H. To improve the quality of undergraduate advisement at all levels with special emphasis on closer, more direct roles of faculty and other academic personnel.

1. Targets
   a. By the end of the 1982/83 academic year complete a systematic study of the current practices and roles of all university units in student orientation and advisement.
   b. By the end of the 1982/83 academic year have in place an administrative position paper that outlines a comprehensive plan for advising students at all levels, a plan that will include the revamping of the entire advisement responsibility of faculty and program personnel plus a reward system for all participating personnel.
   c. By the end of the 1982/83 academic year have in place a plan for training all academic personnel in student advisement, such training to begin by September 1983.
   d. By September 1983 have in place a cadre of trained "at-large" advisors for each program on campus. These same people could serve in a public relations role for recruiting students in-state and regionally.
   e. By the end of the 1982/83 academic year establish clear lines of responsibility and authority for academically advising athletes as well as counseling these athletes and monitoring their programs.
   f. By properly utilizing modern technology increase and improve monitoring of student programs and class choices.

2. Assets
   a. The academic year 1981/82 provided an experimental approach to student advisement on a broader basis.
   b. Some forms of compensation/rewards have been considered and initial ideas on the subject provide a foundation upon which future developments can be built.
   c. There is a general feeling on campus in support of expanded faculty involvement in advisement and of a need for more coordination of effort.
   d. Experimentation with systematic and continuous programs of orientation for students already has been initiated.

3. Limitations
   a. Historically, the roles of various colleges in advisement have been undefined.
b. Historically, faculty participation in advisement has been regarded as unimportant in fulfilling job expectations.

c. The advisement program has had little systematic and orderly coordination.

d. Individual program personnel have had little opportunity to be assertive in orientation efforts.

4. First Steps

a. Establish a description of the current practices and procedures involving orientation and advisement on campus.

b. By July 1, 1983, establish a campus-wide administrative committee to produce an appropriate position paper consistent with the targets stated.

c. Review, clarify and then implement the necessary organizational structure to permit the orientation and advisement programs for all students to function effectively and efficiently.

I. To increase UNLV's capture rate of those Nevadans qualified to attend college.

1. Targets

a. Establish a special publications budget specifically intended to design, develop, and disseminate publications intended to inform potential students of the educational opportunities available at UNLV.

b. Establish an in-state recruitment/travel budget to support an adequate school visitation program by the UNLV Admissions Office.

c. Establish by 1985 an on-line admissions data base system including both recruitment data and student record capabilities.

d. Provide the Admissions Office with additional professional staff members as needed.

e. Provide needed additions to the classified staff in the Admissions Office (e.g. receptionist, transcript evaluator) by 1985.

f. Expand the present student housing program to include placement and roommate services for off-campus facilities by 1984.

g. Establish an in-state recruitment program specifically aimed at non-traditional and traditionally under-served students.
2. Assets

a. Currently an experienced and innovative professional and classified Admissions staff is available.

b. Good rapport exists between the Admissions Office and a majority of the high schools within the state of Nevada.

c. The current direct mailing program provided by the Admissions Office makes it possible for the university to contact most high school seniors and community college graduates in the state.

3. Limitations

a. The quantity and quality of current publications in support of recruitment are inadequate.

b. The current budget for the operation of the Admissions Office is incapable of supporting even a minimal program of in-state student recruitment.

c. The existing rapport with high schools in Northern Nevada, especially in the Reno area, is below needed levels.

4. First Steps

a. Increase the admissions application fee and use the funds generated to establish the needed publications budget and a budget for in-state recruitment and travel.

b. Reinstitute a university-wide on-campus college day for prospective students.

c. Cooperate in a system-wide college day in the Reno area for Northern Nevada students interested in attending UNLV.

SUMMARY STATEMENT

A vital and dynamic undergraduate program is the foundation for the total academic effort of any university. Not only is the program for students important, but that same program also must remain current. No undergraduate program can ever be any stronger than the strength possessed by those who do the teaching. But a complete program of undergraduate education also involves suitable recruitment efforts, strong and continuous student advisement, and a fully accredited status in its programs if it is to fulfill its role in promoting the discovery, preservation, dissemination and application of knowledge.
III. GRADUATE PROGRAMS: Goals and Goal Analysis

A. To selectively establish and selectively maintain master's, doctoral and professional school programs for which both adequate resources and valid needs exist.

1. Targets

a. Prepare proposals for the funding and implementation of master's programs in Dance (M.F.A.), Nursing (M.S.), Criminal Justice (M.S.) and Theatre Arts (M.F.A.).

b. Prepare proposals for the funding and implementation of doctoral programs in Exercise Physiology (Ph.D.), Biology (Ph.D.) and Computer Science (Ph.D.).

c. Prepare proposals for the funding and implementation of degree programs in the professional schools of law and architecture.

d. Initiate a feasibility study dealing with the establishment of a School of Engineering at UNLV, such a study to include a consideration of the most workable relationship between engineering and computer sciences.

e. Review and reconsider currently approved graduate programs which never have been funded or established (e.g. Ph.D. in Business Administration).

f. By July 1, 1983, establish and implement both a sound full-time equivalency formula for graduate faculty and a fiscal base for current Ed.D. programs in the College of Education.

g. By the end of the 1982/83 academic year put in place a consistent and commonly understood process to select doctoral and professional programs, and publish the criteria for selection so all affected faculty, staff and students understand what is involved.

h. Increase library holdings and other capabilities consistent with priorities in needed areas of established graduate scholarship by means of securing additional funds for retrospective acquisitions starting with the 1983/84 academic year.

i. Recruit and hire at least one person of national/international reputation for each program seeking to offer graduate degrees.

2. Assets

a. UNLV is a young, developing and enthusiastic university within a rapidly developing community and region.
b. UNLV enjoys a climate hospitable to building unique graduate programs.

c. Competent staff already are available in selected areas under consideration.

d. Basic community interest in and support for new programs exists as a result of reconsiderations of the economic future of the region.

3. Limitations

a. The library has insufficient resources for most kinds of graduate-level scholarship commonly associated with quality graduate education.

b. The Ed.D. programs in the College of Education have not benefited from a complete commitment to them by the university system.

c. The university lacks a sufficient number of faculty in some areas to provide complete graduate programs through the doctoral degree unless existing faculty are utilized on baccalaureate, master's and doctoral programs, which is unacceptable.

d. Currently there are insufficient physical facilities and equipment in certain programs to permit quality scholarship at the graduate level.

4. First Steps

a. Honor program commitments already made to programs of substance; full and complete support should be provided before additional programs are added (e.g. International Studies).

b. Create a task force consisting of qualified personnel to review all current programs in terms of interest, quality and needs for such programs, and then establish priorities for the next decade.

c. Develop a strategy for enlisting positive and complete support of both the regents and the legislature for proposed developments in graduate education.

B. To achieve fully accredited and approved status for all graduate and professional programs (achieve "ranked" status) by meeting the standards of excellence required in graduate and professional education.

1. Targets

a. Implement recommendations for accreditation already made, e.g. College of Business and Economics, by 1984; M.P.A. in
f. Generally the underfunding for professional personnel at the graduate level (existing formulas) is detrimental to efforts to secure accredited status for programs.

4. First Steps
   a. Adopt the plan for accreditation as outlined by the university-wide accreditation committee by January 1984.
   b. Request special financial support from the Board of Regents for accreditation prior to the end of the 1982/83 academic year.

C. To develop additional financial support in the form of scholarships, fellowships and assistantships to attract graduate students of academic excellence.

1. Targets (by the next biennium)
   a. Identify sources and secure funds for assistantships for all qualified students regardless of area of study.
   b. Through the UNLV Foundation and other private sources develop endowment funds for scholarships and fellowships for deserving graduate students regardless of area of study.

2. Assets
   a. The university already has in place a new UNLV Foundation board and a new Executive Director working to secure funds.
   b. The university is located in a community with private resources which are strongly supportive of the university.
   c. A substantial beginning already has been made in securing funds for scholarships and fellowships.

3. Limitations
   a. Currently the state of the overall economy directly affects potential funding sources and decreases opportunities to secure support.
   b. There is a lack of tradition in the state for granting funds for fellowships and scholarships.
   c. Because UNLV is a public institution and is comparatively young, there is a lack of community awareness of the need for private funding for public institutions to supplement basic state appropriations.

4. First Steps
   a. Develop a strategy for displaying the work of students on fellowships and scholarships before the entire community.
b. Charge the foundation/development personnel with publicizing student accomplishments likely to elicit additional support from outside sources.

c. Develop a plan for sending regular invitations to assorted community members to visit the campus and see what students on scholarships and fellowships are doing.

D. To develop endowed chairs and distinguished visiting professorships for faculty at the graduate level.

1. Targets
   
a. Through the UNLV Foundation and other private sources develop funds to support endowed faculty chairs.

b. Seek to obtain at least one distinguished visiting professorship for each department on campus for at least one year out of every four years.

2. Assets
   
a. The university now has both a UNLV Foundation and new Executive Director for that foundation.

b. The university is located in a community with the necessary private resources to endow such chairs.

c. A chair already exists in the Department of Economics.

3. Limitations
   
a. Currently the state of the economy and its effect on private sources adversely influences the potential for development in this area.

b. There is a lack of community awareness of a need for private sources to endow chairs in public institutions.

4. First Steps
   
a. Fill the chair in Economics, at least on a distinguished visiting professor basis, in an expeditious manner.

b. Formally create chairs in each of the top priority programs and seek endowments specifically to fund those chairs.

SUMMARY STATEMENT

Graduate education is a logical upward extension of one or more programs at the undergraduate level in a newly developing university. Over the next decade, UNLV must give full attention and support to building a basic program of graduate studies -- with all that is implied by that concept -- for faculty development, graduate student
recruitment and the provision for special facilities and equipment. The need seems particularly acute in light of the growth potential in the Southern Nevada area and the need for special programs and personnel working at the graduate level. In a very real sense, graduate education must develop not only to extend logically the natural growth pattern of a university but also to support efforts to diversify and expand the area economy.

IV. FACULTY DEVELOPMENT AND RESEARCH: Goals and Goal Analysis

A. To increase greatly both the number and kind of opportunities for faculty to improve their teaching, research activity and general scholarship.

1. Targets

   a. Plan to double the number of sabbaticals by 1986/87.

   b. Provide complete support for full-year sabbaticals now.

   c. Obtain funding immediately to provide full replacements for those on sabbatical leave so others do not have to assume their loads.

   d. Increase the dollar figure for research and travel budgets per faculty member equal to ten percent of the total salary of all faculty as soon as possible.

   e. Seek to increase the available resources for research and scholarship through private fund raising to three times its current level by 1986.

   f. Reduce the existing ratio of students to teachers.

   g. Provide a full range of mechanical and personnel support for all faculty research and publications.

2. Assets

   a. Outstanding teaching awards already are given to recognize excellence in teaching.

   b. The results produced by faculty while on sabbatical leave have reached a level of quality that attracts local, regional and national attention.

   c. Recent philanthropic efforts are now producing observable, positive results.

   d. Given present faculty output, concrete evidence is available now to support the position that greater support will produce even greater output.
e. The results of recent sabbatical leaves are positively affecting the work of those same faculty in their teaching, research and service on campus.

f. Those in leadership positions are positively supporting efforts to increase funding for faculty research and scholarship.

g. Limited private funding already is being provided for research efforts.

3. Limitations

a. Current state allocations for efforts in this area are insufficient.

b. There is little understanding on the part of those responsible for funding of the critical relationship between teaching and research.

c. Historically, the institution has not provided the support necessary to create situations where good faculty are attracted to the institution because of the growth opportunities provided.

d. There is no award provided for excellence in research comparable to the award for excellence in teaching.

4. First Steps

a. Provide word processing capabilities for all faculty immediately.

b. Increase both the quality and quantity of efforts intended to develop public and legislative awareness of the relationships between teaching, research and scholarship.

c. Consistently and clearly tie the rewards system (salary increase, merit, promotion, tenure) to meritorious and balanced performance in teaching, research, scholarship and service.

d. Provide increased forms of recognition for faculty for meritorious research and scholarship.

B. To develop an organizational climate hospitable to both the retention of existing high quality faculty and to the recruitment of highly qualified applicants when positions become available.

1. Targets

a. Seek to establish immediately distinguished faculty positions (chairs) at the rate of one per each fifty faculty by 1985, increasing the number to one per each twenty-five faculty by 1990.
b. Reestablish by 1985 the earlier objective of achieving parity in salary using the average of the select fifty institutions as the base, and by 1991 reach the goal of establishing an average consistent with the average of the upper one-half of the select fifty institutions (within the top twenty-five percent).

c. Develop assorted auxiliary benefits for faculty immediately (e.g., completely overhaul and improve the total compensation package).

d. Complete the task undertaken in the Higher Education Management Institute to improve the management of the university.

2. Assets

a. There is an increased public demand for higher caliber faculty.

b. Recently increased opportunities for faculty and staff to participate in institutional problem solving and decision making has produced a corresponding growth in skills in these functions.

c. The number of high quality faculty in a number of fields of study in the university is increasing.

3. Limitations

a. There is a lack of sufficient understanding on the part of both faculty and staff of the necessary relationship between the quality of management and job satisfaction.

b. There is a lack of competitiveness between university salaries and salaries in the private sector in some selected areas.

4. First Steps

a. Make salaries competitive in all areas of university work.

b. Seek immediately to make the establishment of endowed faculty chairs (distinguished professorships) a high priority for the next biennium.

c. Undertake immediately an intensive study of faculty benefits using the same basis as that proposed for salary development.

**SUMMARY STATEMENT**

The university is a special kind of system. It has its critical functions, support functions and stabilizing functions. The critical function in any university is the variety of services provided by the faculty in terms of discovering, preserving, disseminating and applying
knowledge. In order for the critical functions to achieve and maintain a suitable level of quality, the individuals serving in assorted capacities must constantly be able to refurbish skills and expand the nature and extent of their own knowledge. Faculty development and research funding is essential to the critical performance of faculty in teaching, research and service at a level consistent with community and professional expectations.

V. STUDENT SERVICES: Goals and Goal Analysis

A. To provide expanded services for commuting and residential students.

1. Targets
   a. Add a new residence hall by the end of the 1984/85 academic year.
   b. Provide an expanded and more pleasant student union, and develop other areas on campus to encourage student and student-faculty interaction.
   c. Create sufficient parking places on campus based on enrollment projections.

2. Assets
   a. Sufficient space is available now to develop adequate parking for students.
   b. Work already has begun on renovating the student union.
   c. Basic fast food provisions and a small cafeteria are already available.
   d. Regent support for expansions in this area are already on record.
   e. The existing residence hall recently was renovated.

3. Limitations
   a. Real difficulty exists in obtaining funds for residence halls.
   b. Little campus-wide dialogue to date has occurred on areas in need of improvement in Student Services.

4. First Steps
   a. Seek to continue and expand efforts to establish a campus-wide dialogue on the matter of student services.
b. Establish immediately a data base on the "state of the art" regarding provisions for commuting students.

c. Establish a data base on the "state of the art" regarding residential students for the purpose of reexamining and possibly reordering priorities in Student Services.

B. To organize and offer student services designed to fulfill the extracurricular cultural, social and recreational commitments inherent in university life.

1. Targets

   a. By 1985 achieve complete student participation in all planning and supervisory activity involving extracurricular activities.

   b. By Fall 1985 have in place specific offerings targeted for known special student groups, e.g. senior citizens, handicapped, traditionally under-served, etc.

   c. Provide for fuller student participation in the cultural and recreational life of the university (lectures, concerts, sporting events, etc.) by making attendance free when possible.

   d. Improve both medical and personal counseling services available to both residential and commuting students.

   e. Build and promote the entire intramural sports program so that a majority of enrolled students are involved.

   f. Encourage the continued development of a variety of social organizations consistent with modern university life.

2. Assets

   a. Serious student support for the lecture series is emerging.

   b. Complimentary tickets for some events on campus already are available.

   c. Professional staff is already in place to develop and provide good student services programs.

   d. Good, if somewhat limited, basic service facilities are already established, e.g. renovated student union, physical education facilities, theatres, etc.

3. Limitations

   a. There is an inability to articulate the needs of Student Services in order to gain needed fiscal support.
b. Insufficient student input is obtained in regard to the nature and quality of student services.

c. The numbers of commuting students with outside work negatively affects student attitudes toward the number and quality of student services.

4. First Steps

a. Increase efforts to acquaint students with the nature and quality of student services available.

b. Survey student body opinion to determine the range of services needed for all students and student groups on campus.

c. Evaluate the adequacy of current medical and personal counseling services.

C. To increase and improve academic services for students designed to help them get maximum benefit from their involvement in scholarship while enrolled.

1. Targets

a. Upgrade the entire tutorial process and the operation of the advisement office by Summer 1984.

b. Expand programs for talented students with special skill deficiencies.

c. Upgrade placement services for graduate students.

d. Upgrade and expand, where appropriate, advisement services for graduate students, particularly regarding information about other graduate schools.

e. Expand career counseling efforts for graduate students, especially in terms of followup activity.

2. Assets

a. Basic services are already provided for tutoring and advisement.

b. Basic remedial programs and projects are already established for talented students with special skill deficiencies, e.g. the Reading Center and Clinic in the College of Education.

c. The placement services office already is staffed with experienced personnel available to provide needed services.

3. Limitations

a. The current budgeting process and system of allocating resources works against providing needed services in this area.
b. The current ratio of students with needs to the number of trained personnel available adversely affects the ability of personnel to provide the services needed.

c. The faculty-student ratio in some colleges works against providing suitable services in this area.

4. First Steps

a. Revamp tutorial services in order to use an increased number of graduate students properly trained and supported in tutorial work.

b. Increase distribution of information about job opportunities to a larger number of students.

SUMMARY STATEMENT

Through a variety of services and activities, Student Services seek to embellish as well as expand on the basic academic commitment to students by the university. The complex nature of today's society and the increased demands placed on college graduates mandate that the university give fair and equitable attention to the development of the human being in all his/her various potentials. Student services represent a rare opportunity for the university to help develop the whole person's potential for survival and leadership into the twenty-first century.

VI. SUPPORT SERVICES: Goals and Goal Analysis

A. To implement needed forms of technical/electronic support on campus for teaching, learning and research to ensure full exploitation of potentials in information processing technologies.

1. Targets

a. Create a developmental time line for the expansion of computer capability and support personnel and have it in place by Fall 1984; then provide needed support over the next ten years to achieve recommendations.

b. Upgrade existing audio-visual services and expand the number and quality of personnel as dictated by the nature of services expected and the kinds of instructional equipment involved.

c. Assess the numbers and quality of existing lab equipment and facilities now on campus and begin a systematic upgrading of both over the next ten years.
d. Upgrade current technology of Mail Services by providing modern equipment that allows direct mail processing for all campus units.

e. As items 1-a, 1-b and 1-d evolve, insure that the capabilities of Public Information Services (publications, news bureau and public affairs) is on-line with technology and personnel.

2. Assets

a. Basic information processing technologies are already evident in the form of new computer equipment.

b. Substantial equipment is now available in the library.

c. A required course in computer literacy for all students will become effective Fall 1984.

d. Basic audio visual services are now provided with trained personnel and essential equipment.

e. Regents' support for efforts in this area is already documented.

f. Currently the university has a fair capability for student use of computers.

3. Limitations

a. Computer facilities, particularly investment decisions and determination of priorities for use, are not under the control of UNLV.

b. No priorities exist which properly establish relationships between instructional technologies and the academic needs of the institution.

c. Currently there are too few trained personnel to permit optimal utilization of available hardware on campus.

d. The current budgeting process and the system of allocating resources in relation to instructional technologies works adversely on academic programs.

4. First Steps

a. Transfer final authority for all decisions on investments and use of computers back to the respective presidents of each of the campuses.

b. Set priorities for the total operation of the institution and commit ALL resources to meeting those priorities.
c. Hire immediately additional personnel specifically trained in utilizing advanced instructional equipment.

B. To achieve an efficient and effective student record system from admissions through graduation and beyond and to use the same system for maintaining accurate publications and alumni records.

1. Targets
   a. On-line student records must be available for use by all academic and administrative offices.
   b. Review the entire information collection process and develop a system of data storage and retrieval consistent with the established information storage requirements on campus.
   c. Expand the entire information/development activity on campus in terms of personnel provided, added training for personnel already on the job, and the equipment necessary to do the assigned tasks.

2. Assets
   a. Efforts are already underway to computerize the registration process.
   b. Information Services has already made positive attempts to increase effectiveness in this area.
   c. Currently various departments on campus are engaged in a manual collection of data, a process that will assist the implementation of a management information system when it is installed.
   d. A system-wide computer system is already in place and operating.

3. Limitations
   a. Currently there is a preoccupation with budgetary flexibility instead of a preoccupation with establishing and following budgetary priorities.
   b. Currently the organizational structure and lack of resources (including computer systems) inhibits support service units from accomplishing their stated missions.
   c. The current low priority of establishing needed systems for local operations at UNLV affects performance adversely.
   d. The current lack of utilization of the full services provided by the Office of Institutional Analysis and Planning (e.g., assistance in the development of storage and retrieval systems) detracts from the ability of the institution to fulfill its mission.
4. First Steps
   a. Work to change significantly the priorities of the University of Nevada System personnel regarding the use of local personnel in development, design and dissemination systems for the local campus.
   b. Expand all support services in proportion to the kind and degree of public affairs and fund-raising activities needed to reach the goals of the organization.
   c. Allow qualified UNLV personnel to become more directly involved through consulting services in the development, design and dissemination activity needed on the local campus.

C. To improve the responsiveness and effectiveness of Operations and Maintenance to academic activity on campus.

1. Targets
   a. Evaluate the basic function of management practices currently in force in Operations and Maintenance.
   b. Selectively add personnel in Operations and Maintenance where actual work load and real needs dictate.
   c. Provide for a system of in-service training of all assigned personnel in terms of job-related skills.

2. Assets
   a. A basic organization for the work assigned to Operations and Maintenance is in place now.
   b. There are some competent personnel in key positions in Operations and Maintenance across the campus.
   c. There is evidence of a willingness on the part of selected members of Operations and Maintenance to learn and grow on the job.

3. Limitations
   a. The current system of classification of personnel, pay scales and the matter of personnel promotion within the system is inconsistent with the needs of the university.
   b. No meaningful system exists for documenting needs in Operations and Maintenance for those responsible for allocating funds.
   c. The current manner of implementing the existing organizational structure is incompatible with the academic needs of the university.
d. The overall pay scale and total approach to personnel promotion is completely inconsistent with the mission and specialized nature of a university.

4. First Steps

a. Thoroughly evaluate managerial performance of all those in the departments of Operations and Maintenance and Personnel to determine areas of strength and areas in need of improvement.

b. Review existing policies and procedures on building work schedules where academic activity is in progress and produce more innovative approaches to building work schedules.

D. To hire and develop support personnel capable of delivering a full range of services required to maintain a modern, comprehensive university academic program.

1. Targets

a. Begin immediately to develop a complete analysis of work areas in support of academic activity on campus.

b. Based on analysis of work activity in support of academic programs, begin immediately to develop a systematic development program designed to equip personnel with needed skills and competencies.

c. After five years of retraining, reassess and restructure the development program as needed.

2. Assets

a. Within the rank and file of support personnel, there are already selected numbers of highly competent and dedicated people delivering qualified service.

b. Other support personnel in selected jobs are providing a satisfactory level of performance.

c. Some useful training programs are already available for affected individuals.

3. Limitations

a. Although additional physical space has been added to the university, no additional Operations and Maintenance personnel have been added and no reassessment of needs in view of the addition of special academic areas has been done.

b. There is a lack of consistency in defining tasks as to type of billing, e.g. "repair" versus "replacement" versus "additions".
c. The current university organizational structure often negatively affects academic activity on campus (e.g. lack of central printing services).

4. First Steps

a. Starting with the 1983/84 academic year conduct a thorough review of the needs of academic personnel that involve Operations and Maintenance.

b. Put in place in 1983/84 a rigorous training program to permit Operations and Maintenance to provide critical services in support of all academic activity on campus.

E. To improve the overall quality and kind of security measures employed on campus.

1. Targets

a. Install immediately an emergency call box system on campus covering strategic locations.

b. Install an electronic surveillance system covering crucial areas on campus, e.g. in and around the Dickinson Library.

c. Increase the number of patrol personnel for all shifts.

d. Develop and install a campus dispatching system.

e. Work to upgrade available personnel through a systematic training process, both in-house and off-campus, aimed toward increasing specialization of personnel.

2. Assets

a. Currently the force is staffed with well qualified people.

b. Current availability of patrol cars and other conveyances enhances service potential.

c. Anticipated availability of needed space in the new Thomas and Mack Center will improve operations.

d. Currently a minimal training program in general procedures is available.

3. Limitations

a. Current space is too limited in support of adequate security services.

b. The current lighting system on campus and poor maintenance creates unnecessary hazards.

c. Lack of internal specialization within the force prohibits more in-depth security work.
d. The current dependence on a night dispatcher working for the Clark County School District rather than for UNLV is a serious flaw.

4. First Steps
   a. Install an emergency call box system immediately.
   b. Install a locally controlled dispatcher system.
   c. Install a complete system of electronic surveillance immediately.
   d. Put in place plans to expand the size of the security force in direct proportion to the growth of the campus community and the surrounding city.

SUMMARY STATEMENT

Support services can significantly add to or impede the efforts of those assigned the critical academic responsibility. In particular, matters of total operations and maintenance and campus security directly affect the quality of performance in academics. Toward the overall improvement of academic performance, effort also must be made to improve the range of support services.

VII. COMMUNITY RELATIONS: Goals and Goal Analysis

A. To establish and maintain a workable university fund-raising program embracing a variety of assistance available from philanthropists, alumni and the general public.

   1. Targets
   a. Upgrade the alumni office operation by providing funds sufficient to permit the addition of personnel capable of rendering services needed by a dynamic alumni organization.
   b. Supply sufficient resources and personnel to permit Public Information Services to design, develop and implement public information programs to support fund-raising efforts.
   c. In the next five years create an active program of involving a variety of individuals and groups from the local community, state and region with the university, e.g. programs of special interest, expansion of services offered, etc.

   2. Assets
   a. A working alumni office already exists.
b. The community is starting to develop an awareness that UNLV is a real university and a major asset to the community.

c. A Foundations Office and Development Officer both now exist.

d. The Center for Business and Economics Research and 19 other on-campus agencies presently work with a variety of local firms as a public service.

3. Limitations

a. The absence of systematically established priorities adversely affects the ability of the university to describe itself to the community.

b. Insufficient funding exists to support positions established to secure private funding.

c. There is a history of overly zealous efforts to attract philanthropic support for athletics to the exclusion of most other university endeavors.

4. First Steps

a. Commit enough money to the fund-raising offices so the staff can do the work assigned them.

b. Expand the work done by and the expectations of the Office of Public Information Services by providing centralized control over on-campus printing operations.

B. To develop programs and delivery systems designed to appeal to a variety of non-traditional and traditionally under-served students with interests in scholarship consistent with the overall mission of the university and requiring university standards of excellence.

1. Targets

a. Complete a total review of programs with possible appeal to minorities by Fall 1984.

b. Review the entire relationship of the Division of Continuing Education to the larger campus academic operation.

c. Explore the nature and extent of cooperative education ventures possible with assorted employers in the Southern Nevada area.

d. Increase the number and kind of night classes available to students in view of the number and kind of non-traditional students in the Southern Nevada area.
2. Assets
   a. UNLV has a history of providing special programs and courses for special students on a limited basis in selected program areas.
   b. Continuing Education has been a long-standing program successfully reaching out to the greater Las Vegas community.
   c. Models of successful cooperative education programs already are available for local adaptation.

3. Limitations
   a. Past priorities assigned to activity in this area have not encouraged adequate funding for needed programs and courses.
   b. There is a void in community support for programs designed to service traditionally under-served students.
   c. The current state of the economy does not augur well for future program development in this area.

4. First Steps
   a. Convene a group to investigate the entire scope of non-traditional and traditionally under-served students in the Southern Nevada area and to make specific program recommendations to the Academic Vice-President.
   b. Establish a combination of personal contacts and printed material immediately to serve more and diverse groups in the community.
   c. Provide additional funding to allow more people on campus to reach out to more people off campus.

C. To build a working partnership with a broad spectrum of persons and groups in both the private and public sectors outside the university.

1. Targets
   a. Systematically plan in the next five years to incorporate a broad section of people and groups from the Southern Nevada area in discussions and advisement on matters of academic interest to both on-campus and off-campus groups.
   b. Significantly expand and increase the lobbying capability of personnel on campus.
   c. Capitalize on every opportunity given to take the university to its constituency.
2. Assets
   a. There is a growing skill and knowledge possessed by several groups on campus in political matters.
   b. The university has its own faculty experts in both matters of politics and marketing who can serve as advisors.
   c. Efforts have begun to take the university to its supporting community (e.g. the Speaker's Bureau).

3. Limitations
   a. The current absence of established community relations goals and priorities to which substantive commitments have been made adversely affects the university.
   b. The lack of faculty knowledge of or willingness to participate collectively in active programs of lobbying and advertising in and for the university serves to limit the ability of the university to reach such a goal.

4. First Steps
   a. Thoroughly assess the existing state of the art in community relations with the intent to begin a program to systematically sell UNLV to the local area, state and region in the same way any other public service institution presents itself to potential supporters and associates.
   b. Design and develop a planned program of information dissemination for all elected public officials at every level.

SUMMARY STATEMENT

Historically, universities have faced serious problems in establishing partnerships with their surrounding towns. In spite of past problems, however, relationships can be established on a positive basis, and both groups can mutually benefit from the association in a variety of ways. In order for productive results to occur, commitments must be made to supplying needed resources for the design, development and implementation of planned programs. Good community relations are possible. They are the end product of planning and the use of needed skills.

VIII. INSTITUTIONAL MANAGEMENT: Goals and Goal Analysis

A. To provide for systematic and continuous analysis, evaluation and redefinition of organizational goals, targets and related academic programs.
1. Targets
   
a. Put in place by Fall 1985 an expanded priorities committee made up of faculty senate nominees and administrators with the express purpose of systematically analyzing and reconstructing the components of both Parts I and II of this Long Range Plan.

b. Provide the necessary training during 1984/85 for all members of the expanded priorities committee to be able to revise the Long Range Plan.

c. Establish similar review committees for all levels of the university with the same basic charge: to analyze and revise the Long Range Plan in and for their own unit.

d. Devise and implement a comprehensive record management system by Fall 1984 to assist groups at all levels in the general management of all academic administrative units.

2. Assets
   
a. The university has available today a group of people knowledgeable and skilled in goal setting and in developing workable long-range plans.

b. There is a growing awareness on campus of the need for systematic planning and the setting of priorities.

c. At all levels of administration on campus there is a willingness to improve management skills, as evidenced by full campus support for the Higher Education Management Institute.

d. Currently more people are accepting the need to base decisions on supportive data bases.

3. Limitations
   
a. There is an administrative lack of familiarity with procedures necessary to do quality needs assessments.

b. There is a lack of use of systematic problem solving strategies at all levels of the university.

c. The consistent absence of systematic data collection over the entire twenty-five year history of the university seriously affects planning and decision making.

4. First Steps
   
a. Provide opportunities for those in management positions to learn how to gather data, analyze it and set goals in priority fashion.
b. Provide funds and support to expand and sustain efforts already under way to collect data.

B. To obtain and allocate all resources, regardless of source, consistent with the stated mission and relative priorities established for the University of Nevada, Las Vegas.

1. Targets
   a. Expand the Academic Budget Committee by adding at least three members from the Academic Council.
   b. Seek to encourage differences within the group and encourage group members to bring minority positions forward for consideration.
   c. Require all university, college and department goal statements to be expressed either in specific measurable terms or to be accompanied by target statements that reflect specific measurable outcomes.
   d. Provide formal training opportunities for those in administration to learn how to set priorities and relate priorities to budget building.

2. Assets
   a. An Academic Budget Committee is already in place.
   b. There is evidence of a steady increase in levels of faculty knowledge of the crucial role played by competent management in achieving academic success and job satisfaction on a university campus.
   c. The university has in place an adequate accounting system.

3. Limitations
   a. There exists among the ranks of many elected officials and their appointees the notion that the only criterion measure applicable to the operation of a university is a cost-quality equation.
   b. Generally management is often inhibited by the presence of a vision of the future that lacks long-range perspectives and is based on a limited notion of the relationship of the university to the world around it.

4. First Steps
   a. Initiate by July 1, 1983, a campus-wide requirement that ALL money be allocated consistent with established priorities for each work group on campus from ALL funds available at ALL
levels of the organization (e.g. to prohibit such abuses as
the initiation and funding of a program in International
Studies not provided for in established priorities).
b. By July 1, 1983, establish a working policy calling for the
acquisition and allocation of all resources to be done on the
basis of goals and priorities consistent with the mission and
Long Range Plan for the University of Nevada, Las Vegas.

C. To place primary emphasis on the management of people as the primary
resource available for the achievement of organizational goals as set
forth in the Long Range Plan.

1. Targets

a. Provide for a substantial increase in funds for faculty and
staff development by committing funds equivalent to three
percent (3%) of the average of faculty and staff salaries to
developmental activity by 1983/84 and increase the amount on
a sliding scale over the next ten years.

b. Put in place by the end of the 1982/83 academic year a
revised system for the evaluation of performance of faculty
and staff consistent with the available and proven systems
already described in the literature on personnel evaluation.

c. Devise a variety of strategies by the end of the 1983/84
academic year to give maximum public exposure to the many
outstanding faculty and staff presently working at UNLV.

d. By the end of the 1983/84 academic year have a complete
reward system ready to put in place consistent with stated
goals and expectations of personnel.

2. Assets

a. The faculty is building a basic level of trust and confidence
in those managing the university.

b. A growing number of faculty and staff are achieving regional
and national prominence.

c. In recent years a workable pattern of faculty and staff
involvement in the operation of the university has emerged
and is producing positive results.

3. Limitations

a. There is a historical lack of involvement of a broad range of
personnel in overall university planning.

b. There is a lack of emphasis within the university system on
helping faculty and staff develop a sense of belonging to a
university "family".
4. First Steps

a. Appoint a joint conference committee of faculty senators and managers to begin a systematic investigation into the nature and extent of efforts on campus to improve the overall quality of management using the findings and recommendations developed in the first phase of the Higher Education Management Institute as the basis for deliberation.

b. Further, using the same group, give serious consideration to a full and complete analysis of factors related to job satisfaction, and file by July 1, 1984, a set of recommendations for the improvement of all factors found in need of change.

D. To develop the total physical plan and grounds both as a part of the university's community and as a part of the larger community, one part in harmony with its mission and surroundings.

1. Targets

a. Provide for mutual interaction between the university and its surroundings in the design and development of the greater university area.

b. Provide for faculty input in the design and development of all new buildings erected on campus or remodeled older buildings to insure ALL user needs are met before work is done.

c. Provide sufficient space and special facilities necessary to meet the basic academic requirements of discovering, preserving, disseminating and applying knowledge.

d. Create a total campus environment that is conducive to fast and efficient physical movement of people and equipment while, at the same time, preserving a general climate that is both aesthetically appealing and secure.

2. Assets

a. A long-range plan for physical plant and grounds already exists (see Appendix).

b. Through the foresight of the Land Foundation sufficient space exists for future expansion.

c. Currently the overall aesthetic appeal and general upkeep of the campus contribute to a pleasing image of the university.

d. The growth potential in the Southern Nevada area provides opportunities for future growth and development of the university area.
3. Limitations
a. Currently budgetary constraints affecting upkeep can adversely affect the general image of the university.
b. Because of earlier failures to plan mutually the surrounding area, the expense to make needed changes is too great currently.
c. From the beginning there has been a lack of any planning authority such as a University Development Association.
d. There has been a consistent lack of faculty involvement in constructing buildings where user need have not been considered in final plans (e.g. library addition, fine arts building).

4. First Steps
a. Establish a University Development Association for the express purpose of establishing ways and means of mutually designing and developing the greater university area.
b. Begin to examine the feasibility of creating a university area equivalent to Paradise and Winchester Town Boards.
c. Develop a mechanism for consistent faculty input into building design so user needs are not only listened to but actually reflected in final drawings.

SUMMARY STATEMENT

In the total system of higher education, the management of the university exists to provide the needed support to the critical functions of discovering, preserving, disseminating and applying knowledge. The process of management and the functions required of those in management are numerous and complex, but in the final analysis, management still is working through and with people to achieve the desired results for the university. Toward that end, helping those assigned the critical functions, the management of a university directs its efforts.
CONCLUSION

Over the next ten years, the university must seek to expand and develop existing areas of study, but it also must work to add programs as needs dictate. Recommended additions already have been suggested for the graduate level in Section III, Part II. These additions include the following in rank order from the most to least important: (1) at the master's level Theatre Arts, Dance, Nursing and Criminal Justice; (2) at the doctoral level Biological Sciences, Computer Science and Exercise Physiology; and (3) among professional schools, a School of Law and a School of Architecture with equal ranking.

Programs already in place at the university also must receive their fair share of attention, with the understanding that some parts of the academic program -- because of existing needs and future potential -- will receive greater attention than others. The recommendation in the Long Range Plan is that in the next ten years, as needs dictate, the University of Nevada, Las Vegas, give special emphasis to expanding and developing programs in and for Hotel Administration, Biological Sciences, Performing Arts and Computer Sciences. Finally, in addition to these four areas, equal support and attention must be given to the entire area of graduate education and scholarship in the next ten years.

The original promise of the University of Nevada, Las Vegas, as seen by its founders still exists. Over the next ten years it will be necessary for those responsible for making decisions to understand the importance of building from the present firm foundation a thriving and dynamic university of the future. In truth, "Tumbleweed Tech" has come of age.
PART III —
College and Division
Goals and Goal Analysis

Targets
Assets
Limitations
First Steps
PART III

In addition to the areas identified in Part II, seven other units perform services and fulfill responsibilities critical to the basic mission of the University of Nevada, Las Vegas. The seven units are the six degree-granting colleges on campus---Arts and Letters, Business and Economics, Education, Health Sciences, Hotel Administration and Science, Mathematics and Engineering---plus the Division of Continuing Education.

The following pages present the goals, targets, assets, limitations and first steps perceived by each of these seven units as they look to the next decade in fulfilling the basic mission of the University of Nevada, Las Vegas: discovery, preservation, dissemination and application of knowledge.
I. COLLEGE OF ARTS AND LETTERS: Goals and Goal Analysis

A. To provide each student a rich opportunity for a balanced, comprehensive education in the liberal arts.

1. Targets

a. Maintain or improve the current levels of quality in the broad range of offerings and programs in the College, keeping the necessary tasks of program review and planning in mind.

b. Implement the M.F.A. in Art by Fall 1985.

c. Implement the M.A. in Journalism in the Department of Communication Studies by Fall 1985.

d. Implement the B.F.A. in Dance by Fall 1984 and the M.F.A. by Fall 1985.

e. Implement the M.F.A. in Creative Writing in the Department of English by Fall 1984.

f. Implement the M.A. in History Teaching in the Department of History by Fall 1985.

g. Implement the Bachelor of Music in the Department of Music by Fall 1984.

h. Implement an interdisciplinary B.A. program in Performing Arts Management (involving the performing arts, the College of Hotel Administration and the College of Business and Economics) by Fall 1984.

i. Plan a new interdisciplinary program in Musical Theatre (involving the departments of Music, Theatre Arts, and Dance).

j. Implement a doctoral program in the Department of Psychology by Fall 1985.

k. Implement the M.S.W. in the Department of Social Work by Fall 1987.

l. Implement the M.A. in Criminal Justice by Fall 1986.

m. Implement the M.F.A. in Theatre Arts by Fall 1987.

2. Assets

a. The new Alta Ham Fine Arts Building provides space and equipment for enriching various programs in the College.
b. Many of the College's faculty are outstanding in their teaching, research and community service.

c. The breadth and quality of our current programs are quite good.

d. Community and student interest in the humanities, the fine arts and the social sciences is quite high, as reflected both by enrollment figures and a variety of types of support.

e. The new General Education requirements will enhance the College's programs in a number of ways and provide an opportunity to strengthen the education of a wide cross-section of students.

3. Limitations

a. Funding for recruitment and hiring of needed faculty is inadequate.

b. Funding for support services, especially clerical personnel, is inadequate.

c. Funding for equipment purchases, especially in the area of computer/word processing technology, is inadequate.

d. The physical plant is limited in terms of classroom, office, laboratory, and auditorium or screening space.

4. First Steps

a. Seek funding for new faculty and/or assistantship positions. To achieve all of the new programs or program expansion needs, the College will require 20 new faculty, 5 part-time positions, and 8 assistantships. The departments of Art, Communication Studies, Dance, English, Criminal Justice, and Theatre Arts need at least one additional faculty member; Music and Social Work need 2; and the implementation of the doctorate in psychology will require 10 additional faculty. Art and Dance require 2 additional assistantships, while Social Work will need 4; and Dance will need to hire 5 part-time instructors. These are approximate and minimum figures.

b. Seek funding for staff requirements. Art, Dance, History, Social Work and Theatre Arts all will require one additional classified staff position; Psychology will need 2; and Communication Studies and Criminal Justice both need half-time positions. These are approximate and minimum figures.

c. Seek funding for equipment, library collection development, etc. Priority items here would be electronic newswriting and editing equipment for Communication Studies, additional operating and wages budgets for Dance, an additional stage
house for Artemus Ham Hall for the Musical Theatre program, additional operating and wages budgets for Social Work, and additional library monies for various departments. These, too, are approximate and minimum projections.

d. Continue to develop sources of philanthropic support, both nationally and within the state.

B. To improve the College's effectiveness and productivity in the area of teaching.

1. Targets

a. Support faculty travel to regional and national conferences devoted to teaching.

b. Support university-wide attempts to acquire additional computers and terminals critical to teaching laboratories.

c. Improve and develop additional listening centers and videotape areas.

d. Continue attempts to develop additional faculty internships subsidized by the university.

e. Continue to develop student internships.

f. Within carefully defined and prescribed limits, bring in consultants and advisors for the purpose of assisting in curriculum and program development.

g. Continue to encourage departments which use teaching assistants in the classroom to structure courses carefully to ensure quality performance.

2. Assets

a. The College has gained considerable recognition for teaching excellence.

b. A teaching evaluation instrument has been devised and is now being used to determine the recipient for an annual teaching award.

c. The College Executive Committee recently voted to recommend mandatory teaching evaluations for the entire College.

d. Teaching performance is becoming a significant criterion for promotion, tenure and the award of merit salary increases.

e. The Hecht internship and the West Point internship are already in place.
f. Effective student internships are already in place in the departments of Music, Communication Studies, Theatre Arts, Political Science, Criminal Justice, and Sociology.

3. Limitations

a. Adequate and effective space for many teaching activities is limited; the number of seminar rooms is a particular problem.

b. Limited funding is available to hire new faculty who would improve the faculty/student ratio in particular types of courses, such as various writing and composition courses.

c. Funding is limited for faculty travel to professional meetings dealing with teaching.

d. Funding is limited for various services necessary to support good teaching -- e.g. clerical staff, audio-visual equipment and rental budgets, etc.

4. First Steps

a. Seek funding for faculty travel to conferences devoted to teaching.

b. Seek funding for additional computer and word processing equipment.

c. Seek funding to develop additional listening centers and video projection areas.

d. Seek funding to develop both faculty and student internships.

e. Seek funding for consultants and advisors to assist in program and curriculum development in selected areas.

f. Implement or improve programs to ensure a high level of performance from teaching assistants in the classroom.

C. To improve the College's effectiveness and productivity in the area of research and creative activities.

1. Targets

a. Seek increased research travel support for the purpose of funding faculty travel to major research libraries and research centers.

b. Seek increased funding for the library budget and attempt to influence policy in the library in order to ensure that the library serves faculty and student research needs more effectively.
c. Seek a greater number of sabbatical leaves for faculty throughout the university.

d. Seek additional funding to encourage the housing or publication of scholarly journals on campus.

e. Encourage and support the Graduate College in its attempts to attract graduate research assistants with outstanding qualifications.

f. Provide reductions in course loads for faculty who are engaged in major research projects.

g. Seek institutional or system funding for subsidies currently being required by many major, prestigious university presses in order that faculty can ensure that their books are published.

h. Seek additional classified staff necessary for manuscript preparation.

i. Seek word processors and printers to be housed throughout the College in order that the faculty, like those in other universities, are adequately supported in their manuscript preparation.

2. Assets

a. Most faculty in the College of Arts and Letters are fully aware that excellence in teaching is impossible without a concomitant commitment to research; in our rapidly changing culture, keeping up with the current developments in a field through continuing research is imperative for a university professor, both in terms of teaching and contribution to the creation of knowledge.

b. With few exceptions, the College has been the research leader for the university, the source of the majority of its scholarly productivity.

c. A number of faculty have received prestigious national and international research grants, including several Fulbright awards and a National Endowment for the Humanities award.

d. Many faculty continue to pursue funding for research from various grants organizations.

e. Some philanthropic support for faculty research recently has been provided.

f. The Graduate College has been able to provide a limited amount of assistance in manuscript preparation.
g. A beginning has been made on providing word processing capabilities.

h. Many of the faculty have achieved solid reputations for their creative work in the fine arts.

3. Limitations

a. Funding for faculty research is terribly inadequate.

b. Both the community and the governing bodies of the university have little understanding of the relationship between scholarly research, excellence in teaching, and the role of the university.

c. Financial and other rewards for research productivity are far too limited.

d. Financial support for clerical support services for research is far too limited.

e. Sabbaticals and other forms of release time for research are far too limited.

f. The library collections in many fields are inadequate for research purposes.

4. First Steps

a. Attempt to educate the public and the governing bodies of the university about the essential role research plays in both teaching and in the university's ability to fulfill its goals.

b. Seek increased funding, both state and private, for supporting research travel needs.

c. Seek increased funding for sabbatical leaves and other forms of research release time.

d. Seek increased funding for scholarly journal publication.

e. Seek increased funding for needed publication subsidies.

f. Seek increased funding for classified staff and word processing equipment necessary for manuscript preparation.

g. Seek increased funding to reward research productivity, both through merit salary increases and other forms of recognition.

D. To improve the College's effectiveness and productivity in the area of professional service to both the institution and the community by faculty.
1. Targets
   a. Review the services being provided to the institution and the community with the aim of increasing the efficient use of faculty time in this area.
   b. After careful study, consolidate and in certain instances eliminate some of the College's many committees.
   c. Continue to encourage faculty to participate in service activities by providing opportunities to receive credit in lieu of teaching for major committee responsibilities or community service contributions.
   d. Seek to utilize faculty expertise rather than expensive outside consultants or advisors in institutional service activities whenever possible.

2. Assets
   a. Some precedent exists for providing release time in exchange for major service contributions.
   b. The College faculty has an excellent record of contributing professional service to the College, the University, and to the System.
   c. The College faculty has an excellent record and a fine reputation for contributing service to the community.
   d. The university has established a Speaker's Bureau to facilitate faculty service to the community.
   e. Various College faculty have close relationships with the Nevada Humanities Committee, the Allied Arts Council, and other such organizations which facilitate faculty service to the community.

3. Limitations
   a. A recent workload study indicates that the university has nearly as many committees functioning on the campus as it does faculty; this situation clearly embodies an inefficient use of faculty time.
   b. Professional service has received some recognition from promotion and tenure committees at departmental and college levels, but it does not rank nearly so highly as teaching and research, and it is unlikely that it will ever do so.
   c. In some instances, the community is unaware of the wide variety of services the College faculty can provide.
4. **First Steps**

   a. Review professional service activities to the institution and attempt to make such activities more efficient.

   b. Seek additional funding for release time from teaching duties to reward or compensate for major service activities.

   c. Continue to educate the community both in terms of faculty services available and the breadth and quality of faculty services already provided.

**SUMMARY STATEMENT**

By introducing its students to the aesthetic and intellectual riches of the arts, humanities, and social sciences, the College of Arts and Letters develops persons whose capacities for personal fulfillment and problem solving are enhanced by a broadening of perspective and by the cultivation of the intellect to the fullest sense. The College believes with the attainment of these important goals it will have established clearly the important difference between education and mere training, and will have protected its students against the obsolescence to which we are so vulnerable in an ever-changing world.

To achieve such ends, the College wishes to continue to maintain the high quality and breadth of its current programs, keeping in mind the importance both of program review and needed program expansion. Such new offerings must grow with the needs of the institution, the community, and the culture and will require additional expenditures for faculty and the various support services necessary for excellence in teaching. One of the most important components of such excellence is continuing creative and research activity by faculty, that is, the creation of knowledge. We must continue to seek additional funding and other kinds of support for this centrally important part of the College's mission. And we must continue to encourage the excellent rendering of professional service by our faculty to the institution and the community. Planning is one of the essential tools necessary to reach these broad goals, and the existence of the College's detailed analysis of its departments' strengths, weaknesses and needs, and a detailed cost analysis for eliminating such needs, is a major step toward assuring that the College will continue to improve as it fulfills its mission in the future (Unfortunately, such analysis is too detailed for inclusion in this document).

The College of Arts and Letters is proud of its faculty and its departments. It will work hard during the next decade to guarantee that resources so vital to the development of its faculty and departments are forthcoming.
II. COLLEGE OF BUSINESS AND ECONOMICS: Goals and Goal Analysis

A. To achieve American Assembly of Collegiate Schools of Business (AACSB) accreditation for undergraduate and graduate programs by 1986.

1. Targets
   a. Improve the student/faculty ratio from the current 30/1 to 20/1 or to 22/1.
   b. Hire ten new faculty members for the academic year 1983-84 in appropriate areas; hire an additional ten faculty for the 1984-85 academic year.
   c. Provide increased funding for faculty research.
   d. Provide increased funding for library collection development.

2. Assets
   a. The 1983 opening of the new building for the College of Business and Economics will provide the additional space needed by the College for accreditation and the expansion of faculty and services it requires.
   b. The current faculty is well qualified.
   c. Programs currently offered by the College are consistent with the guidelines of the accrediting organization.
   d. Both the Center for Business and Economics Research and the Center for Economic Education currently housed in the College are important assets for accreditation.

3. Limitations
   a. Funding for necessary equipment, especially in the area of computer technology, is inadequate.
   b. Funding for faculty salaries, including equity increases, and for the recruitment of new faculty is inadequate.
   c. Funding for professional activities, such as attending professional meetings, and doing research is inadequate.
   d. Funding for clerical positions currently needed is inadequate.
   e. The current number of special students admitted to the MBA program is too high.
4. First Steps
   a. Begin to add new faculty members in 1983.
   b. Begin to add additional clerical staff that such expansion will require.
   c. Continue efforts to improve the library collection.
   d. Purchase necessary computer equipment.
   e. Reduce the number of special students in the MBA program to no more than 20% of admitted students.

B. Contingent on accreditation, to implement the D.B.A. by Fall 1988.

1. Targets
   a. Appoint at least six new faculty, using proven expertise at teaching, directing theses and performing research at the doctoral level as a primary selection criterion.
   b. Provide funding and personnel for clerical support services such expansion will require.
   c. Seek additional funding for assistantships (both teaching and research) and fellowships.

2. Assets
   a. The opening of the new building in 1983 will provide the necessary additional space for this program.
   b. A number of current faculty are nationally recognized for research in their fields.
   c. A very significant level of community support exists for the D.B.A., both from individuals who themselves seek the degree and from the business community which would require their services.
   d. Such a program will clearly generate a number of qualified graduates who might serve as adjunct faculty for the College.

3. Limitations
   a. Funding for necessary equipment, especially in the area of computer technology, is inadequate.
   b. Funding for faculty salaries and for recruitment of additional faculty is inadequate.
   c. Funding for professional activities, faculty research and development is inadequate.
d. Funding for clerical personnel is inadequate.

4. First Steps
   a. Begin to appoint new faculty, keeping the needs of doctoral-level teaching in mind.
   b. Begin to appoint additional support personnel.
   c. Begin to develop the library collection for doctoral-level work.
   d. Implement a program to provide additional support from the private sector for faculty research and development and for assistantships (teaching and research) and fellowships.

   C. Contingent on accreditation and implementation of the D.B.A., to implement a Ph.D. in Economics by 1990.

1. Targets
   a. Appoint a number of new faculty with expertise in the field and experience in working at the doctoral level.
   b. Provide funding for necessary support personnel.
   c. Seek the extraordinary funding necessary to attract well qualified candidates for the economics degree at this level--i.e. through fellowships and assistantships (teaching and research).

2. Assets
   a. With the D.B.A. in place, the investment required to implement the Ph.D. in Economics will be minimal.
   b. The opening of the new building in 1983 will provide the additional space for this program.
   c. Current faculty are recognized for their research in this field.

3. Limitations
   a. Without significant inducements in the forms of fellowships and assistantships, attracting well qualified candidates for a new program in economics at the doctoral level may prove difficult.
   b. Funding for equipment, especially in the area of computer technology, is inadequate.
   c. Funding for faculty salaries and recruitment is inadequate.
d. Funding for professional activities, faculty research and development is inadequate.

4. First Steps

a. Implement the D.B.A.

b. Begin to appoint new faculty, keeping the needs of the doctoral-level program in economics in mind.

c. Begin to appoint additional support personnel.

d. Begin to develop the library collection for work at the doctoral level in economics.

e. Seek funding for the development of attractive fellowships and assistantships (teaching and research) at the doctoral level in economics.

D. To implement additional necessary and feasible new programs.

1. Targets

a. Provide programs for off-campus clients, e.g. a contract for an M.B.A. program with the Air Force Institute of Technology (AFIT) to offer graduate programs on site.

b. Offer new concentrations in the following areas: recreation and gaming economics; regional and resources economics with special reference to the western United States; institutional finance.

c. Provide for additional night program offerings so that a student will be able to earn a B.S.B.A. degree with a major in any of our current areas.

d. Hire faculty with interests and expertise in the new program areas.

2. Assets

a. Student and community interest and support for these programs is clearly evident.

b. The College's current offerings in the night school are among the most extensive at the university; a student presently can earn a degree with a major in accounting by taking courses at night, and the M.B.A. is entirely a night program.

c. Several current faculty are quite interested in teaching courses at night.

d. Expansion of night programs will maximize utilization of our facilities.
3. Limitations
   a. Articulating the College's night offerings with those of other academic entities presents a number of problems.
   b. Scheduling problems for our own courses also exist.
   c. The limited availability of support services at night is a severe handicap for the evening student.

4. First Steps
   a. Begin to study and implement articulation of the College's night offerings with those of other academic entities.
   b. Hire additional faculty with interests and expertise in these new areas.
   c. Begin to investigate ways and means to improve support services for the evening student.

E. To establish a Center for Executive Development within the College.

1. Targets
   a. Provide funding and hire a director for the center.
   b. Develop some plan for cooperative control of the center with the Division of Continuing Education.

2. Assets
   a. A number of current faculty are well qualified to offer such services.
   b. The new building provides adequate space for such a center and its offerings.
   c. The geographical location of Las Vegas and its reputation as an entertainment and convention center will provide inducements for program participants.

3. Limitations
   a. Working out the logistics for such a center with the Division of Continuing Education may prove difficult.
   b. Funding for such a center does not exist.

4. First Steps
   a. Create a proposal to establish a Center for Executive Development within the College.
b. Begin to seek financial support for the establishment of the center.

SUMMARY STATEMENT

The College of Business and Economics wishes to continue to improve its preparation of students for successful performance in business, industry and government and to provide additional support for its faculty's contribution to the local community and to scholarly research. Seeking accreditation, developing new programs at the doctoral level, and providing relevant new programs in business and economics are all steps toward fulfillment of that complex mission. Establishing a Center for Executive Development will provide additional service to the College's local and regional communities and to its disciplines' broader interest.

Funding is clearly a problem for all of these areas. We especially need to seek funding for providing additional computer technology both to utilize in our academic programs and to streamline our own management. We also need to provide funds for additional support services, for fellowships, for assistantships (teaching and research) and for library collections development. Finally, we must find a variety of sources for funding additional faculty appointments, for faculty research and faculty development. Especially relevant here will be continuing efforts to seek private sector monies for endowed faculty chairs and the recognition of the fact that we are competing for our personnel with the private sector and with other universities which are able to offer far greater financial rewards than we are currently able to provide.
III. COLLEGE OF EDUCATION: Goals and Goal Analysis

A. To improve all aspects of graduate education with special emphasis on overall scholarship and related academic standards.

1. Targets

a. By the end of 1983, complete a survey of all academic standards practiced in all graduate classes offered by the College.

b. By the end of 1984, using an ad hoc faculty standards committee appointed by the dean, complete a survey and analysis of academic and scholastic strengths and limitations of members of the current college faculty and develop a series of recommendations for faculty development.

c. By July 1, 1985, change the current practice of long-range personnel planning which results in setting of program priorities to a more comprehensive planning process; such a process should begin with program assessment and lead to the establishment of specific program planning and personnel priorities.

d. Effective immediately, use all available opportunities to hire new personnel with the potential to improve the level of scholarship in the College.

2. Assets

a. Strength in scholarship in some graduate programs already exists.

b. Library holdings in support of scholarship at the master's degree level are excellent in Curriculum and Instruction and in School Management.

c. Overall, the faculty believes in the importance of improving scholarship at the graduate level.

3. Limitations

a. Efforts to improve the quality in graduate programs and the overall level of scholarship have been poorly supported both in terms of funding for needed hardware and software and in terms of visible recognition given quality productivity by faculty in the College.

b. Historically, higher administration has not provided adequate material rewards for scholarly efforts by College faculty.
4. First Steps

a. Establish a standards committee to begin the survey of standards currently practiced in all graduate offerings in the College.

b. Establish a review team to look into existing academic and scholastic strengths and limitations of the current faculty with the intent to report findings and make recommendations for improvement by January 1, 1985.

c. Begin immediately to shift the planning process and priority setting activity away from current personnel considerations to basic program considerations that then lead to personnel matters.

d. Respond more immediately to recommendations in all related areas reviewed by the National Council for Accreditation of Teacher Education (NCATE) accreditation team.

B. To improve all aspects of the undergraduate teacher education program with emphasis on the identification, recruitment, selection and retention of quality undergraduate students.

1. Targets

a. Bring the Office of Professional Studies into full participation in the overall operation of the College.

b. Continue to refine and develop the efforts of the University Council on Teacher Education with special emphasis on developing attractive, quality programs that will encourage quality students to enroll.

c. Work with diverse public groups in both Clark County and rural Nevada to build public support for an active program to attract quality students to programs in teacher education.

d. Build a cadre of high quality undergraduate students who personally and professionally identify with teacher education and who project a public image of complete, positive support for programs in teacher education (e.g. the kind of image projected by students in Hotel Administration or Special Education).

e. Provide whatever support and training is needed to make all College faculty potential recruiters of quality students for the undergraduate teacher education program.

f. By January 1, 1984, have ready for faculty consideration a proposal for attracting, retaining and supporting quality undergraduate students enrolled in teacher education.
g. Stimulate increased membership in Kappa Delta Pi, a national honor society in education, in order to identify and support quality undergraduates.

2. Assets

a. An Office of Professional Studies is now available to assist in work related to the identification, recruitment and retention of qualified undergraduate applicants in teacher education.

b. The University Council on Teacher Education provides a useful resource to help improve the recruitment potential of the College.

c. Selected faculty with high public visibility and skills in public relations are available to help in the training of faculty and in the recruitment of qualified candidates.

d. A large enough number of satisfied graduates of the College now work in the field to make possible an expanded field-based approach to recruitment.

3. Limitations

a. Assorted press releases and current public opinion on teaching work against the ability of the College to recruit quality students.

b. No effective precedent exists in the operation of public and private schools to serve as a basis for active involvement of those in the field in the identification and recruitment of quality students.

c. Traditional on-campus image problems related to inter-college perceptions of the quality of students and graduates of the College of Education still militate against recruitment activity.

d. Uniform standards of excellence are not applied consistently to the work of students within and between departments in the College of Education.

4. First Steps

a. Begin immediately to use faculty with off-campus identity and contacts to assist in the direct recruitment of qualified students.

b. Establish a strategy for sharing positive testimony about teaching and teacher education candidates both on and off campus. (For example, develop our own speaker's bureau and prepare a series of multi-media packages dealing with teaching that can be presented as a program to interested groups.)
c. Plan full and complete College involvement in and with all proposals on campus related to the design, development and implementation of a total university honors program, both undergraduate and graduate.

C. To seek a more refined definition of the role of the College in and with the total field of education at all levels and in all settings.

1. Targets

a. Develop a process for increasing the involvement of others with vested interests in education in the activities of the College of Education.

b. Put in place by January 1, 1984, a process for gathering, reviewing and disseminating current data on practices in colleges of education across the nation.

c. At least once a year, starting with the 1983/84 academic year, schedule a retreat or other activity for the express purpose of reviewing literature and related ideas on current practices in a variety of phases of the work of colleges of education.

d. Where appropriate, follow through on NCATE recommendations related to this goal.

2. Assets

a. The College presently has some faculty already working to refine the role of the College.

b. The Executive Committee of the College from time to time has addressed the substance of this goal and has formed some basic ideas on the nature of the proper role of the College of Education.

c. The faculty as a whole reflects a desire to work to develop and refine the role of the College.

d. Some organizational structures already are in place to expedite the work of role refinement.

3. Limitations

a. Little encouragement for work of this kind is given by those in higher echelons in the university system.

b. Higher education in general and colleges of education in particular are seen at times as too self-serving when it comes to matters of role.

c. In selected levels of the system hierarchy, the actual resource represented by higher education and the true value
of higher education in a society seem to be underrated, resulting in inadequate funding or misplaced emphasis.

d. The current difficulty encountered in establishing a true professional school within the university and the university system impedes the effort to refine and develop the role of the College.

4. First Steps

a. By January 1, 1984, using a combination of faculty input and administrative leadership, develop a process to bring more and diverse groups directly into a collegial relationship with those in the College.

b. By July 1, 1983, have in place a process for gathering, reviewing and disseminating pertinent data related to nationwide practices in colleges of education.

c. Share the results of the NCATE evaluation with all interested and concerned parties by July 1, 1983, and have in place by that date a process for including the participation of a broad range of people in devising ways and means of responding to applicable recommendations.

D. To provide for a comprehensive program of professional development for faculty with special emphasis on research and scholarly productivity.

1. Targets

a. Provide a full range of mechanical and human support services for all faculty engaged in research and scholarly activity.

b. Develop a process capable of giving full visibility to current practices and accomplishments of people in the College that are receiving local, state, regional and/or national attention.

c. Design an approach to professional development that builds the program primarily on faculty needs and desires in relation to research and scholarly activity.

d. Actively seek in future faculty appointments the services of more personnel with expertise in research and scholarly pursuits.

2. Assets

a. In recent years the university system has made an effort to provide minimal support for faculty development.

b. There are individuals already on the faculty who can serve as good examples of successful researchers and productive scholars.
c. Through their own initiative, and often at their own expense, some faculty already have demonstrated a willingness to seek improvement in the areas of research and scholarly activity.

d. Some recently appointed faculty have provided useful models of effective research and scholarship by members of the College faculty.

e. Recently the College has made an effort to correct some false perceptions of its overall effectiveness in research and scholarly pursuits.

3. Limitations

a. Historically, matters of professional development in general have been a low priority concern of both the university and the College.

b. In spite of recent efforts to the contrary, the history of the university system has been one of benign neglect of faculty development needs.

c. General College faculty interest in and support for efforts involving research and scholarly activity have been minimal, bordering on the indifferent.

4. First Steps

a. Move immediately to provide word processor capabilities for all faculty.

b. Move to provide expanded computer capabilities for all faculty immediately.

c. Develop and implement by July 1, 1983, a training program for all faculty in the use of computer systems in support of research and scholarly activity. (This training should be a required condition of employment and internal expertise should be used in providing the training.)

d. Put in place by July 1, 1983, a faculty/administration group to review faculty needs and desires in matters of professional development and from that base move to devise needed support programs consistent with faculty interests and needs.

E. To discriminate between school and non-school education programs (e.g. family counseling, vocational rehabilitation) in the College with the intent to establish fair and equitable priorities for both kinds of programs.

1. Targets

a. By July 1, 1984, using a faculty/administration study group, describe and analyze all programs offered under the auspices
of the College of Education with the intent to provide a data base from which decisions can be made to maintain, expand, adapt, modify, delete or substitute some programs for others offered in the College.

b. By July 1, 1984, establish both separate priority listings for school and non-school programs and a total priority listing for all programs offered through the College.

c. By July 1, 1984, have in place a proposal for adapting and/or adjusting support for all programs consistent with established priorities and available resources.

2. Assets

a. Some non-school programs currently have support and fill needs recognized both inside the College and in the larger market.

b. Some personnel on the faculty in non-school programs fill roles compatible with roles assigned other faculty in traditional "school" programs.

c. The College has an established history of setting personnel priorities and following them.

3. Limitations

a. Historically, grants have influenced program decisions in the College in a disproportionate ratio to their actual significance in and for the attainment of basic goals of the College.

b. A concern exists on the part of many faculty that non-school offerings have undue influence and have preempted College priorities. Some non-school components presently housed in departments with a school focus are organizationally misassigned.

c. The College has not been successful in making program decisions based on systematic and organized approaches to problems.

4. First Steps

a. By July 1, 1983, establish a study group charged with gathering data leading to decisions on program priorities, including decisions to delete or otherwise adapt existing programs where justified by the data.

b. By July 1, 1983, establish a group prepared to conduct a thorough needs assessment of the current operation of the College of Education, based on its stated mission.
SUMMARY STATEMENT

Given the historical precedents involving program planning and personnel decision, the College of Education must rethink and reconfigure its approach to its own development over the next decade. Basic changes in funding and the kinds of resources provided as well as basic changes in the fabric of the supporting society itself indicate a need for the College to continually and systematically assess its strengths, limitations and future needs.

Priorities should include specific programs and/or program components deserving of special attention and support in the next ten years. Another set of priorities should include functions, services or processes in the College deserving of special attention and support in the next ten years.
IV. COLLEGE OF HEALTH SCIENCES: Goals and Goal Analysis

A. To develop new programs consistent with the goals of the College.

1. Targets
   a. Design and implement a Master of Science in Nursing.
   b. Design and implement a Baccalaureate of Science in Medical Technology.
   c. Design and implement a Baccalaureate of Science in Physical Therapy.
   d. Design and implement a Baccalaureate of Science in Health Care Administration.

2. Assets
   a. Sufficient clinical facilities are readily available for students in the proposed disciplines.
   b. Job opportunities are available in the community.
   c. Interested and qualified faculty are readily available in most areas.
   d. Community support for these programs clearly exists.
   e. The Clark County Community College has demonstrated interest in developing articulated career ladder programs.

3. Limitations
   a. Funding for health programs is exceptionally inadequate at UNLV.
   b. Space is unavailable.
   c. Support for recruitment of qualified faculty is inadequate.

4. First Steps
   a. Obtain appropriate phase I approvals consistent with the Board of Regents' requirements.
   b. Obtain appropriate phase II approvals consistent with the Board of Regents' requirement.
   c. Seek to increase financial support/legislative funding.
B. To maintain existing nationally accredited programs.

1. Targets
   a. Maintain nationally accredited status for the Baccalaureate of Science in Nursing.
   b. Maintain nationally accredited status for the Baccalaureate of Science in Nuclear Medicine.
   c. Maintain nationally accredited status for the Associate Degree in Nursing.
   d. Maintain nationally accredited status for the Associate Degree in Radiological Sciences.

2. Assets
   a. Sufficient clinical facilities are readily available for students enrolled in current programs.
   b. Job opportunities are available in the community.
   c. Interested and qualified faculty are readily available in most areas.
   d. Community support for these programs clearly exists.
   e. The Clark County Community College has demonstrated interest in articulated career ladder programs.

3. Limitations
   a. Funding is limited.
   b. Faculty/student ratios are too high.
   c. Library support is inadequate.
   d. Equipment purchases are inadequately funded.
   e. Clerical support is inadequate.
   f. Additional faculty are needed.
   g. Time allocated for faculty research is inadequate.

4. First Steps
   a. Obtain the additional financial support necessary to maintain these programs' accreditation.
   b. Increase clerical support.
C. To develop appropriate interdisciplinary programs.

1. Targets
   a. Design and implement an interdisciplinary program based on selected courses in Nursing and in Hotel Administration.
   b. Design and implement an interdisciplinary program based on selected courses in Nursing and in appropriate disciplines in the College of Arts and Letters.

2. Assets
   a. A number of faculty are interested in developing interdisciplinary programs.
   b. Viable programs are possible both in terms of faculty/student interest and employment opportunities.

3. Limitations
   a. Release time for faculty planning is inadequate.
   b. Clerical support is inadequate.

4. First Steps
   a. Develop a basic plan for implementing the proposed interdisciplinary programs.
   b. Obtain additional support and release time for faculty.

D. To improve and expand the research opportunities for faculty.

1. Targets
   a. Provide release time for faculty to pursue research interests.
   b. Provide adequate funds and facilities for faculty research.

2. Assets
   a. Many faculty members are interested in doing research.
   b. Several faculty members have demonstrated competence in research.

3. Limitations
   a. Equipment for research is inadequate.
   b. Release time for research is inadequate.
   c. Resources for research are inadequate.
4. First Steps
   a. Seek funding for additional sabbatical leaves for faculty.
   b. Seek funding for additional release time for faculty research.

E. To provide additional opportunities for faculty development.

1. Targets
   a. Seek funding for educational leave time for faculty.
   b. Begin a program to provide additional clinical experience for faculty.

2. Assets
   a. Adequate clinical facilities exist in the community in many areas.
   b. Many faculty members are interested in additional educational preparation.

3. Limitations
   a. Funding for faculty development activities is inadequate.
   b. Release time for faculty development activities is inadequate.

4. First Steps
   a. Identify areas where faculty development is needed.
   b. Pursue community and state financial support for faculty development activities.

SUMMARY STATEMENT

Given the rapid growth of both the community and the university, the College of Health Sciences must begin to provide additional degree programs to satisfy the present and future needs of Las Vegas and the State of Nevada. To fulfill that duty, the College must obtain sufficient funds to maintain the nationally accredited status of existing programs, which of course becomes increasingly expensive as the student population continues to grow. Further, the College should strive to offer interdisciplinary programs consistent with changing societal needs and employment opportunities (e.g. with the colleges of Arts and Letters and Hotel Administration). The success of all of these efforts depends on providing time, funding and rewards for faculty research and development.
V. COLLEGE OF HOTEL ADMINISTRATION: Goals and Goal Analysis

A. To develop the College of Hotel Administration program to meet the demands of undergraduate and graduate education and research.

1. Targets

a. Beginning with the 1983/84 academic year, utilize the facilities in the new building to continue strengthening courses (where appropriate) and developing new courses (visiting chef seminars, various food-oriented seminars, etc.). The new facilities also will be used in related research areas.

b. Implement the Master of Science in Hotel Administration in 1983. Given the development of graduate faculty and research capabilities, consider a doctorate by 1992.

c. Establish development funds (1984/85) to enhance the College's role in hospitality education and research through a research publication, providing financial assistance to faculty research, and the creation of a Hospitality Institute.

d. Work toward the development of programs in Health Administration (with the College of Health Sciences) and Recreation Resource Development.

2. Assets

a. The College of Hotel Administration and its faculty enjoy a national and international reputation in hospitality education.

b. The opening of the new College of Hotel Administration building in 1983 will provide the facilities and equipment necessary to support the existing program and future endeavors.

c. The Las Vegas community is extremely supportive of the College's program, both with financial and human resources.

3. Limitations

a. Financial support for new or expanded programs, faculty, staff, assistants, equipment, supplies and support services is inadequate.

b. Despite the advantages of the new building, it will be limited as a foods research facility. The building also may give the public the mistaken impression that the College is changing its emphasis from management to technical education or that it serves as a public restaurant and catering operation.
4. First Steps

a. Open the new facility for the 1983/84 academic year, contingent upon funding for laboratory personnel.

b. Commence the Master of Science in Hotel Administration program in Summer 1983.

c. When faculty size permits, possibly 1987/88, begin dialogue with the College of Health Sciences concerning the Health Administration program and with various university disciplines concerning the Recreation program (i.e. recreation, economics, etc.).

B. To continue the development of a faculty organization capable of providing comprehensive leadership in hospitality education and the hotel/restaurant management industry.

1. Targets

a. Move toward the average student/faculty ratio of the University of Nevada System.

b. Increase the size of the faculty and staff to meet curriculum requirements of current and projected graduate and undergraduate programs, the new facility, and increased administration responsibilities. Specifically, the College will need for the 1983-85 biennium: two graduate faculty, one chef-instructor, two stewards, one porter, two wage account cleaners, and two secretaries.

c. Reorganize the College structure to accommodate the new building, the graduate program and other expanded programs; such reorganization will require an additional administrative officer and the development of a College code and bylaws.

d. Encourage faculty development through university exchange programs, both foreign and domestic; continue to encourage faculty working toward advanced degrees; continue to encourage faculty to work in the industry as consultants and as full-time employees (summers and leaves of absence); increase efforts to establish an evaluation system which reflects the unique needs of the College.

e. Increase and emphasize the program's relationship with the hospitality industry through the use of adjunct and visiting professors from the industry, attendance and participation in seminars and conferences by faculty, and alumni development.

2. Assets

a. The international reputation of the College and the new faculty ensure a strong faculty recruiting posture.
b. Faculty are presently internationally recognized for their consulting, publications and expertise in various areas of hotel management; two faculty members will be teaching in Switzerland in 1983 as part of an exchange program with the hotel school in Glion.

c. Presently, industry persons teach a variety of courses as adjunct professors and visiting professors; the College's alumni association, The Federation of Hoteliers, is a young, active organization with chapters throughout the United States.

3. Limitations

a. Economic resources are insufficient to hire faculty to reduce present teaching overloads and administrative burdens; such limitations also clearly will prohibit necessary expansion, faculty development, and development of a meaningful relationship with the industry.

b. Requiring faculty to meet a traditional academic mold may hamper faculty recruitment and the goals of the hotel program.

4. First Steps

a. Secure adequate funding to ensure the successful opening of the new facility.

b. Develop and implement an organization which ensures administrative and curricular success as well as industry relations.

c. Continue dialogue with university administration to emphasize faculty needs of the hotel program.

C. To develop programs which will enhance student development and opportunity.

1. Targets

a. Create a Professional Development Center for post-graduate and extracurricular programs of the College.

b. Improve student performance and the quality of students entering the program through increased entrance requirements, practical experience requirements, recruitment and student advisement; improve student organization relationships, increase student use of facilities, and meet the needs of international students more effectively.

c. Develop programs to enhance the opportunities for student scholarships and assistantships.
2. Assets
   a. Strong interest exists in the community and industry as evidenced by generous giving and participation in College programs.
   b. Significant commitment to student involvement and scholarship exists; the College has one of the highest GPA requirements at the university and is proud of excellent faculty/student rapport and student involvement in extracurricular activities.
   c. Significant scholarship monies (over $100,000 in 1982/83) exist, and the graduate program has been awarded two assistantships for the 1983/84 academic year.
   d. The new facility will accommodate programs for student organizations, continuing education and graduate assistants.
   e. The addition of lab facilities in 1983 will enhance adult and continuing education.

3. Limitations
   a. Insufficient funds to provide adequate staffing will reduce or eliminate the use of the new facilities.
   b. Student recruiting efforts may suffer because of the general education requirement and student transfer requirements.
   c. Present Continuing Education policies will retard initiative in new program development.

4. First Steps
   a. Initiate graduate program in 1983 and begin the utilization of graduate assistantships.
   b. Designate a committee to study student performance, student activities, and faculty/student relationships.
   c. Work toward the decentralization of Continuing Education on campus.
   d. Continue efforts to obtain new funding for scholarships with emphasis on flexibility in distributing existing monies.
   e. Begin to investigate ways and means to utilize assistantships most effectively.
SUMMARY STATEMENT

Opening the new building for Hotel Administration in 1983 will provide a major asset for a program which has grown tremendously both in student population and reputation over the past several years. We wish to continue to meet the needs of the community and industry by improving our current undergraduate program, by establishing new programs to fulfill evolving societal requirements, and by exploring interdisciplinary programs with the College of Health Sciences and other disciplines. Such improvement depends on providing increased opportunities for student development and employment and on continuing to improve the quality of our students and the financial support we provide them. The initiation of the graduate program is of major importance, and the quality of the program as a whole depends on adequate funding for faculty development and research and for the appointment of new administrative, faculty and staff personnel. Finally, the establishment of a research publication and a Hospitality Institute will do much to enhance the reputation of the College and to continue its tradition of providing high quality service to its students, the community, and industry.
VI. COLLEGE OF SCIENCE, MATHEMATICS AND ENGINEERING: Goals and Goal Analysis

A. To strengthen the undergraduate programs in engineering by deepening the offerings in civil engineering, electrical engineering and physics, and by initiating mechanical engineering and chemical engineering concentrations.

1. Targets
   
   a. Add one faculty members in civil engineering in 1983.
   
   b. Add two faculty members in electrical engineering in 1983, four more in 1984 and one more in 1986.
   
   c. Add one mechanical engineering faculty member in 1983, two more in 1984 and one more in 1985.
   
   d. Add a physics faculty member in 1984.
   
   e. Add two chemical engineering faculty members in chemical engineering in 1983 and one more in 1984.
   
   
   g. Start a mechanical engineering program in 1983.
   
   h. Start a chemical engineering program in 1983.
   

2. Assets
   
   a. A dramatic increase in the number of declared majors in engineering, threefold in one year, has occurred.
   
   b. Business and political leaders in the state have indicated their intent to support a concerted effort to diversify the economy of Nevada by trying to attract technologically sophisticated (high-tech) industry.
   
   c. The fields of engineering proposed are the four most popular fields from among twenty that could be considered.
   
   d. Chemical engineering and electrical engineering already exist as a base from which those two can be expanded to complement the addition of mechanical and chemical engineering.
e. The current members of the engineering faculty provide a solid foundation for expansion.

f. The programs in mathematics and physical sciences already in place can and will provide essential support of an expanded engineering program.

3. Limitations
   a. Current level of funding is inadequate.
   b. The facilities now available will not support the needed program development.
   c. Existing equipment is inadequate and incomplete in terms of program growth.
   d. A nationwide shortage of engineering faculty negatively affects recruitment activity.

4. First Steps
   a. Secure funding for needed faculty positions.
   b. Obtain funding for needed equipment.
   c. Begin planning activity for new facilities.

B. To seek Accrediting Board of Engineering and Technology (ABET) accreditation for Engineering.

1. Targets
   b. Lay the ground work for funds, facilities and faculty necessary to maintain accreditation levels once achieved.

2. Assets
   a. The history of operations in engineering at UNLV provides some needed basis for achieving future accreditation.

3. Limitations
   a. Existing levels of operation, left unchanged, may place possible accreditation in jeopardy.

4. First Steps
   a. Have the college and department begin a self-study using ABET guidelines.
C. To initiate master's degree programs in civil, electrical and mechanical engineering.

1. Targets
   c. Start an M.S. degree program in Civil Engineering in 1984.
   d. Add support staff consistent with needs existing in 1983/1984 and 1985.

2. Assets
   a. No assets exist.

3. Limitations
   a. Insufficient faculty are available.
   b. Facilities available are inadequate.
   c. Equipment available is dated and inadequate.
   d. No planned and approved curriculum exists.

4. First Steps
   a. Systematically begin the search for needed funds for faculty positions, equipment and facilities.
   b. Begin the basic planning activity leading to the development and presentation of curriculum.

D. To stimulate research in Engineering.

1. Targets
   a. Provide adequate facilities to support individual and group research projects.
   b. Secure funds consistent with developing needs and capabilities of faculty.

2. Assets
   a. No assets exist.
3. Limitations
   a. A lack of a research orientation exists on the part of some of the faculty assigned to the department.
   b. Existing facilities are inadequate given the research needs and potential interest in the field of study.
   c. Lack of equipment currently available serves to stifle research interests and activity.

4. First Steps
   a. Begin an intensive planning and development program designed to secure funds necessary to overcome current limitations involving facilities, equipment and faculty disinterest.

E. To strengthen Computer Science by enhancing the graduate program.

1. Targets
   a. Add to existing capability for in-house research.
   b. Develop a computer science laboratory.
   c. Add faculty and support staff needed to improve the overall program in computer science.

2. Assets
   a. Dramatic increases in student demands and community support have taken place in regard to computers.
   b. The availability of computer hardware has increased in the geographic area.
   c. The faculty available, although too few in number, are highly competent.

3. Limitations
   a. Current communication between users and computer hardware is inadequate.
   b. Access to hardware presents continuing problems.
   c. Too few faculty are available to provide needed programs.
   d. Inadequate support staff is currently provided.
   e. Present facilities create innumerable problems for program development.
f. Equipment available represents only a beginning, not a minimal, desirable level.

4. First Steps
   b. Initiate the doctoral program in 1985.
   c. Make the first major additions of equipment in 1983.
   d. Add needed support staff consistent with programs and demands in 1983 and 1984.

F. To initiate a doctoral program in Computer Science.
   1. Targets
      a. See targets for goal E.
   2. Assets
      a. See assets for goal E.
   3. Limitations
      a. See limitations for goal E.
   4. First Steps
      a. See first steps for goal E.

G. To initiate B.A., B.S. and M.S. programs in Statistics.
   1. Targets
      a. Add one faculty member in statistics in 1984 and one more in 1985.
   2. Assets
      a. Two highly competent faculty members in statistics already are available.
      b. Eleven well-established courses in statistics already exist which constitute a firm base from which the program can be built.
   3. Limitations
      a. An inadequate number of faculty currently exists.
4. First Steps
   a. Begin planning activity in the area of statistics leading to the development of a program.
   b. Secure funding required to hire additional faculty.

H. To implement the approved M.S. program in Water Resources Management.
   1. Targets
      a. Add a program director in 1984.
   2. Assets
      a. Program approval has been obtained.
      b. The graduate program in hydrogeology has begun.
      c. At least one faculty member already is available to teach some of the courses.
   3. Limitations
      a. There is no director of the program.
      b. Funds have not been made available to pay for needed courses in hydrogeology.

4. First Steps
   a. Seek funding for the position of program director and begin the recruitment process.
   b. Seek funds to hire a part-time hydrogeologist.

I. To develop a coherent plan for replacing outmoded and worn-out scientific instrumentation.
   1. Targets
      a. Identify and utilize potential sources of funding to support replacement activity. (These sources will include state appropriations, gifts and grants but will not be restricted to these sources alone.)
   2. Assets
      a. No assets indicated.
3. Limitations
   a. No funds presently are provided for replacement of the instrumentation.

4. First Steps
   a. Begin a systematic inventory of existing instrumentation including considerations of current needs, condition of existing instrumentation, etc.
   b. Prepare a plan to make needed replacements consistent with program priorities.
   c. Prepare and submit bids for instrumentation replacement.

J. To develop an M.S. program in Environmental Analytical Chemistry in conjunction with the Quality Assurance Laboratory.

1. Targets
   a. Establish a planning committee in 1983 to plan the curriculum.
   b. Submit the proposed curriculum through the proper channels for required approval.
   c. Following program approval, designate a director of the graduate program and begin student recruitment activity.

2. Assets
   a. A fully developed undergraduate program already is available in the Chemistry Department.
   b. A selection of upper-level elective courses is available which can provide a part of the program.
   c. Potential teaching ability is possessed by senior staff employed in the Quality Assurance Laboratory.
   d. The instrumental analysis facility of the Quality Assurance Laboratory is superb.

3. Limitations
   a. The chemistry storekeeper position in the Chemistry Department is unfilled.

4. First Steps
   a. Begin the necessary planning activity leading to development of the curriculum.
   b. Secure funds needed to fill the chemical storekeeper position.
K. To establish the first two years of an Architecture program.

1. Targets
   a. Seek state funding to support the program in the 1983 and 1985 sessions of the Legislature with actual funding taking place in the 1985/87 biennium.

2. Assets
   a. The Las Vegas Chapter of the American Institute of Architects gives enthusiastic and continuing support to the architecture program.
   b. Students are enrolling in available courses in considerable numbers.
   c. The Beam Endowment affords substantial assistance to the instructional activity.
   d. A data base already exists which can be used in presenting needs for funding in the 1985/87 biennium.

3. Limitations
   a. Funding for the program is inadequate.

4. First Steps
   a. Develop and implement strategies needed to secure state funding in the 1985/87 biennium.
   b. With funds available, begin the recruitment and selection process for obtaining faculty.

L. To strengthen the physiology component of the Biological Sciences program at both the undergraduate and graduate levels.

1. Targets
   b. Obtain funding and recruit full-time faculty starting in 1984.

2. Assets
   a. Two very strong faculty members with international reputations are available.
   b. Current enrollments are heavy, and projections support the conclusion they will remain heavy.
3. Limitations
   a. No funding is available for an additional faculty member in the program.

4. First Steps
   a. Develop and implement a plan for securing funding for the faculty position in physiology.

M. To enhance the graduate programs in Terrestrial and Aquatic Ecology.

1. Targets
   a. To develop and implement a plan for faculty evaluation of the current program with an emphasis on defining and describing assets.

2. Assets
   a. Three agencies are available to provide support in this area: National Park Unit, the EPA Cooperative Center and the Lake Mead Limnological Center.

3. Limitations
   a. The number of graduate students currently enrolled creates a burden for the program.

4. First Steps
   a. Develop and implement a program for the recruitment of able graduate students.

N. To improve the undergraduate laboratory offerings in Biological Sciences.

1. Targets
   a. To establish and fund the position of biological laboratory coordinator.

2. Assets
   a. Lower-level biology courses have been reorganized.
   b. Enrollments have climbed steeply and justify needed resources under existing funding formulae.

3. Limitations
   a. No authorization has been given for funds to hire faculty to fill the position of biology laboratory coordinator.
4. First Steps
   a. Develop and implement a strategy for securing funds for the position of biology laboratory coordinator.

3. To strengthen the graduate program in Geology.
   1. Targets
      a. Appoint one faculty member in the area of geophysics in 1983.
      b. Appoint one faculty member in the area of economic geology in 1986.
      d. Secure funding for one part-time position in hydrogeology in 1983.
   2. Assets
      a. Graduate student enrollment in the first semester was strong.
      b. Undergraduate and graduate programs have been reviewed by two independent, external authorities and approved.

3. Limitations
   a. Inadequate funds are available for the three faculty positions needed.
   b. Inadequate and/or inappropriate space is available in which to house needed faculty.

4. First Steps
   a. Seek needed funds for space and equipment for faculty.

P. To develop the geoscience museum.
   1. Targets
      a. Renovate space now occupied by the Computing Center for museum purposes when it moves out of the Geoscience Building.
      b. Establish and fund the position of curator of geological specimens.
   2. Assets
      a. The present geoscience museum is small but has high quality specimens.
b. A much larger collection is in storage and awaits available space and the services of a curator.

3. Limitations

a. Current space prohibits both display and development of the specimen collection.

b. No funds are available to hire a curator of the mineral collection.

4. First Steps

a. Develop and implement a strategy for securing funds for the position of curator.

b. Get the Computing Center moved and the space renovated to permit the installation of additional display cases for the stored collection.

Q. To improve physics/astronomy instruction and improve laboratory facilities in optics, nuclear physics, astronomy, computer interfaced instrumentation and microprocessor based image processing.

1. Targets

a. Increase the faculty from 6.25 to 7.0 FTE.

b. Complete the upgrading of the nuclear physics laboratory in 1983.

c. Develop the laser optics laboratory in 1983.

d. Obtain funding for equipment needed to do on-line data analysis, instrument control and microprocessor based image processing in 1983 and 1984.

e. Obtain funding for a night observatory and for a solar resonance apparatus.

2. Assets

a. The Physics Department has a grant from the National Science Foundation to improve laboratory instruction in nuclear physics.

b. A recently awarded research grant will provide a laser and correlator which are vital to improving the capacity for research in optics.
3. Limitations
   a. Develop and implement a strategy for securing funding for computer interfaced instrumentation and microprocessor based image processing.
   b. No approval has been given for either a faculty position or equipment.

4. First Steps
   a. Develop and implement a strategy for securing funding for computer interfaced instrumentation and microprocessor based image processing.

R. To establish a remote astronomical observatory.

1. Targets
   a. Pick a site, develop a plan and obtain funding for the remote astronomical observatory.

2. Assets
   a. Atmospheric conditions in Southern Nevada are excellent for observing.
   b. Current astronomers on the faculty are known in the field.

3. Limitations
   a. No plan has been developed for selecting a specific site.
   b. No funds are available for developing a site.

4. First Steps
   a. Develop and implement a plan for site identification and selection, and for the facility.
SUMMARY STATEMENT

In the two-year period since long-range planning activity started in the College of Science, Mathematics and Engineering, a number of goals have been added which reflect drastic changes in the supporting society. Nationally there is an increasing awareness that the investment in improved science education made over a generation ago has depreciated to almost zero. Any expression of goals must pay proper respect to this major problem.

In Southern Nevada, the vulnerability to recession and competition of an economy based largely on tourism and gaming has become painfully apparent. The Nevada Development Authority has been established to assist in attracting new industry to the area. Technologically sophisticated industries require technically educated employees who demand a sophisticated educational system for themselves and for their families. These factors compel a rapid and substantial response from UNLV, in large part through the programs, services and facilities available in the College of Science, Mathematics and Engineering.

This series of economic developments has required a number of changes in goals for the College. At first reading, the goals and targets presented may seem ambitious, expensive and urgent. And, to be sure, implementing the steps necessary to reach the goals will test the will of business, political and educational leadership in the state. But it is also true the future requires that the university make an extensive response to the challenge and opportunity given to it.

Fortunately, the College does not start from ground zero. High technology engineering and computer science do not stand alone. Both require support from allied disciplines such as physics, chemistry and mathematics, and currently the College has considerable strength in all three areas with a need to shore up modestly only a few special areas.

Even without the impetus of economic diversification, however, the future of the College and its programs must reflect plans to accommodate the 13 percent enrollment growth in 1981/82 and 16 percent growth in 1982/83.
VII. DIVISION OF CONTINUING EDUCATION: Goals and Goal Analysis

A. To provide meaningful public service programs for the community as part of the University of Nevada, Las Vegas' mission.

1. Targets
   a. Obtain from the administration more specific institutional objectives for the Continuing Education function, in accordance with R.O. Waldo's (University of Washington) accreditation recommendations.
   b. Gain adequate state support for the Continuing Education function.
   c. Provide social programs of a true public service nature such as programs for the elderly, career counseling, employment retraining, and similar activities which have no opportunity to be self-supporting.
   d. Reduce barriers that tend to isolate certain special interest groups from participating in UNLV Continuing Education programs.
   e. Maintain enrollments equivalent to approximately four percent of the metropolitan Las Vegas population per year.
   f. Initiate a plan for deeper involvement of full-time faculty in the assessment of community needs on behalf of Continuing Education while at the same time maintaining a centralized function for efficiency, adherence to institutional regulations and visibility of the Continuing Education program.
   g. Increase the emphasis on program planning as opposed to course-by-course planning.
   h. Maintain and improve a course-by-course accounting system.

2. Assets
   a. Historically, Continuing Education has been funded at a five percent level by the state.
   b. Over the past 16 years, the Division of Continuing Education has built an academically solid, diverse and sound collection of programs and courses in adult education that is second to none in the country, nationally respected, well-received by the community and forms a solid foundation for future growth and expansion in meeting community needs.
c. The Division has a history of sound financial and administrative self-management with a demonstrated ability to adapt quickly to changes in community needs and economic pressures.

d. Currently, Continuing Education enrollments represent about four percent of the metropolitan Las Vegas population.

e. Community growth will provide a continuing demand and need to expand the nature and scope of Continuing Education at UNLV.

f. Selected special interest groups have been identified as potential students for a variety of programs.

g. In those situations where program planning has been used, it has proven to be effective and efficient.

h. A manual course-by-course accounting system is in place from which expansion and improvement can evolve.

3. Limitations

a. Self-supporting Continuing Education functions are so severely restricted by dollar income constraints as to virtually preclude academic statesmanship in assessing the needs of the community and delivering services to meet those needs.

b. Dollar constraints handicap attempts at long-range program planning in Continuing Education as well as attempts to provide service or social programs which have no opportunity to be self-supporting.

c. Geographical, cultural and financial considerations of the local populace militate against participation by many potential Continuing Education students.

d. Lack of classroom space prohibits Continuing Education from offering additional programs or serving additional students.

e. Efforts to make extensive changes in the current accounting system have been frustrated by an organizational system which is not designed to give the administration the data needed to make day-to-day decisions.

4. First Steps

a. Develop a strategy for seeking additional state support.

b. Develop a strategy for systematic and continuing study of community needs.

c. Develop a strategy for creation of new programs to meet identified needs.
d. Develop a strategy to remove or otherwise overcome barriers to participation by prospective students from all appropriate segments of the community.

e. Develop a strategy to implement more program planning and less course-by-course planning.

f. Reassess the possibility of Continuing Education going off campus to find space to teach the growing new student population in the community.

g. Install an adequate course-by-course accounting system to meet growing demands for daily, sound financial data for administrative decision making.

B. To improve relationships between the Division of Continuing Education and university faculty and community.

1. Targets

a. Codify policies for the operation of Continuing Education within the university community.

b. Continue the Division's pursuit of non-traditional education where appropriate in accordance with the Northwest Association Accreditation Report.

c. Maintain responsibility for the offering of credit and non-credit courses when there is no possibility of jeopardizing the FTE of departments and colleges.

d. Ensure that academic credit offered through the Division will meet the same standards as those classes taught within the academic colleges in accordance with the Northwest Association Accreditation Report.

e. Participate in the development and delivery of a new, innovative, non-traditional degree.

f. Ensure faculty teaching for Continuing Education is considered in granting tenure, sabbatical or promotion.

g. Establish guidelines for Continuing Education courses to assure relevancy of them to the university's function.

2. Assets

a. The policy statements contained in a letter from President Goodall in 1980 clearly defined the relationships between the Division and academic and administrative units.

b. Continuing Education has maintained the same rigor and standards in its credit course offerings as those taught through the academic colleges.
c. The Division continues to pursue innovative and alternative methods of teaching/learning which have traditionally become associated with Continuing Education functions.

d. The growth of Continuing Education to approximately 17,000 students in 1980/81 attests to the popularity of its programs in the community.

e. The Division has made every effort to maintain academic respectability in its programs.

f. A need has been identified for an innovative degree (e.g. a Bachelor of Liberal Studies) for students whose lower-division technical courses or degrees allow for options other than starting again as a freshman at the university.

3. Limitations

a. Policy statements regarding Continuing Education apparently are not recognized or accepted within the university community.

b. Historically, funding to develop non-traditional education through the Division has been extremely limited.

c. Little has come after a decade of pursuing a new, innovative, non-traditional degree.

d. The faculty seldom have been encouraged to participate in Continuing Education courses by having such services recognized in the awarding of tenure, sabbatical or promotion.

e. Upon occasion, intensive faculty involvement in Continuing Education has been viewed as a liability.

f. Successful delivery of programs through Continuing Education has been hampered by difficulties in articulating the interests of faculty, departments and colleges.

g. Historically, few faculty have taken an interest in teaching Continuing Education courses.

3. First Steps

a. Obtain codification of President Goodall's 1980 policy statement and additional policies affecting Continuing Education and its role in the university community.

b. Continue to seek funding to accomplish program goals of the departments and colleges through the Division of Continuing Education as appropriate.
c. To the extent needed, participate in and deliver a non-traditional innovative degree program.

d. Implement devices to encourage much wider participation by faculty in Continuing Education services.

e. Seek to include Continuing Education activity in the criteria considered for the awarding of promotion, tenure or sabbatical, perhaps as public service activity.

f. Encourage the departments and colleges to develop systematic and consistent guidelines for courses to be offered through the Division to assure relevancy of those courses to the university's function.

g. Encourage generalization of guidelines across college and departmental boundaries to provide a broad base for developing university guidelines.

SUMMARY STATEMENT

Over the years, the Division of Continuing Education has developed a major role in the delivery of services to a broad spectrum of students in the greater Las Vegas area. Looking to the future, the Division must keep pace with the anticipated growth of the geographic area not only through the refinement of existing offerings but also through the creation of additional non-traditional programs. At the same time, the Division must create new kinds of working relationships with the university community if quality is to be maintained and if the creativity needed to respond to a growing number of non-traditional groups is to be developed. The Division of Continuing Education remains a major building block in the construction of meaningful higher education for the people in Southern Nevada.
PART IV —
Summary and Conclusions
SUMMARY AND CONCLUSIONS

Planning is a process. At the same time, it is a consideration of the future. The long-range plan developed for the University of Nevada, Las Vegas, seeks to express the future hopes and ambitions of the university.

In order to plan properly, an institution must have a sense of purpose. This statement of purpose, often called a mission statement, provides an orientation for the planning that is to take place. For the University of Nevada, Las Vegas, its mission is summarized in four critically important relationships to and with knowledge: discovery, preservation, dissemination and application. The University of Nevada, Las Vegas, exists for the express purposes of discovering, preserving, disseminating and applying knowledge.

In support of UNLV's mission, the university emphasizes Equal Employment Opportunity in its employment and admission plans. The policy is implemented by the Affirmative Action Plan which sets forth responsibilities, goals, time tables and other necessary actions for the university. In addition, the program establishes a framework by which women and ethnic minorities are assured equal consideration in all aspects of employment based upon valid requirements and credentials.

To fulfill its mission, the university creates and supports a variety of functions: (1) Library Services; (2) Undergraduate Programs; (3) Graduate Programs; (4) Faculty Development and Research; (5) Student Services; (6) Support Services; (7) Community Relations; (8) Institutional Management. Undergraduate and graduate programs are expanded further through six degree-granting colleges: Arts and Letters, Business and Economics, Education, Health Sciences, Hotel Administration and Science, Mathematics and Engineering. The Graduate College coordinates all work at the graduate level while the Division of Continuing Education provides needed services of both a credit and non-credit nature for a variety of regular and special interest students.

The library is regarded as the critical support service to all efforts to discover, preserve, disseminate and apply knowledge. In any future consideration of improving the quality of the university, full support must be given to the library; the quality of the library is directly correlated with the quality of the teaching, research and service done at the institution.

If the mission of the university is to be accomplished, the undergraduate program must remain vital and dynamic. It must remain current but, at the same time, it must represent the kind of long-term commitment to disseminating and applying knowledge that has been characteristic of undergraduate education for over two thousand years. The strength of the program is derived not only from the stability of the content of the program but also from the skill and knowledge possessed by the teaching faculty. For the university to survive, the quality of the undergraduate program must attract quality students who can and will advance and enhance the image of the institution.
Graduate education is the equal partner of the undergraduate program in a university. Graduate study is the natural and logical upward extension of the undergraduate program and is an integral part of any recognized definition of a university community. As is the case with undergraduate education, its contribution to the fulfillment of the mission of the institution can be achieved only if the program is well conceived and defined, and if the faculty assigned are able to deliver the level of instruction needed. Quality graduate students matriculate to institutions with quality programs, and in turn, quality students help sustain and expand those same programs or enter industry, business or government more fully prepared to serve their community.

Although the university is part of a system, within any system there are numerous variables that interrelate. Further, within any system there are functions of greater and lesser criticalness. The single most critical function within any system of higher education is the scholarship function performed by faculty, for it is through scholarship that the discovery, preservation, dissemination and application of knowledge takes place. Because the world of ideas and information is always changing, a university faculty constantly must be immersed in the role of learner as well as teacher if their instruction is to remain viable. It is essential that any future decisions on the operation of the university give the highest priority to all efforts to increase faculty research and development activity and capabilities.

For students, the matter of obtaining an education goes beyond the standard interactions found in the classroom. There are numerous extracurricular and avocational opportunities that must be provided if students are to be fully educated as a result of their enrollment. Through student services, in its broadest sense, a university has a unique opportunity to extend and expand the nature and scope of learning acquired by students.

The matter of the interrelatedness of the parts of a university system can be illustrated best by the close working relationships required between support services and the academic functions on a campus. As the commitment to quality teaching, research and service is made, so also must a comparable commitment be made to developing the support services required to make it possible for the primary functions to achieve the desired level of quality.

A university, for all of its high-powered activity and specialized services, is fundamentally a social agency. It is of the community and in the community, and its quest for quality is directly related to its ability to work effectively with the community. Good community relations are possible, but to achieve them a university must plan for positive and productive interactions. The future of any institution is directly related to the success of its efforts to build working partnerships with those making up the supporting society.

The most critical support service in any university system is the management of the institution. In the years ahead, it is crucial that those managing the system fully understand the importance of facilitation and coordination of faculty activity related to the discovery, preservation, dissemination and application of knowledge. It is vital that management remain true to its commitment to working through and with individuals and groups to achieve the goals assigned the university. Any effort designed to redefine the work of management beyond its support function is counterproductive to the future of the institution.
In the decade to come, the university faces a twofold assignment: (1) to improve and develop the basic commitments already made to existing programs, and (2) to respond to changes within the larger society which mandate university involvement.

To plot a future course for any social institution is at best perilous, but it is the judgment of those seeking to plan for the future that, in addition to improving programs already offered, the university must give special attention to the development of curricula in the following areas:

(1) As additions, ranked in priority order, there is a real need to add master's degree programs in Theatre Arts, Dance, Nursing and Criminal Justice.

(2) Further additions at the doctoral level, ranked in order of priority, include programs in Biological Sciences, Computer Sciences and Exercise Physiology.

(3) Professional schools also must be added in the coming decade, and plans should be made for adding a School of Computer Science and Engineering, a School for the Arts (Performing and Visual), a School of Law, and a School of Architecture, as permanent additions to the university.

(4) Of equal concern and entitlement in any future development are current programs in Hotel Administration, Biological Sciences, Performing Arts and Computer Sciences as well as the full range of graduate offerings at the university. The doctoral programs in Education must be brought on line and receive immediate funding from the Board of Regents.

While speculation abounds about the unlimited promise found in what is popularly called "high tech" education, it is also true that the real value is only speculation. It is important that those making decisions for the future of UNLV not only monitor "high tech" education and all other kinds of polytechnical programs, but that they also constantly remember the foundation upon which the remarkable growth of the university has been built.

In its twenty-five years, the University of Nevada, Las Vegas, has seen remarkable growth. Anyone with an interest in education simply has to be impressed by the accomplishments of the citizens, legislators, university personnel and students who have in their own ways helped write the UNLV story. But it is also true the future belongs to those who plan for it, and it is with an eye toward the future that this complete long-range plan for UNLV has been developed.
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