ACADEMIC MASTER PLANNING COMMITTEE

Dr. John C. Unruh, Chair  
Senior Vice President and Provost

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College of Hotel Administration

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James R. Dickinson Library

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Dean  
Graduate College

Dr. Stanley Smith  
Associate Professor of Biology  
College of Science and Mathematics

Dr. Lori Temple  
Associate Professor of Psychology  
College of Liberal Arts
1993-1997
ACADEMIC MASTER PLAN

PROLOGUE

MISSION STATEMENT

INSTITUTIONAL DESCRIPTION

PLANNING ENVIRONMENT

CAMPUS OBJECTIVES

* Educational Philosophy
* Program Review
* Core and General Education Curriculum Review

* Students
  * Recruitment and Cultural Diversity
  * Advisement
  * Assessment
  * Admissions Office
  * Registrar’s Office
  * Student Services

* Faculty
  * Recruitment and Cultural Diversity
  * Development
  * Evaluation
  * Workload
  * Part-time Instruction

* Administration
  * Organization Structure and Cultural Diversity
  * Academic Support
  * Equipment
  * Research Development
  * Academic and Administrative Computing
  * Physical Master Plan
  * Academic Budget Process

COLLEGE PLANS

* College of Business and Economics
* College of Education
* Howard R. Hughes College of Engineering
* College of Fine and Performing Arts
* College of Health Sciences
* William F. Harrah College of Hotel Administration
* College of Human Performance and Development
* College of Liberal Arts
* College of Science and Mathematics
* Graduate College
* Hank Greenspun School of Communication
INTERDISCIPLINARY PROGRAMS

* Interdisciplinary Program Administration
* Environmental Studies Program
* Gerontology Program
* Honors Program
* International Programs
* Liberal Studies Program (undergraduate and graduate)
* Women's Studies Program

NEW PROGRAMS

ACADEMIC SUPPORT UNITS

* Affirmative Action
* Marjorie Barrick Museum of Natural History/
  Harry Reid Center for Environmental Studies
* Extended Education and Summer Term
* Institutional Analysis and Planning
* Performing Arts Center
* TeleMedia Services
* University Libraries

THE ACADEMIC PLANNING PROCESS
PROLOGUE
ACADEMIC MASTER PLAN
UNIVERSITY OF NEVADA, LAS VEGAS

Prologue

In the spring of 1990 the University of Nevada, Las Vegas, prepared an institutional self study in anticipation of its ten-year reaccreditation visit from the Northwest Association of Schools and Colleges. At that time UNLV was enjoying extraordinary growth, and it added new faculty, staff, and programs at an unprecedented rate in the institution’s history in an attempt to accommodate its enrollment. The accreditation visit was a successful one for the University; however, it was correctly observed by the accreditation team that UNLV needed to prepare a new academic master plan that would integrate all of the campus entities that contributed to the academic mission of the University.

Before the end of the spring semester, the university provost met with the Faculty Senate Executive Committee and formed an academic master planning committee. That committee was comprised of nine faculty and staff members from diverse academic and academic support units, the student body president, and three administrators. The three administrators were the dean of the Graduate College, the associate vice president for research, and the provost, who chaired the committee. Faculty and staff members were advised during the committee’s organizational meeting that although they represented different disciplines and areas, they were to represent a University point of view in their committee deliberations.

Several months later the University and Community College System of Nevada brought in three consultants to review System academic planning. After several visits by the consultants, the System concluded that each campus should prepare an academic master plan. UNLV’s Academic Master Plan attempts to provide the integration and vision suggested by the Northwest Association of Schools and Colleges and to create a planning document consistent with the mandate of the University and Community College System of Nevada.

From its inception, the planning committee has insisted that the planning process be evolutionary, growing out of a vision of the academic departments, the most basic academic units, passing on through college refinement and then on to the academic planning committee. The committee has also committed itself to a formal periodic review and revision process of the Academic Master Plan.
Planning must be ongoing, taking into consideration at all times the facts and realities of existing resources and, of course, opportunities that might arise that cannot be foreseen at the time of the plan’s creation.

The UNLV Academic Master Plan was drafted with careful attention to and focus upon the strategic directions set forth by the University and Community College System of Nevada and major national trends in higher education. It clearly enhances the planning effort at UNLV and within the System, and it develops the institutional mission. In recognition of the shared commitment by the System and the University to excellence in undergraduate education, UNLV is placing special emphasis during the 1993-1997 biennia upon development of additional undergraduate degree programs while, at the same time, acknowledging the obviously high correlation between teaching excellence and graduate program development and research.

The need to build a culturally diverse student body, faculty, and staff has been a subject of constant attention in all colleges and academic support units. UNLV will continue to nurture an environment of academic freedom which encourages and supports diverse points of view and protects all persons who hold such views from repression in any form. As well, access and retention will also be emphasized because these are so critical to the achievement of cultural diversity.

UNLV has enjoyed a strong constructive working relationship with the southern Nevada community, and that relationship has been built upon the University’s and the community’s partnership for economic development. This fact is illustrated in the planning especially of the Howard R. Hughes College of Engineering, the William F. Harrah College of Hotel Administration, and in the University’s Office of Research, which coordinates research activities between the University and regional agencies and businesses.

Assessment is also a theme of the Academic Master Plan. UNLV recognizes that accountability has become increasingly more critical in times of economic crises, and it, like other universities, is attempting to make best possible use of existing resources and to demonstrate by its planning efforts that the institution’s decisions are being made with careful attention to those resources and results achieved by their use. By this practice, the University strives to ensure that resources are properly applied and that they serve the campus with greatest efficiency. The plan shows also proper sensitivity to unwarranted duplication of new programs as well as to some warranted duplication. The planning process delineated within is the product of commendable cooperation among all academic units and academic support units at UNLV and, significantly, with respect to graduate program development, a helpful dialogue among academic administrators at the state’s two university campuses.
The benefits of producing this most recent academic plan at UNLV cannot be overstated. The process has enabled the campus to assess its resources and its mission at a most important time in the institution's development. It is obvious that the present economic environment will require some serious consideration and reconsideration of the University's development. It is also obvious that the institution must look beyond the limitations of the present fiscal crisis, which has already begun to wane, and on to a future which will accommodate UNLV's legitimate aspirations. This has been the perspective from which the plan was developed.
MISSION STATEMENT
Academic Mission Statement

As a publicly supported, comprehensive, doctoral degree-granting institution, the University of Nevada, Las Vegas, shares with other leading universities the mission of generating, transmitting, applying, and preserving knowledge. UNLV offers a wide range of excellent baccalaureate, masters, and doctoral programs in the major areas of human knowledge as well as in selected professional areas. The University provides a setting conducive to intellectual development; places emphasis on the core disciplines; dedicates itself to excellent teaching and superior student performance; promotes original and high quality scholarly research and creative endeavors; and encourages professional public service.

The University of Nevada, Las Vegas, is located in the major metropolitan area of the state and is committed to serving the citizens of Las Vegas, the state, and the region. UNLV seeks to improve the general human condition through policies and practices designed to promote intellectual inquiry, independence of thought, and critical and creative thinking; ethical conduct and a respect for truth; and freedom from ignorance, prejudice, and intolerance. The University also strives to promote the understanding of self; the relationship of the individual to society; the appreciation of global conditions, other cultures, and other values; and the interdependence of human beings and the natural environment. The University is dedicated to promoting the development of all students to their highest potential in order that each can contribute to the betterment of society. The University’s faculty and administrators are dedicated to excellence in education by their commitment to develop student abilities and to assess student performance in quantitative and qualitative analysis, oral and written communication, and artistic expression.

GOALS

* To provide excellence in instruction in undergraduate and graduate degree programs in arts, humanities, physical and social sciences, and selected professional areas of special importance to the local metropolitan area, the state of Nevada, the Southwestern region of the United States, and the nation.

* To actively encourage the professional development of its faculty members by providing opportunities for the faculty to enhance skills in teaching, research, scholarship, and creative activity.

* To support instruction, research, and creative endeavors by ensuring adequate faculty and staff,
laboratory, studio, computer, and technical facilities and services, and to support instruction by ensuring adequate general purpose classrooms, lecture halls, seminar rooms, laboratories, and office space

* To ensure that the library facility and its resources are adequate for and conducive to the University's evolving educational mission

* To provide a campus environment that is safe and enriching, and that serves the developmental needs of all students, through an extensive program of student services and academic advising

* To require a high level of scholarship, ethical standards, and academic honesty on the part of faculty, staff, students, and administrators

* To make special efforts to attract and retain the very best students and to diversify both by gender and ethnic background its student body, faculty, and staff

* To serve as a cultural center for the community and to provide rich and varied continuing education opportunities

* To continue seeking public and private support to enhance its programs

* To maintain its commitment to the assessment and master planning process
INSTITUTIONAL DESCRIPTION
Institutional Description

OVERALL PROFILE

The University of Nevada, Las Vegas offers more than 125 graduate and undergraduate programs in 12 colleges and schools. With a faculty of more than 600, the campus provides educational opportunities to nearly 20,000 students. All programs are fully accredited by the Northwest Association of Schools and Colleges, and many programs are also accredited by their professional organizations.

In addition to its regular academic programs, UNLV offers area residents more than 750 courses per year through the Division of Continuing Education which serves some 16,000 students annually.

STUDENTS

The student body is a diverse group coming from residents of the state of Nevada, across the nation, and around the world. Enrollment projections indicate that the University will continue to grow over the next four-year period and should reach about 24,000 students by 1997.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HEADCOUNT</th>
<th></th>
<th>FULL-TIME EQUIVALENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% Change</td>
<td>Number</td>
<td>% Change</td>
</tr>
<tr>
<td>1991</td>
<td>19,204</td>
<td>5.42</td>
<td>13,113</td>
<td>8.00</td>
</tr>
<tr>
<td>1992</td>
<td>19,209</td>
<td>0.03</td>
<td>12,944</td>
<td>-1.29</td>
</tr>
<tr>
<td>1993</td>
<td>19,708</td>
<td>2.60</td>
<td>13,436</td>
<td>3.80</td>
</tr>
<tr>
<td>1994</td>
<td>20,495</td>
<td>3.99</td>
<td>14,094</td>
<td>4.90</td>
</tr>
<tr>
<td>1995</td>
<td>21,602</td>
<td>5.40</td>
<td>14,860</td>
<td>5.43</td>
</tr>
<tr>
<td>1996</td>
<td>22,612</td>
<td>4.68</td>
<td>15,528</td>
<td>4.50</td>
</tr>
<tr>
<td>1997</td>
<td>23,653</td>
<td>4.60</td>
<td>16,196</td>
<td>4.30</td>
</tr>
</tbody>
</table>

The University currently supports 67 undergraduate programs and 59 graduate programs, including 7 doctoral programs. Additionally, 5 new undergraduate programs and 15 graduate programs are in the planning stages and may be added to the offerings over the next four years.

Summaries of the enrollment figures for Fall 1992 by class, gender, residence status, age, and ethnicity are shown in Tables 1 through 5. In some cases, the total number of students does not equal the total enrollment because of missing data.
Table 1: ENROLLMENT BY CLASS

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>15,867</td>
<td>82.60</td>
</tr>
<tr>
<td>Freshman</td>
<td>3,190</td>
<td>16.61</td>
</tr>
<tr>
<td>Sophomores</td>
<td>3,315</td>
<td>17.26</td>
</tr>
<tr>
<td>Juniors</td>
<td>3,394</td>
<td>17.67</td>
</tr>
<tr>
<td>Seniors</td>
<td>4,362</td>
<td>22.71</td>
</tr>
<tr>
<td>Special Students</td>
<td>1,606</td>
<td>8.36</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,342</td>
<td>17.40</td>
</tr>
<tr>
<td>Masters</td>
<td>1,705</td>
<td>8.88</td>
</tr>
<tr>
<td>Doctoral</td>
<td>94</td>
<td>0.49</td>
</tr>
<tr>
<td>Grad Specials</td>
<td>1,543</td>
<td>8.03</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19,209</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 2: ENROLLMENT BY GENDER

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>14,197</td>
<td>80.99</td>
</tr>
<tr>
<td>Male</td>
<td>6,776</td>
<td>38.66</td>
</tr>
<tr>
<td>Female</td>
<td>7,421</td>
<td>42.34</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,332</td>
<td>19.01</td>
</tr>
<tr>
<td>Male</td>
<td>1,400</td>
<td>7.99</td>
</tr>
<tr>
<td>Female</td>
<td>1,932</td>
<td>11.02</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17,529</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 3: ENROLLMENT BY RESIDENCE

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>14,192</td>
<td>80.95</td>
</tr>
<tr>
<td>Residents</td>
<td>12,131</td>
<td>69.20</td>
</tr>
<tr>
<td>Nonresidents</td>
<td>2,061</td>
<td>11.76</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,339</td>
<td>19.05</td>
</tr>
<tr>
<td>Residents</td>
<td>2,997</td>
<td>17.10</td>
</tr>
<tr>
<td>Nonresidents</td>
<td>342</td>
<td>1.95</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17,531</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Of the 2,403 nonresidents, 337 are international students.

Table 4: ENROLLMENT BY AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 18</td>
<td>148</td>
<td>0.84</td>
</tr>
<tr>
<td>18-21</td>
<td>6,147</td>
<td>35.08</td>
</tr>
<tr>
<td>22-30</td>
<td>7,069</td>
<td>40.34</td>
</tr>
<tr>
<td>31-40</td>
<td>2,491</td>
<td>14.21</td>
</tr>
<tr>
<td>41-50</td>
<td>1,322</td>
<td>7.54</td>
</tr>
</tbody>
</table>
### Table 5: ENROLLMENT BY ETHNICITY

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>535</td>
<td>2.86</td>
</tr>
<tr>
<td>Am Indian/Alaskan</td>
<td>119</td>
<td>0.64</td>
</tr>
<tr>
<td>Asian</td>
<td>1053</td>
<td>5.62</td>
</tr>
<tr>
<td>Hispanic</td>
<td>989</td>
<td>5.29</td>
</tr>
<tr>
<td>Black</td>
<td>999</td>
<td>5.34</td>
</tr>
<tr>
<td>White</td>
<td>15,009</td>
<td>80.24</td>
</tr>
<tr>
<td>Total</td>
<td>18,704</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### FACULTY

The faculty is comprised of a diverse group of scholars at all ranks. Of the approximately 600 faculty on campus, 81.1 percent are tenured or in tenure-track positions, 55.7 percent of those are tenured. The University also supports 384 part-time instructors.

The information contained in Tables 7 and 8 is based on 1991-92 data.

### Table 7: DISTRIBUTION OF FACULTY BY RANK

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>135</td>
<td>22.61</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>166</td>
<td>27.81</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>206</td>
<td>34.51</td>
</tr>
<tr>
<td>Instructor/Lecturer</td>
<td>90</td>
<td>15.08</td>
</tr>
<tr>
<td>Total</td>
<td>597</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Table 8: DISTRIBUTION OF FACULTY BY ETHNICITY AND GENDER

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>% of Total</th>
<th>Female</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Ind/Alaskan</td>
<td>2</td>
<td>0.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>44</td>
<td>7.4</td>
<td>11</td>
<td>1.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>0.5</td>
<td>5</td>
<td>0.8</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
<td>1.2</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>White</td>
<td>374</td>
<td>63.0</td>
<td>148</td>
<td>24.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>430</td>
<td>72.0</td>
<td>167</td>
<td>28.0</td>
</tr>
</tbody>
</table>
PLANNING
ENVIRONMENT
ECONOMIC ENVIRONMENT

After a period of dramatic growth, the University of Nevada, Las Vegas, moves into the 1993-1995 biennium at the waning period of a major national recession. Although UNLV's need for further program development continues, Nevada's general fund revenue is not likely to enable the state's most heavily enrolled university to accommodate student needs. Because of Southern Nevada's steady growth, now at more than 850,000 people, and the inevitable transfer of record numbers of students from the local community college, those needs will surely increase.

In fact, the University's ability to serve its present enrollment has been severely affected by budget reductions during the 1991-93 biennium which required the institution to return approximately $14 million dollars from its 1991-1992 budget. This reduction had extraordinarily serious implications for academic programs as UNLV was required to return 47 of its newly allocated faculty positions and was also unable to refill 37 other faculty vacancies.

At the time of the composition of this Academic Master Plan, the University and Community College System has received copies of the governor's budget statement which recommends to the Nevada legislature a reduction in funding levels to those of fiscal year 1991. If that recommendation is endorsed by the legislature, little more 80 percent of the System base budget is likely to be funded. Only 19.8 of the 47 lost faculty positions and 11.5 classified positions are likely to be returned to the University. Furthermore, funding for graduate assistantships, academic support positions, equipment, library resources, and computer networking will also be reduced.

Other budget categories which include support for architectural planning funds for a new library, the Cray YMP supercomputer, which serves the entire university system, and a National Science Foundation EPSCoR program, are also in jeopardy. This unfortunate economic environment exists during a time of projections for a considerable increase in enrollment during the 1993-1995 biennium.

In addition to the resource problems cited above, faculty and staff have had no salary increases, volunteering their merit raises in order to support academic programs and student access to classes. The campus morale is undermined further by an increase in health insurance premiums while coverage has been severely reduced. It is also unlikely that faculty and staff will have cost-of-living allowances, the denial of which would extend to three years the current salary freeze.
PHYSICAL ENVIRONMENT

UNLV is located on a 335-acre campus in a rapidly growing community of 850,000 people in southern Nevada. UNLV’s physical planning process attempts to anticipate and accommodate orderly growth based upon the objectives of the Academic Master Plan. The increase in enrollment during the past four biennia has severely affected the ability of the institution to serve its student, faculty, and staff populations with existing facilities. The campus has been effective, however, in adding many buildings with private funds from donors and other non-state sources, while it has also enjoyed appropriations from the Nevada legislature which provide additional classroom, office, and laboratory spaces. The 26 facilities listed below have been constructed on the UNLV campus during the past eight years, funded by state and private appropriations as noted:

Thomas T. Beam Engineering Complex (state/private)
UCCSN Computing Services Building (state)
Facilities Maintenance Building (state)
Alta Ham Fine Arts addition (state)
Rod Lee Bigelow Health Sciences Building (state)
Electrical Substations (2) (state/private)
Richard Tam Alumni Center (private/state)
Claude I. Howard Public Safety Building (private)
Claude I. Howard Sports Injury Facility (private)
Claude I. Howard Student Health Services Center (private)
Frank and Vicki Fertitta Tennis Pavilion (private)
Residence Halls (7) (private)
Eugene R. Warner Residential Life Building (private)
Residential Life Administration Building (private)
Dining Commons (private)
Publications/Reprographics Building (private)
Houssels House (private)
Controlled Environment Ecological Research Building (private)
Roger J. Miller Soccer Building (private)

In addition, the following buildings are expected to be completed during the 1993-1997 period:

Classroom/Office Complex (state)
Robert Bigelow Physics Building (state)
Architecture Studies Building (state)
Beam Music Center (private)
Student Services Building (private)
Student Health Center addition (private)
Harry Reid Environmental Research Center addition (federal/private)
Earl E. Wilson Baseball Stadium (private)
Greek Housing (private)
The only major capital improvement project to be sought by UNLV during the next four years will be a new library. The University will seek $3 million in planning funds during the 1993-1995 biennium and approximately $40 million during the 1995-1997 biennium for this project.

UNLV's Campus Planning and Design Review Board has developed a plan for the institution's growth and expansion through the year 2010. That plan, which is currently being updated, anticipates a student population of approximately 35,000 students. Because of recent restrictions upon the use of land which is now in the flight path of McCarran International Airport, UNLV's usable space is further reduced. Consequently, the University is attempting to acquire additional land on the periphery of the campus. The academic master planning committee will continue to work closely with the Campus Planning and Design Review Board to ensure that the University's physical plans are directed by the academic mission of the campus.

UNLV has recognized that the residential character of the campus will continue to change within the next decade. Eight on-campus residence halls currently provide 586 rooms for undergraduate and graduate students, and the University is attempting to acquire commercial apartment buildings on 18 acres of land at the north edge of the University's property. If acquired, these apartments would be converted to housing for graduate students, visiting faculty, and married students.

As the University has added new buildings, it has steadily reduced its parking spaces, and prospects for a solution to a parking problem that is growing more serious annually are not good. At the present time the University has approximately 10,900 parking spaces. Approximately 6,500 of these spaces surround the Thomas and Mack Events Center. It is anticipated that nearly 1,000 existing parking spaces will be eliminated during the next four years with the addition of new buildings at UNLV. The campus physical master plan calls for the creation of parking garages at the earliest possible date. Without some solutions to the parking problems, especially on the north end of the campus, the ability to accommodate simultaneously both evening classes as well as donor-supported arts activities in the Performing Arts Complex will be jeopardized.
Educational Philosophy

PHILOSOPHY

As a comprehensive university, UNLV strives to provide quality instruction and educational experiences at the undergraduate and graduate levels in both foundational and applied knowledge. Higher education at its best creatively interrelates its two great purposes, teaching and research, so that both have a special quality. In today's technological world, undergraduate education and research activity cannot be viewed as separate entities; they are inextricably linked. To separate the two either in attitude or practice is to diminish both seriously.

UNLV realizes that the transfer of knowledge, at all levels, requires strong research support from its faculty. In graduate education, the production of outstanding scholars and professionals at the doctoral and master's levels requires direct exposure to the most current theories, experimental methods, and techniques in the respective disciplines. At the undergraduate level, students who obtain significant exposure to current theories and research methods in their chosen discipline are provided with a rich educational experience and are better prepared for success in their chosen endeavor, whether it be as a professional or in post-graduate education. Without a strong research faculty, such high quality educational experiences are less available. As a result, UNLV strives to hire the best qualified research scholars in all of its academic disciplines, and strongly encourages its existing faculty to engage in scholarly research and creative activities.

PRIORITIES

* Maintain a strong commitment to undergraduate education

* Continue to recruit a diverse faculty

* Ensure that graduate education and improvement of the research infrastructure receives a high priority for the allocation of new, growth-related resources

STRATEGIES

* Continue to dedicate a majority of the existing resource base to undergraduate education. The University will also explore nontraditional delivery systems for its curriculum.

* Continue to reward outstanding teaching, scholarship, and creative achievement with a full array of award and
merit incentives

* Attempt to ensure that student-to-faculty ratios remain constant over the four-year period

* Continue efforts to provide proper preparation for part-time instructors and graduate assistants that teach in the undergraduate curriculum

* Continue periodic curricular reviews of existing graduate and undergraduate programs

* Recruit a combination of tenure-track faculty members with strong records of scholarship and non-tenure-track lecturers with outstanding teaching backgrounds in order to offer a diversity of educational experiences and perspectives to its undergraduate student body, and strive to create an environment that supports women and minorities on our campus

* Make graduate education and improvement of the research infrastructure increasingly high priorities for new, growth-related resources. These priorities are necessary due to the acute need for new graduate programs in the region. Enhancement of the number and quality of graduate programs will also enhance the academic reputation of UNLV.

* Aggressively promote both new and existing graduate programs in order to meet the educational needs of the regional population, and continue to provide graduate programs that match state needs and institutional strengths

* Continue to allocate resources to attract the best students in the region and to provide a strong base in graduate education so that students, undergraduate and graduate alike, can continue to be exposed to the most current perspectives and techniques in their chosen discipline

* Seek increases in graduate assistantships and other forms of financial support across all campus units in order to enhance graduate program development and to aid in undergraduate instruction in introductory and laboratory courses
Program Review

PHILOSOPHY

The primary purpose of program review is the assurance and improvement of academic quality, as measured by the professional attainments of faculty, aptitude of the students, soundness of the curriculum and program requirements, adequacy of the library and other educational facilities, and the assessment of the reputation of the program by experts in each field of study. In addition to providing quality assurance and improvement, periodic review, which gauges programs in terms of quantity and quality, contributes materially to long-range planning and to the establishment of institutional priorities. It provides central administrators with critical information about the size and stability of a program, its faculty strengths, its weaknesses, and its contribution to the mission of the University. It also helps to ensure that overall academic plans and budget decisions are based on substantive information and agreed upon priorities.

On the departmental level, a review will help the faculty and chair (or director) bring into focus the program's goals and the degree of success the program has had achieving those goals. Program review, which should include careful thought, broad collegial involvement, and solid information, can also provide a mechanism for change. The Board of Regents requires that each academic program must be reviewed within a ten-year time span and that newly implemented programs must be reviewed within five years. Because of the advantages attached to meaningful program review, UNLV in fact seeks to review each existing program in a shorter time frame than that now required by the Regents.

ACCREDITATION AND INSTITUTIONAL REVIEWS

There are two types of program review at UNLV as well as most universities: accreditation reviews and institutional reviews. In accreditation reviews programs are evaluated by external professional associations, and a large number of UNLV's programs are subject to these types of reviews. However, it is our intent to continue conducting the second type of evaluation--the institutional review--for all programs on our campus. While accreditation reviews can apply--depending on the discipline--to undergraduate programs or graduate programs or both, the institutional review at UNLV has been applied primarily to graduate programs. Institutional review of both "existing" and "newly proposed" programs has been, and will continue to be, conducted according to carefully formulated, detailed procedures and criteria.
PRIORITIES

* Develop a plan for the review of all undergraduate programs (i.e., establish evaluation criteria, procedures, a prioritized list of programs, and an administrative system)

* Examine the advisability of combining undergraduate and graduate reviews in those departments that have both baccalaureate and post-baccalaureate programs

STRATEGIES

* Examine jointly through the Faculty Senate Priority and Program Review Committee and Graduate College the advisability of separate or combined undergraduate and graduate program reviews

* Develop through the Faculty Senate Priority and Program Review Committee evaluation criteria and procedures for the periodic institutional review of all undergraduate programs

* If the separate program review plan is selected, develop through the Faculty Senate Priority and Program Review Committee a prioritized list of undergraduate programs to be reviewed over the next several years. If the combined plan is selected, the Faculty Senate committee and the Graduate College should jointly develop a prioritized list of undergraduate-graduate programs to be reviewed in the future.

* If undergraduate and graduate programs are to be reviewed separately, develop through the Faculty Senate Priority and Program Review Committee a plan for the administration of undergraduate program reviews as well as a follow-up plan that would monitor program progress in achieving agreed upon recommendations resulting from the review. If combined program review is selected, these plans should be developed jointly by the Faculty Senate committee and the Graduate College.

* Secure funding to support the current practice of using outside consultants to review both new program proposals and existing programs
Core Curriculum and General Education Review

PHILOSOPHY

The core curriculum is the heart of an academic degree and is carefully designed to create a set of experiences that is deemed important for obtaining that degree. All students, regardless of discipline, must receive the same fundamental education as part of their pursuit of a University degree. Continual review of the courses that comprise the core is an important component in ensuring that the educational experience at the University is a valuable one. In addition, a core curriculum should be reviewed in its entirety to check for its integrity, its ability to meet the needs of the individual curricula in colleges and departments, its rigor, its timeliness, and its ability to respond to the changing needs of an educated population (e.g., additional technical skills, more emphasis on the critical thinking skills developed in a liberal arts education, etc.). An overall review of the core should be done about every ten years. The last core review at UNLV was done approximately eight years ago.

PRIORITIES

* Conduct a thorough review of the core curriculum and the general education requirements

* Consider the possibility and feasibility of adding a foreign language to the core curriculum

* Review the exceptions to the core curriculum particularly in the professional disciplines (e.g., engineering, nursing)

STRATEGIES

* Encourage the Faculty Senate General Education Committee to initiate a complete review of the general education requirements and make recommendations to the full Senate concerning changes in the core curriculum

* Ask colleges and departments to review their exceptions to the core curriculum and determine the feasibility of removing the exceptions

* Ask the Faculty Senate to consider the recommendations of the ad hoc Committee to Study a Foreign Language Requirement and determine the feasibility and desirability of adding the requirement to the core curriculum
* Form appropriate committees to review the relationship between accrediting agencies' requirements, the general education requirements, and the length of time to complete a degree in programs with an unusually high number of required credits (e.g., engineering, music education, nursing, social work)
STUDENTS
Student Recruitment and Diversity

PHILOSOPHY

It is incumbent upon state institutions of higher education to ensure that all qualified segments of the population are given the opportunity to attend college and achieve an academic degree. The University strives to attract and retain the very best students and to diversify by gender, physical disabilities, and racial and ethnic background its student body, its faculty, and its staff.

Recruitment efforts include informing potential applicants about the programs, services, and forms of financial assistance available at the University, and attracting, admitting and enrolling students who meet the University's entrance requirements. Currently, recruitment is primarily performed by the Office of Admissions, with assistance from Student Financial Services, the Honors Program, the Student Development Center, Student Support Services, Residential Life, the UNLV Foundation, and the academic colleges and departments.

A university must make decisions upon which student populations it will focus its recruitment efforts. Because UNLV is a state-supported institution and located in the Southwest, much of its recruitment has been directed at Nevada students and students in the surrounding geographic region. Special populations that have received recruitment attention include the top ten percent of Nevada high school students and racial and ethnic minority students.

Once students have been recruited, efforts are made to ensure their continued success at the University through various college and departmental programs. Those involved in recruitment programs need to continue to work closely with appropriate campus units, such as the Division of Student Services, to provide resources and programs that assist students as they progress toward graduation.

PRIORITIES

* Create a university environment, enhanced by its diversity, in which all members can engage in the fullest development of their talents

* Increase the enrollment of underrepresented groups through special recruitment and retention strategies designed to target those groups

* Increase the accessibility to UNLV facilities for the physically challenged
STRATEGIES

* Create a task force, multigender and multicultural in composition, representing students, faculty, staff, and administrators to develop a long-range student recruitment and retention plan

* Continue to seek resources for the Multicultural Student Affairs Office, the Women’s Center, and the Encore Program

* Provide continuing support for the needs of the Office of Admissions for recruiting staff and operating budgets

* Develop forms of financial assistance that will encourage greater accessibility to the University by low income, racial and ethnic minorities, disabled, and other underrepresented groups

* Investigate the possibility of greater centralization and coordination of recruitment programs for both graduate and undergraduate programs

* Develop student support services that will increase the retention rates and rates of graduation of culturally diverse and physically challenged students

* Seek external funding to assist with recruitment programs for targeted populations (e.g., Nevada Institute for Gifted and Talented, National Youth Sports Program)

* Encourage the development of programs and policies that will promote multiculturalism

* Continue to seek resources to make the campus and its buildings accessible to the physically challenged
Academic Advising

PHILOSOPHY

Good academic advising is an essential component of a well-rounded educational experience. A good advising program assists students in the identification, development, and implementation of their academic and professional goals. Such assistance includes, among other activities, selecting a major, learning the core and department requirements, recommending appropriate course sequencing, and identifying post-graduation opportunities. To help students achieve their goals, the University provides a variety of programs and resources supporting academic advising. They include access to academic advisors within departments; career planning and placement services; resources related to identification of career directions as well as improvement of academic skills provided by the Student Development Center; and specialized advising programs within colleges and departments.

PRIORITIES

* To provide access to quality advising for all students

* To increase retention rates through targeted advising programs

* To explore the feasibility of centralized advising centers within colleges and large departments

STRATEGIES

* Encourage efforts at the college and department level to develop new or enhance existing advising programs through the support of orientation programs, training of new advisors, provision for updating advising materials, ongoing training for all advisors as the curriculum changes, and providing support to the development of innovative advising activities

* Explore the possibility at the college and department level of developing centralized advising programs within colleges and/or large departments for new students, complemented by discipline-specific advising and mentoring for students approaching graduation

* Investigate the advantages and disadvantages of implementing a mandatory advising program for students using the advising services provided by the Student Development Center
* Develop a program for new faculty to assist them with advising responsibilities

* As resources become available, expand efforts to develop targeted advising programs such as the Minority Engineering Program and the mentoring program administered by the Multicultural Student Affairs Office

* Modify the current reward system and/or develop an incentive program that encourages innovative advising programs and rewards high quality advising across the University and within colleges and departments

* Explore ways to better coordinate the efforts of advisors from the athletic departments and the efforts of advisors from academic departments to ensure good advising for all student athletes

* Develop and, if possible, implement a program to assess the effectiveness of advising programs
Student Assessment

PHILOSOPHY

An important component of any educational program is an evaluation of the success of that program in light of its stated goals and objectives. Educational assessment is a process by which characteristics of the individual, the group of individuals, the setting, goal, and objectives are identified for the purpose of making decisions relevant to educational activities. The rapidly changing environment which will characterize the next decade demands that the University continue its efforts to identify students' characteristics and evaluate performance.

The assessment process is an ongoing activity within the University. It provides information used to identify student needs; to plan and deliver instruction; to monitor, evaluate, and report progress; and to counsel and otherwise assist students. The results of these assessment efforts are used to monitor the progress of those involved in the program, guide program modification, determine the need for the development of new programs, and assess the desirability and feasibility of continuing existing programs. Thus, assessment is an integral part of the important link between students and departmental, college, and University curricula and programs.

Various assessment procedures are now being carried out on the UNLV campus. Examples include: tracking and testing conducted by individual departments and colleges; surveys conducted by the Alumni Association; and ongoing projects in the Office of Institutional Analysis and Planning. These efforts differ widely in scope and purpose and need to be coordinated to produce the information necessary for sound policy changes.

PRIORITIES

* Continue current assessment efforts and, where necessary, develop them to monitor and modify admission and transfer policies, the general education core, advising, and individual degree requirements

* Develop a centralized assessment program designed to determine assessment strategies, conduct ongoing assessment programs, and designate the results of the assessment efforts to the appropriate campus and System decision makers

STRATEGIES

* Continue departmental and college assessment efforts as
required by the Board of Regents and the Northwest Association of Schools and Colleges

* Assess the effectiveness of the general education core using the expertise of appropriate campus committees and possibly outside consultants

* Determine the desirability and feasibility of creating an administrative position responsible for coordinating ongoing assessment efforts and for developing comprehensive, longitudinal, proactive assessment programs

* Use exit surveys from graduating seniors to gather information about their perceptions of the university experience

* In conjunction with the Alumni Relations Office and the Career Planning and Placement Office, survey alumni about their perceptions of and the effectiveness of their university experience
Office of Admissions

VISION

The Office of Admissions actively recruits eligible students for admission to University academic programs. Recruitment activities are focused primarily upon students from Nevada high schools and community colleges but also on students from selected adjacent Western states. The Office of Admissions always seeks ways to diversify the student population at UNLV by recruiting qualified, culturally diverse students. The office serves as the University's initial contact with new students, and it operates under the philosophy that its first and last responsibility is to the prospective students, parents, and visitors who interact with the University. The Office of Admissions strives to communicate effectively the University's distinctive qualities.

A key element in the Admissions Office's success is maintenance of a work atmosphere which stimulates individual and group creativity, communication, and performance. An admission plan provides a systematic, progressive set of activities directed toward the development of prospective students, from providing an initial level of awareness of the institution to encouraging them to apply for and secure admission to the University.

Goal 1

Increase the physical facilities available to the Office of Admissions in Maude Frazier Hall in order to provide an attractive entrance to the University for students, parents, and visitors as well as a conducive environment for employees.

Strategies for Goal 1

* Complete the approved modifications to the existing office space

* Secure additional space in Maude Frazier Hall

* Physically redesign the Admissions Office when additional space is secured in order to maximize staff efficiency

Goal 2

Establish a more stable budget allocation for the Office of Admissions.

Strategies for Goal 2

* Secure permission to receive a greater percentage of the student application fee proceeds as part of the Admissions Office budget
* Use the application fee funds to subsidize considerable expenses on recruitment forms and publications, recruitment travel and promotional items, and staff development activities

**Goal 3**

Establish a broader recruiting plan for the University.

**Strategies for Goal 3**

* Increase use of commercial databases, such as ACT and SAT, for recruitment searches and to target services

* Investigate use of additional factors when segmenting populations for recruitment searches, particularly by academic ability, geographic location, and cultural diversity

* Implement an early admissions plan to notify qualified applicants about their admission status as early as possible

* Continue to participate closely in UNLV's plans to establish a transfer center for community college students

* Expand recruitment travel to encompass broader geographic areas

**Goal 4**

Establish an enrollment management program at UNLV in order to coordinate better the various recruitment efforts undertaken by individual units, to improve retention of existing students, to study the causes of non-retention, to improve initial counseling, and to facilitate transfer of students from other institutions and among UNLV's academic colleges.

**Strategies for Goal 4**

* Seek appropriate staff to oversee enrollment management and to provide coordination among the several departments on campus that serve students

* Establish closer links with the Office of Institutional Analysis and Planning for securing student data and establishing valid enrollment projections

* Enhance the student information system to improve enrollment management
Goal 5

Improve service to increasing numbers of applicants and current students.

Strategies for Goal 5

* Make decisions and provide notification within two weeks of file completion for those students with appropriate grade point averages and test scores
* Reorganize the duties and reporting lines of the classified staff into three areas: data/technical, transcript evaluation, and front-end support
* Seek additional classified staff in all areas
* Provide additional staff training and development opportunities
* Increase internal cross-training of the classified staff to provide more efficient service
* Continue to maintain close working relationships with various constituents in the state by informing them in a timely manner of all changes that may affect current and prospective students
* Improve public relations skills within the department
* Expand computer access in the department
* Improve the telephone system to provide students and others with quicker access to admissions services

Goal 6

Increase articulation with Nevada community colleges to facilitate the admission of qualified transfer students into UNLV programs.

Strategies for Goal 6

* Increase professional staff training in order to provide better advising and information
* Provide additional advisors to assist these students with their admission to UNLV
* Maintain a close working relationship with secondary school and community college personnel in Nevada and surrounding states through the development of UNLV’s transfer center
Registrar's Office

VISION

The Registrar's Office provides services to a growing student population and growing numbers of courses, faculty, departments, and colleges. Every area of the Registrar's Office is directly affected by that growth, which is expected to continue over the next four years but to be tempered by limited funding and increasing admission requirements in departments and colleges.

The Registrar's Office has been keeping pace with recent growth primarily through the use of computer technology. It is expected that a focus on increased use of computers will continue to define the direction of most areas of the Registrar's Office for the foreseeable future.

GOALS AND STRATEGIES

Goal 1

Make available an automated degree audit system to all UNLV colleges for the purpose of providing more efficient degree checking and improving academic advising.

Strategies for Goal 1

* Bring the system on-line and test it in the College of Business and Economics in 1992-93, with additional colleges added to the system over the next four to six years

* Identify software issues and problems with the degree audit system recently purchased and installed

* Develop UNLV course equivalency tables on computer for all courses taught at System campuses and identify personnel who will be responsible for assessing equivalencies and entering data to the system

* Address need for connections to the computer network, access to personal computers, and training of personnel

* Monitor and ensure security and confidentiality of computerized records

* Assess the impact of operating the system upon the campus's mainframe computer and make recommendations, if needed, for increased capacity
Goal 2

Work jointly with Computing Services to develop an automatic teller system that permits students to inquire about and obtain a copy of their class schedules and bills.

Strategies for Goal 2

* Select a team of campus programmers to develop and test the system with the assistance of outside consultants

* Purchase one automatic teller machine for use in developing the system

* Purchase additional teller machines and identify permanent locations for them after the system is tested

* Develop additional automatic teller services (e.g., course registration, grade notification, admission status, address correction, financial aid status) after the first application is working successfully

Goal 3

Develop additional enhancements to the existing touch-tone registration system.

Strategies for Goal 3

* Implement enforcement of student credit load limits by student classification

* Implement limits on selection of course sections

* Implement automatic searches for open classes

* Expand the number of touch-tone registration lines

* Carefully monitor the impact of adding new enhancements upon the mainframe computer’s response time

Goal 4

Secure additional classified staff positions in the areas of graduation evaluation and transfer credit evaluation.

Strategies for Goal 4

* Secure office space, equipment, and furnishings within the Registrar’s Office for these new employees
PRIORITIES

* Implement an automated degree audit system
* Develop an automatic teller system for student registration
* Develop additional enhancements to the touch-tone registration system
Student Services

* Academic Advancement
* Bookstore
* Career Planning and Placement
* Counseling and Testing Center
* Food Services
* International Student Services
* Public Safety
* Residential Life
* Student Development Center
* Student Financial Services
* Student Government
* Student Health Services
* Student Support Services
* Student Union and Activities

PHILOSOPHY

The Division of Student Services offers services to undergraduate and graduate students to assist them with adjusting to University life and achieving the greatest benefit from being a member of the campus community. As part of its effort to enhance each student’s college experience, the Division provides a wide variety of resources to assist students as they pursue their educational goals. Staff in the Division strive to coordinate the services offered and work toward keeping students informed of the many opportunities available to enhance their academic experience.

PRIORITIES

* Provide services that assist students with the transition to and retention in college
* Create opportunities for the development of a sense of shared community and an enriching college experience
* Support and encourage the interaction of faculty and students and serve as a resource for faculty and administrators who work with individual students and student groups
* Provide opportunities for the development of leadership skills and the enhancement of social skills
* Make it possible for students to clarify career objectives, explore values, expand cultural appreciation, and acquire conflict resolution skills
* Advocate and help create an environment that is ethically diverse and culturally tolerant
* Advocate and help create an open and safe environment for all students

STRATEGIES

* Continue to develop innovative programming and services as resources permit

* Seek full funding of the state’s academic support formula in the biennial budget

* Seek additional staff members to serve UNLV’s growing student body
FACULTY
Faculty Recruitment and Diversity

PHILOSOPHY

The University is committed to representing its constituents by effectively administering resources to promote the ideas of "excellence" and "equality" in education. One avenue of excellence can be realized by creating a learning environment characterized by a diversity of races, cultures, and values. Equality is defined as "equal opportunities for all;" as such, the University is committed to a policy of non-discrimination on the basis of race, color, gender, religion, national origin, age, physical ability, and sexual orientation.

The University is continually challenged by the need to employ appropriate strategies in an attempt to ensure representation of all underrepresented groups. Given the increasing diversity of the American population, UNLV will continue its efforts to recruit a faculty that reflects the diversity within the larger society. Issues of race, ethnicity, and gender will be central to the recruiting process.

PRIORITIES

* Create a campus environment that is supportive of the employment and integration of faculty from the various underrepresented groups

* Further intensify and enrich the present faculty by increasing the number of faculty hired from underrepresented groups

* Infuse the curricula and programs with multicultural and global perspectives

* Increase individual awareness concerning minority and multicultural issues

STRATEGIES

* Institute a long-term, systematic faculty development program to increase understanding of multicultural, gender, and minority concerns facing American society

* Emphasize cultural and ethnic diversity in the curriculum and in the life of the University community

* Continue to engage in affirmative action programs to increase employment of underrepresented groups
* Establish and maintain effective liaison with public and private agencies and organizations that are involved in equal employment programs

* Develop relationships and linkages with universities and colleges nationally and abroad to encourage exchanges of faculty of underrepresented groups

* Establish a cultural diversity task force

* Hold orientation meetings for all search committee with the Affirmative Action Office staff

* Encourage the development of programs and policies that will promote multiculturalism

* Continue to seek resources to make the campus and its buildings accessible to the physically challenged
Faculty Development

PHILOSOPHY

An effective faculty development program is essential for the recruitment and retention of outstanding faculty members. In order to ensure faculty development, the University is committed to providing faculty with resources necessary to be current in their disciplines, to providing assistance necessary to ensure excellence in teaching, and to providing the means by which faculty members acquire skills essential to use advanced technology in the creation and dissemination of knowledge. The University recognizes and will provide within the limits of its resources faculty development leaves, release time, travel opportunities, research support, equipment, computer services, library support, visiting scholars programs, faculty exchanges, and mentoring.

PRIORITIES

* Expand support for the Faculty Development Center housed in the James R. Dickinson Library in order to provide pedagogical as well as technological assistance to faculty members

* Provide faculty member with assistance directed to specific areas identified in annual evaluations as needing attention

* Provide special consultation and mentoring services for faculty members within individual departments and colleges in addition to those services provided within the Faculty Development Center

* Increase funding for research grants currently made possible through the University Research, Grants, and Fellowships Committee and to provide assistance for preparation of grant proposals

* Expand opportunities for faculty to develop greater international perspectives

STRATEGIES

* Begin to expand the Faculty Development Center to assist faculty members improve their teaching techniques and skills by providing videotaping services, critiques, and counseling

* Provide release time to faculty member with proven teaching skills for their participation in Faculty
Development Center activities

* Seek to appoint a director of the center to initiate and coordinate faculty development activities

* Direct the academic colleges to implement formalized faculty support activities in response to specific areas of concern identified during annual evaluations

* Recognize and reward with merit pay those faculty members who provide outstanding service as mentors or counselors

* Increase research support for faculty grants administered through the University Research, Grants and Fellowships Committee, establish goals for levels of funding

* Continue to provide through the Office of Research support services to assist faculty in the preparation of grant proposals

* Continue to provide, and expand when possible, grants-in-aid for faculty and professional staff to enroll in courses and in-service seminars for their continuing professional development

* Develop at the earliest possible time a professional staff development program designed to improve skills and training for more effective job performance and to facilitate career development and advancement

* Develop additional opportunities for faculty to travel abroad in order to study, teach, and participate in international research projects by increasing support for the International Programs Office

* Have the Academic Master Planning Committee regularly review existing faculty development opportunities and make recommendations for enhancement of these activities
Faculty Evaluation

PHILOSOPHY

The evaluation of faculty is one of the most important responsibilities of the University. Over time, few other activities have greater potential for advancing the mission of the University. Although the institutional mission of teaching, research, and service are interrelated, it is recognized that different "activities" do not necessarily demand equal amounts of time, effort, and/or ability of faculty. Therefore, evaluations must be congruent with the individual nature of each faculty member's assignments and approved goals and should include both quantitative and qualitative measures.

UNLV is committed to a process of ongoing faculty evaluation and recognizes three primary purposes for engaging in the evaluation process: (1) to provide faculty with a standard against which their professional performance can be judged; (2) to use the information gained during the review process to strengthen academic performance; and (3) to provide information for decision-making in matters of promotion, tenure, merit, and competitive awards. When evaluating the performance of faculty in teaching, research, and service, UNLV will adhere to the criteria stated in the System Code and the UNLV Bylaws.

PRIORITIES

* Ensure that evaluations of faculty include the three major areas of responsibility (teaching, research, and service) and are based on rigorous standards that are clearly articulated and equitably applied

* Devise and adapt means to document, evaluate, and reward a broad range of activities within the scope of the three major areas of responsibility and give consideration to improving the evaluative processes designed to recognize and equitably reward efforts in such areas as University outreach and new modes of scholarly activities

STRATEGIES

* Accelerate efforts by deans and other administrators to guide faculty in the revision and/or development of written procedures relating to faculty evaluations

* Include consideration of both the quality and quantity of faculty productivity in annual evaluations

* Provide all faculty members with copies of all
applicable codes, bylaws, and written procedures concerning evaluations

* Conduct mid-tenure reviews to assist and support faculty in their progress toward tenure; identify strengths and weaknesses in the three major areas of evaluation; and recommend activities that will strengthen these areas

* Have the Academic Council of Deans, the Academic Freedom, Tenure, and Promotion Committee, the Sabbatical Leave Committee, and other bodies coordinate evaluation standards and recommend ways to achieve comparable standards across campus units

* Encourage the academic colleges to use multiple methods for assessing the teaching effectiveness of faculty, such as student evaluations, peer review, review of course syllabi, assignments, tests, and assigned grades
Faculty Workload

PHILOSOPHY

The University of Nevada, Las Vegas, dedicates itself to excellent teaching and superior student performance; promotes original and high quality scholarly research and creative endeavors; and encourages professional public service. The degree to which a university meets its mission is dependent upon the financial, physical, and human resources provided. A major human resource factor affecting the quality of instruction, research, and service is the assigned workload of the faculty.

There are numerous systems, formulas, and guidelines currently being used by institutions of higher education to establish workloads. No single formula for an equitable faculty workload can be devised for all institutions of higher education nor for all units within the same university. What may be appropriate for one academic unit within a university may be inappropriate for another. Nevertheless, excessive or inequitably distributed workloads can be recognized as such. It is essential that faculty have reasonable and equitable workloads.

Faculty should participate fully in the determination of workload policy, both initially and in all subsequent reappraisals. Reappraisal at regular intervals is essential, in order that current patterns of faculty responsibility can be adjusted to accommodate changes in the institution's size, structure, academic programs, and facilities.

PRIORITIES

* Review the present workload policies of each of the academic units within the University

* Establish basic workload guidelines that can be applied equitably across colleges and departments

STRATEGIES

* Define effective teaching loads that maximize quality of instruction at the undergraduate and graduate levels

* Outline procedures to be followed in establishing, administering, and revising workload policies

* Identify the most common sources of inequity in the distribution of workloads

* Make recommendations for faculty workload that are consistent with the goals of the University
* Continue to work with the System-wide Faculty Workload Committee to evaluate current workloads
Part-Time Instruction

The University has experienced a steady increase in the use of part-time faculty during its period of heavily increasing enrollment. Although the increase is more prominent in basic courses like English composition and mathematics, the institution has seen additional need for part-time faculty members as a result of the implementation of the University's general education requirement in 1984. Such use of part-time faculty members is highly common in larger universities like UNLV.

The University is sensitive to the need to maintain high quality instruction, especially in lower-division undergraduate courses in which part-time faculty members teach most often. In this respect, UNLV honors its commitment to excellence in undergraduate education. To ensure high quality instruction in courses taught by part-time faculty members, the institution will continue the following practice:

* Insist that part-time instructors are properly educated in the disciplines in which they teach. At the present time many departments hire only persons with master's degrees in the discipline, and in some instances Ph.D.'s are among the part-time teaching ranks.

* Provide special orientation workshops for inexperienced part-time faculty members, focusing upon practical instructional needs such as organization of material, presentation strategies, grading, and special classroom problems or issues.

* Evaluate part-time faculty members at the end of each semester by students and peers, with follow-up consultation between part-time faculty members and program directors or department chairs.

* Limit the number of courses to be taught by individual part-time instructors, ensuring that part-time faculty members' schedules will not preclude proper attention to class preparation, prompt return of papers, and adequate time for student conferences.

* Encourage and facilitate opportunities for camaraderie and exchange of ideas among part-time faculty within individual departments.

* Conduct periodic meetings with the part-time instructor salary committee in order to ensure that pay practices are consistent and fair across the campus.

* Formalize departmental workshops for part-time faculty members in those service departments making largest use of part-time instructors.
* As campus space problems are alleviated, improve office conditions for part-time faculty in order to provide appropriate conference areas

* Provide opportunities for faculty development and improvement of teaching techniques by making opportunities available to part-time faculty members

* Encourage mentoring of part-time faculty members by experienced full-time faculty members.

Although it is expected that a relatively high use of part-time faculty members is likely to continue, especially in service departments, the University will attempt to reduce dependence upon part-time faculty members whenever possible. Departments throughout the campus have expressed great satisfaction with the quality of their part-time faculty members; however, it is essential that departments enjoy continuity and dependability of high quality instruction. The following steps have been taken to provide that assurance:

* Require close scrutiny by academic deans to ensure that all requests for part-time faculty members can be justified

* When appropriate continue hiring lecturers on full-time contracts to ensure stable course offerings

* Hire additional full-time faculty members when possible to assume teaching duties carried out by part-time faculty members. It is important to note, however, that some dependence upon part-time faculty members will remain. For example, the UNLV English Department would need at this time approximately fifty faculty members to assume all of the teaching duties of its part-time faculty members

GRADUATE TEACHING ASSISTANTS

It is common practice in nearly all major universities for graduate assistants, students recognized for their superior academic ability, to teach lower-division classes in some academic areas. In a time during which the quality of undergraduate instruction is receiving considerable attention, all institutions are careful to ensure that teaching assistants do a proper job in classroom teaching. UNLV will continue the following to ensure excellence in teaching by graduate assistants.

* Provide courses, seminars, and orientations designed to prepare graduate assistants for classroom teaching
* Provide graduate assistants access to mentors who will meet with them regularly in order to provide counsel and advice on pedagogical issues as well as academic programs

* Limit graduate assistants' teaching loads commensurate with their semester academic course load and related academic activities

* Conduct regular evaluation of teaching performance by graduate assistants and provide means and opportunities to address any problems that might be detected

Teaching evaluations of graduate assistants have been high at UNLV. It should be noted that graduate assistants have demonstrated high academic ability and are far better than average students. It should also be noted that several of UNLV's graduate assistants are doctoral candidates who have had significant previous teaching experience. Not all graduate assistants are directly involved in classroom teaching; some lead discussion groups while others function as graders and research assistants. Universities serve graduate assistants well when they not only prepare them properly to teach but also provide them an opportunity to teach. Graduate assistants are highly conscientious; they are dedicated; they do good work; and they are often more employable when they have successful teaching experience.
ADMINISTRATION
Organization Structure and Cultural Diversity

PHILOSOPHY

Universities are complex organizations that are formally designed to serve the needs of students as well as the public at large. Given the growth of UNLV over the last decade in terms of the number of students and faculty, academic programs, and academic support services and facilities; the rapidly changing needs of the groups the University serves; and the variable financial resources that support University operations, it would be constructive to have periodic reviews of the organization's optimum size, internal structure, and administrative positions.

PRIORITIES

* Encourage exploration of the optimum enrollment size of the existing campus with regard to the possibility of developing a branch campus(es) in the greater metropolitan area

* Ensure that as new colleges, departments, centers, institutes, programs, and other academic units are formed they reflect the institution's mission and academic plan

* Analyze current administrative positions in terms of equity of assigned work duties, titles, span of control, and workloads, and recommend changes if warranted

* Conduct open, fair, and systematic searches for newly created administrative positions

* Increase the number of administrators hired from underrepresented groups

STRATEGIES

* Implement the existing plan to separate the Architecture Studies Program from the Howard R. Hughes College of Engineering

* Conduct ongoing reviews of all existing academic and academic support units and analyze the appropriateness of separating, combining, deleting, or forming new units

* Review the degree of communication and coordination of effort among organizational units and their administrators
* Review organizational structures and administrative positions at comparable universities in order to determine how UNLV might become more effective in its operations.

* Use the University Academic Master Planning Committee, Design Review and Campus Planning Committee, and other campus constituents to review and make recommendations regarding the optimum size of the existing campus, the viability of a multiple campus system, and the effectiveness of the institution’s internal structure.
Academic Support

PHILOSOPHY

UNLV is committed to helping its faculty remain current in their fields in order that their undergraduate and graduate instruction continues to be of the highest quality. The institution is equally committed to helping its faculty have the time and resources to engage in research, scholarship, and creative activities. An information-rich faculty that has balanced responsibilities between teaching, research, and service will be most likely to achieve these goals. Additionally, access to state-of-the-art techniques and equipment, and adequate staff support, are necessities for faculty who aspire to become outstanding teachers and productive scholars.

PRIORITIES

* Improve the capabilities of faculty and staff to obtain current information in their chosen disciplines
* Improve infrastructure related to procurement and maintenance of technical equipment and instrumentation
* Create greater internal support for academic research and travel
* Increase classified and professional staff support to augment research, creative, and teaching activities

STRATEGIES

* Continue to seek full funding for academic support formulas
* Attempt to achieve full computer networking of the campus in the next four years, so that all offices and all individual faculty have access to the campus network system
* Create a system that allows complete access by faculty and staff to informational data bases in all fields
* Continue providing computers (or ports) to faculty members that desire one, and to provide adequate space for faculty research and creative activities
* Improve library holdings in scholarly journals and/or create access to electronic (on-line) journals
* Lower the faculty-to-staff ratio in all departments and
units that have unfavorable ratios at the present time

* Improve staff development programs

* Streamline the procurement and purchasing processes so that faculty and staff can obtain needed supplies and instrumentation for both teaching and research purposes in a timely fashion

* Explore the possibility of creating a line item in the budget dedicated to the maintenance and turnover of state-of-the-art instrumentation in appropriate fields

* Continue efforts to enhance private funding of graduate assistant-ships and scholarship programs, faculty research grants, and faculty-staff travel programs

* Continue to develop programs to provide seed money for faculty and staff development

* Continue to pursue soft money to secure technical support positions and state-of-the-art instrumentation
Equipment

PHILOSOPHY

In order for effective teaching, research, and creative efforts to be accomplished, faculty and students must have adequate equipment in classrooms, laboratories, offices, studios, and libraries. It is essential that the institution provide equipment in order for the University to meet the higher education needs of the citizens of the state of Nevada and to enhance and diversify the state's economy. UNLV is committed to meeting this responsibility.

As of June 30, 1992, UNLV has an inventory of approximately 44,000 pieces of equipment valued at more than $64 million. While this figure is substantial, the University's dramatic growth in students, faculty, and programs has far surpassed its ability to provide adequate equipment support. The Academic Master Plan recognizes that the technological needs of academic institutions are increasing steadily in virtually every facet of campus activity and that today's university is heavily dependent upon the equipment required by such technology.

Like most other universities, UNLV has suffered budget reductions during the national recession. Unfortunately, however, equipment budgets have taken extraordinarily severe cuts. Because of the state's budget crisis, UNLV's entire equipment and maintenance budget of $965,000 was returned in order to assist the state in meeting its budget shortfall. The present budget recommended by the governor does not replace the lost equipment funds and does not provide any new funding for equipment.

PRIORITIES

* Update and refine the University's current campus-wide equipment database to provide more accurate information about age and condition of equipment so that the institution may be better able to anticipate its equipment replacement and maintenance needs

* Develop a format for ensuring that the institutional budget process is informed by current and accurate equipment data, despite the ominous equipment funding forecasts at the present time

* Anticipate or identify equipment needs of new faculty members prior to recruitment, especially those in the science areas for whom laboratory start-up equipment is vital, in order to guarantee that such needs are identified in future institutional budgets
* Replace obsolete and faulty equipment in existing academic departments and provide maintenance when needed

* Ensure that equipment resources are identified and assured for any new academic program proposed

* Provide equipment and maintenance to enable the University Libraries to continue providing access to information resources for students and faculty

* Honor equipment commitments to recently approved new programs that have been interrupted because of the state's withdrawal of funds previously authorized for equipment and maintenance

STRATEGIES

It is obvious that UNLV must find funding for equipment to replace those funds not provided at the present time by the state. Since the establishment of the institution's Office of Research, several options for external funding have been advanced that have supplemented equipment budgets throughout the University. The following strategies will be continued and intensified during the next four years.

* Establish equipment funding as a major priority for the UNLV Foundation

* Obtain participation of vendors and manufacturers in the acquisition of computers and related equipment by having them reduce costs per unit and by providing additional equipment at no cost

* Obtain government surplus equipment including that recently made available as a result of the downsizing of laboratories and the military complex

* To even greater degree, continue including equipment (both new and replacement) whenever possible as direct cost items in grants, cooperative agreements, and contract applications

* Increase efforts to encourage vendors and manufacturers to provide equipment gifts to the University in exchange for testing and evaluations of their products

It is anticipated that the economic conditions that have contributed to the equipment supply problem facing the University will change and that a more normal flow of equipment funding will resume before the end of the coming biennium. UNLV must, however, find alternate resources with which to support its programs until that time comes, and it will do so.
Research Development

VISION

The technological and cultural competitiveness of America in the international environment is of contemporary national concern. There is a major role for education in general and research in universities specifically in the reestablishment of America’s preeminence in a global environment. UNLV’s efforts to generate new knowledge through its research programs and to disseminate that knowledge through instructional programs are designed to contribute to the role of education in a global environment.

During the past several years UNLV has embarked on an evolutionary transformation from a postsecondary educational institution with a dominance in instructional activities to a functionally diversified research university with strong graduate instruction and research programs. This gradual transition was initiated by a number of traditional and emergent forces dominated by the overall population growth (students and faculty), diversification in the University, and the interest in graduate education. UNLV will continue to build, over the next few decades, the critical mass of students, faculty, facilities, equipment, and infrastructure essential to providing advanced educational opportunities and for competing in the national and international scientific community.

The current trend in sponsors providing preferential support of multi-investigator programs over single investigator research efforts will influence UNLV’s academic departments to form more interdisciplinary units, and more campus-wide research centers are likely to emerge.

GOALS AND STRATEGIES

Goal 1

Through the UNLV Office of Research, facilitate and foster research and creative activity opportunities and provide the infrastructure to support special researcher needs.

Strategies for Goal 1

* Continue efforts to inform colleges and departments about funding opportunities for their specific programs, research, and scholarly interests

* Use growth in indirect cost recovery to support proposal development
Goal 2

Develop a faculty research incentive plan to stimulate broad participation in the University’s research and creative activity programs.

Strategies for Goal 2

* Develop policies that include provision for a portion of indirect costs to go to individual investigators

* Provide a portion of indirect costs to develop research enhancement awards

* Use a portion of indirect costs for faculty release time and salary buy-outs

Goal 3

Stimulate a balance between basic and applied research as well as development and production research.

Strategies for Goal 3

* Direct opportunity announcements to those research areas which are under-represented and within the area of basic research

* Nurture research program sponsorship with desirable but under-represented agencies

Goal 4

Develop management and leadership skills for those identified and selected for planning and directing interdisciplinary activities within an expanding research enterprise.

Strategies for Goal 4

* Seek out and sponsor training opportunities for research faculty and staff

Goal 5

Set a research development agenda for the institution.

Strategies for Goal 5

* Develop a research master plan for UNLV that includes provision for single investigator, interdisciplinary, and inter-institutional programs
Goal 6

Prove an environment conducive to research and one in which motivated students will be prepared to be researchers, not just practitioners, in the professional disciplines.

Strategies for Goal 6

* Establish supportive policies and procedures for research

* Seek out support from programs which will contribute to UNLV’s research infrastructure

Goal 7

Develop strategic alliances with other academic and industrial and institutional organizations to promote the development of advanced technologies, enhance faculty and student research opportunities, and promote the currency and relevancy of the curriculum.

Strategies for Goal 7

* Develop memoranda of agreement with appropriate academic, governmental, and industrial institutions and consortia

Goal 8

Enhance human and electronic networks.

Strategies for Goal 8

* Stimulate human networking through interdisciplinary research programs, conferences, seminars, and newsletters

* Champion the implementation of state-of-the-art multimedia networking at UNLV, in the university system, and the State of Nevada

Goal 9

Establish, nurture, and integrate University-wide interdisciplinary research units into the educational and research activities of the University.

Strategies for Goal 9

* Devise and implement policies and procedures for release time, buying-out of time, and dual appointments
* Develop appropriate titles for research faculty and interim or limited term faculty

Goal 10

Broaden UNLV’s federal government affairs agenda to include additional agencies and programs.

Strategies for Goal 10

* Promote relationships with agencies with which UNLV is currently not collaborating in research and seek out funding opportunities with those agencies

Goal 11

Provide quality animal care which meets or exceeds the minimum federal guidelines and achieve accreditation by the American Association for Accreditation of Laboratory Animal Care.

Strategy for Goal 11

* Submit an application for accreditation in the near future
Academic and Administrative Computing

VISION

Academic and administrative computing are essential elements of the University’s mission to generate, transmit, apply and preserve knowledge; serve students and the general public; and support the cultural and economic development of the state. Academic computing provides the resources and services that are conducive to intellectual development in all disciplines, and it supports excellence in teaching, improved student performance, original and high quality research, and public service in all of its functions. Administrative computing supports excellence in service to students, the public, and among campus units.

Campus computing is supported by a wide range of entities including the individual colleges, the James Dickinson Library, the National Supercomputing Center for Energy and the Environment, System Computing Services, and TeleMedia Services. The Computer Users Group, composed of a representative from each college and campus agency, provides guidance in establishing policies on campus computing.

It is the mission of campus computing to improve resources and service availability to all students, faculty, and staff. To do so, the campus seeks to create a centralized campus support unit; to integrate all campus computing through networks; to enhance the integration of computing and related technologies into classroom instruction and faculty research, and to improve cooperation among all System computing agencies, and to produce a plan to provide the necessary resources to see this mission become reality.

GOALS AND STRATEGIES

Goal 1

Seek increased support for campus computing by providing a more centralized structure and by securing additional facilities, staff, and funding.

Strategies for Goal 1

* Establish a full-time campus advocate at the senior administrative level to oversee campus computing

* Seek to add workstation specialists, systems and networking specialists, and office assistants

* Evaluate current computing positions and reassign duties as new technologies establish new functions
* Seek to install additional public computer laboratories in existing, new, and planned buildings that are supported by hardware and software acquisitions and upgrades, student lab assistants, support personnel, and maintenance funds

* Obtain support for electronic information services and adequate funds for the maintenance of campus hardware and software

**Goal 2**

Integrate all campus computing by networking each office, classroom, studio, and laboratory for voice, data, video, and multimedia technologies and by improving the network’s speed standard to accommodate growth.

**Strategies for Goal 2**

* Document and implement a plan to complete the network into all appropriate existing campus buildings, offices, classrooms, studios, and laboratories.

* Develop a long-term plan and standards for replacing the current network with improved technology.

* Coordinate the activities of all network organizations to maximize network reliability, availability, and accessibility for all users.

**Goal 3**

Encourage the integration of computing into all campus activities and establish a formal program to demonstrate and facilitate the application of computer-based instructional technologies in the curriculum.

**Strategies for Goal 3**

* Continue to expand and enhance the public computing laboratories and add connectivity to the campus network in order to access centralized computing resources.

* Provide a mechanism for general access to all network-based resources.

* Expand and enhance the Faculty Development Center, focusing on a creative, non-threatening environment for the development of faculty skills, multimedia materials, and test and evaluation tools.

* Investigate the potential for implementing college faculty development centers.
* Provide a broader array of user training; disseminate information concerning computing resources; integrate computing into the classroom by providing the necessary resources and training; further integrate computing into the library; and encourage use of e-mail

* Provide additional support for research computing by coordinating efforts with the Office of Research

* Facilitate the institutional purchase of computers and provide guidance in the choice of hardware and software in keeping with policies and standards of the campus

* Facilitate personal purchases of computers by employees and students through low-interest loans

* Obtain useful demonstration units and software for use by faculty, staff, and students

* Encourage faculty to use computing in instruction by equipping classrooms with multimedia equipment, by providing media assistance from TeleMedia Services, and by awarding University grants for developing multimedia instructional materials

* Assess emerging computer technologies and develop strategies to acquire new computing architectures and technologies

**Goal 4**

Institute a development program for academic computing in order to provide the funding necessary to implement current and future objectives.

**Strategies for Goal 4**

* Define policies and priorities for all academic computing functions

* Compile a comprehensive schedule of costs for more coordinated use of existing funds and for development opportunities

* Seek appropriate additional computing funds from state funds, private gifts, federal grants, and matching funds

* Annually evaluate and revise the schedule of needs and development program

**Goal 5**

Foster statewide cooperation in academic and administrative
computing through shared resources where possible and efficient and synergistic use of existing resources.

Strategies for Goal 5

* Provide supercomputing resources to all System institutions and state agencies

* Support the Nevada Academic Libraries Information System

* Collaborate with System Computing Services on System-wide and global networking efforts and administrative mainframe computing support

* Work with the other System institutions on standards for computing platforms, media, and transmission of information
Physical Master Plan

PHILOSOPHY

The basic philosophy of UNLV’s long-range physical development plan is to allow orderly growth that is based upon the objectives specified in the Academic Master Plan. The physical development plan is a dynamic plan built around the desire to have campus that is functionally viable, visually attractive, and conducive to full development of a large graduate and undergraduate student body.

A Campus Planning and Design Review Board develops guidelines for campus buildings, graphics, landscaping and interiors, and it reviews and recommends to the president proposed sites and designs for all future structures, before final approvals are given. The board reviews proposed programs and sites for new buildings in order to maintain conformity of proposed designs with the urban and architectural principles of the long-range plan, and it recommends necessary revisions to building designs or modifications to the physical master plan as programs and policies undergo change.

UNLV is committed to a flexible planning process to assure the maximum usage of its land while creating an environment responsive to and conducive to its dynamic academic mission.

GOALS

The physical planning goals which the Campus Planning and Design Review Board assumes as guiding principles can be summarized briefly as follows.

* Develop a plan in conjunction with the academic planning process that can be used as a guiding document for a growing University, providing a firm basis for decision but adaptable to a changing and dynamic campus.

* Allow orderly growth to a maximum enrollment on the Las Vegas campus of approximately 35,000 students.

* Use the present campus land intensively, with additional land being acquired, if needed, for expansion that cannot presently be foreseen.

* Provide a major entrance to the University.

* Provide adequate parking for students, faculty, staff, and visitors.
* Provide a pedestrian-oriented campus without vehicular cross-traffic

* Create compatible, coordinated grouping of academic facilities and buildings

* Improve the visual image of the campus and seek to create a University district in the urban area adjacent to the campus

* Provide a means for budgeting landscaping as an integral component of all building budgets

* Provide a means for budgeting the purchase of works of art for the campus

* Maintain the campus as a community resource and especially as the major cultural center for the metropolitan area

STRATEGIES

* Complete the new physical master plan currently being developed by Robert A. Fielden, Inc., under contract with the State Public Works Board

* Review the physical development plan on a periodic basis, with the assistance of academic administrators and faculty members, in order to ensure continued responsiveness to enrollment projections and to the objectives of the Academic Master Plan

* Integrate the needs of the Academic Master Plan into the realities of the physical resources of the University

* Make copies of the plan available to the campus community

* Continue working with the county, city, and airport authority to coordinate UNLV’s physical planning efforts with governmental master plans and ongoing public works projects

* Continue working with the University Parking and Traffic Committee to provide adequate space and appropriate traffic patterns and signage to accommodate current and projected needs
Academic Budget Process

The preparation of an academic plan has brought into clear focus the need for major revision of the academic budget process at UNLV. It is in this area that the need for integration, suggested by the 1990 Northwest Association of Schools and College accreditation visit, becomes most apparent. In the past the relationships among the academic mission, physical plant, and the institutional budget process were ill defined, often leaving budgeting to after-the-fact commitments.

The University’s academic master plan committee will coordinate a process which will integrate budget activities among the academic master plan committee, the campus planning and design review committee, and the Faculty Senate academic budget committee. Prior to the implementation of the academic master plan committee the budget was not driven by a clearly defined academic plan; nor were decisions made concerning capital improvement priorities or building design and location directed by academic priorities or affirmed by a proper planning process.

In addition, for several years the Faculty Senate’s academic budget committee has existed for the purpose of recommending budget priorities with respect to equipment, academic support positions, and classified positions. Yet, even another campus committee, the Faculty Senate’s priority and program review committee, recommends approvals of new programs and prioritized new faculty requests from academic departments. That a need for consolidation of budget functions exists is incontrovertible. During the next academic year, the academic master planning committee will explore ways to integrate and consolidate budget functions in order to ensure that the academic budget process is directed by the Academic Master Plan. If deemed appropriate, the planning committee will recommend changes in the UNLV Bylaws to the Faculty Senate to effect changes in the responsibilities of existing standing committees or, if advisable, it will recommend consolidation of standing committee functions.

Some areas in which there are serious budget problems are beyond the ability of the campus to correct. The academic planning committee will develop a proposal calling for a recognition by the System of distinctive needs at UNLV that have yet to be addressed within System budget requests to the state legislature. It is a fact that UNLV will not adequately fulfill its academic mission or serve its students properly until it adds many new programs at both the undergraduate and graduate levels. A cursory comparison of the student populations and the numbers of approved programs at the two state universities will readily confirm UNLV’s program needs. The System budget has never addressed this deficiency. When a new program category has been included in the System budget, it has always been relegated to such a low priority that it was never funded. Thus, biennia after biennia, the program problem has only been exacerbated.
The academic planning committee is convinced that the institutional budget process will be greatly improved by greater access to budget information by campus academic leaders than has been possible in the past. This access is essential for a proper planning process that is critical if the institution is to support and fulfill its academic mission logically and effectively.
COLLEGE PLANS
College of Business and Economics

* Department of Accounting
* Department of Economics
* Department of Finance
* Department of Management
* Department of Marketing
* Department of Public Administration

VISION

The College of Business and Economics will continue to enhance its national image, and begin to develop an international reputation, through program innovation and program quality. At the undergraduate level, the College anticipates a reduction in enrollment of one percent per year by selectively raising admission standards. The College will continue to provide programs which prepare graduates for immediate employment and/or for advanced study. Several new academic "concentrations" will be developed to provide graduates with a competitive advantage in the job market. At the same time, the business portion of the undergraduate program will be downsized, allowing students to devote more time to the study of liberal arts with an increased emphasis on values, cultural diversity, and foreign languages.

At the graduate level, the College has targeted enrollment increases of nine percent per year. Several new graduate programs will be developed and "concentrations" within existing programs will be implemented. Innovation will occur not only in program content but also in program delivery format. Overall, programs in the College will evolve from being "teaching centered" to being "learning centered" with an increased emphasis on global information access. Lifelong learning will become operationalized within the College through routine offerings of seminars, workshops, and other programs specifically designed to meet the unique educational needs of practicing professionals. There will be an increased emphasis on applied research as the College responds to public expectations to become a more effective instrument for economic development.

GOALS AND STRATEGIES

Goal 1

Provide undergraduate educational programs that prepare students for career employment.

Strategies for Goal 1

* Develop curriculum-specific, industry-based advisory committees to assist in identifying and evaluating curricula content, and internship and entry level employment opportunities
* Contact recent graduates of each program to assist in evaluating the curriculum

* Establish focused internship opportunities for students and faculty

* Provide appropriate program-specific resources, e.g., computers, databases

* Expand career and academic advising opportunities for students

* Establish minimum competencies for program admission and program completion

* Implement new concentrations and majors which meet the needs of specific markets, such as computer-based training, crisis management, environmental economics, environmental regulation, financial services, insurance, internal auditing, management of not-for-profit organizations, real estate, seniors marketing, and workplace safety

Goal 2

Provide undergraduate educational programs that prepare students for graduate study.

Strategies for Goal 2

* Raise admission standards

* Increase the percentage of course work required in basic disciplines such as math, science, culture, language, communications

* Implement workshops, seminars, and courses designed to acquaint students with graduate school opportunities

* Implement outcomes assessment programs

* Provide for collaborative research efforts among faculty, students, and business organizations

* Provide appropriate program-specific resources such as computers and databases

* Secure travel funds for students to attend regional and national conferences

Goal 3

Develop graduate programs of high quality.
Strategies for Goal 3

* Increase admission requirements to the M.B.A. program

* Plan for new graduate programs to meet student demand:
  
  Executive M.B.A.
  M.S. in Real Estate (Property Appraisal emphasis)
  M.S. in Financial Economics

* Plan for Ph.D. degree programs in business, economics, and public administration

* Secure appropriate levels of support for faculty development, including travel, attendance at professional meetings, computer resources, and access to databases

* Provide opportunities for joint student and faculty research projects

* Develop a comprehensive statement of need and detailed job description for each new (and replacement) faculty position

Goal 4

Develop information access for faculty and students.

Strategies for Goal 4

* Continue to work closely with UNLV librarians to identify and gain access to selected business-oriented databases

* Continue to develop a collection of specialized business databases and access to remote repositories

* Continue to work closely with Computing Services and TeleMedia Services to provide information networks (digital, video, and audio) within the building, the campus and the local community, as well as national and international communications capabilities

* Upgrade computer resources (hardware, software, and network access) available to faculty and students

* Add multimedia presentation capabilities to Beam Hall classrooms and develop capabilities for the delivery of instruction through remote learning centers

* Provide support for faculty development, including travel, attendance at professional conferences, and teaching release time
PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Business and Economics will be guided by the following priorities when allocating resources.

* Encourage enrollment growth in graduate programs and maintain or downsize enrollments in undergraduate programs

* Plan for new graduate programs: Executive M.B.A., M.S. in Real Estate, M.S. in Financial Economics

* Seek additional graduate assistant positions as graduate enrollment increases

* Add a director for the Executive M.B.A. program plus six faculty positions College-wide

* Investigate adding undergraduate concentrations in crisis management, insurance, and environmental economics and regulation

* Explore reconfiguring the undergraduate business curricula so as to shift more of the degree requirements to liberal arts and thus serve the same number of majors with fewer faculty. Alternatively, the College may encourage business majors to switch to a business minor with the promise of enrollment opportunities in graduate business programs.

* Evaluate every vacant faculty position to determine whether the resource should be shifted to another department or program, particularly to graduate programs

* Centralize College graduate admissions operations and create a "processing center" similar to that available to undergraduates

* Expand computer resources, including access to specialized business databases, for the continuation of existing programs and for the development of new graduate programs
College of Education

* Department of Counseling and Educational Psychology and Foundations
* Department of Educational Administration and Higher Education
* Department of Instructional and Curricular Studies
* Department of Special Education

VISION

The College of Education is rapidly becoming one of the major professional education schools in the western region. It will vigorously pursue the continuation of that excellence by increasing the diversity and quality of its faculty and students, enriching its curricular offerings, internationalizing its programs, and ensuring that it provides the knowledge base, attitudes and understandings necessary for its graduates to succeed and prosper in the nation's schools, agencies, organizations, and universities. It will increase both the breadth and depth of the spectrum of instructional, research and service commitments it has made and will expand both the geographical service area it has traditionally served, and the quality of the students it has attracted.

The dynamics of unprecedented growth, the effects of accreditation reform, the restructuring of the common schools, and broad-based social and economic developments have redefined education in this country. The College will continue to assume an ever more prominent leadership role among its peer colleges at the national and international levels. With the reactivation of its doctoral programs it will soon expand its role to become a producer of college teachers. Its traditional, parochial service area of Clark County will expand not only to the regional level but also to the national and international arena. In realizing this vision, the College will attract and retain top-notch faculty, securing support resources and providing adequate facilities in which to teach and do research. The advances that the College has made in the past few years will be sustained and surpassed in the years ahead.

GOALS AND STRATEGIES

Goal 1

Provide a state-of-the-art curriculum in each area of preparation and deliver the highest quality instruction possible for students.

Strategies for Goal 1

* Monitor the curricular recommendations of accrediting
bodies, national study groups and learned societies as well as the emerging literature to develop curricular elements that will ensure the highest quality instruction and programs possible

* Make curricular improvements where indicated by internal and external assessments, feedback from recent graduates, accreditation examination reports, and other sources of continuous review

* Continue to develop and refine affiliations and partnerships with the Clark County School District, the Nevada Department of Education, and other agencies in order to provide model field experience based components in each preparation program

* Increase cultural diversity among faculty and students in the programs and internationalize the curriculum through selected strategies such as: a) an annual staff development theme for faculty and students, b) introduction of a new alternative teaching licensure program in multicultural and/or second language education, c) the recruitment and support of a more diverse student population, d) foreign faculty exchange arrangements, and e) development of course materials focusing on cultural diversity and global perspectives

* Ensure effective advisement of all students through structured orientation sessions and training sessions for advisors

* Closely monitor instructional effectiveness through systematic survey of students and review of syllabi and course outlines, and use this data to improve instructional components of preparation programs

* Integrate clinical services offered to the community with the College’s academic programs through the Centers for Learning, Educational Assessment, and Educational Remediation

Goal 2

Systematically plan and provide a dynamic working environment and provide regular opportunities for faculty development.

Strategies for Goal 2

* Improve faculty knowledge, use and applications of educational technology both in classes on campus and in field experience settings

* Conduct faculty retreats and/or workshops for study, skill building, planning and reflection on important
topics and issues in education and society

* Provide more mini-grants and other forms of faculty support for stimulating research and development projects related to College goals

* Develop effective retention and reward strategies to retain current and future faculty members

* Create a support system for grant proposal writing, generation of publications, writing of research and development contracts, and implementation

* Refine channels of communication between the campus and professional development schools, site-based management locations and internship sites so as to ensure systematic communication with colleagues at other levels of education

* Provide opportunities for international exchange programs for faculty and increase the opportunity to develop global perspectives

Goal 3

Consolidate and stabilize all present preparation programs, reactivate one additional Ed.D. program, initiate reactivation of another Ed.D. program, and create a limited number of new programs where needs dictate.

Strategies for Goal 3

* Hire two new faculty members in Special Education in order to ensure that quality is maintained as reactivation of the Ed.D. program is achieved

* Continue to plan for and initiate the reactivation of the Ed.D. in Counseling and Educational Psychology

* Recruit high quality doctoral students for the Ed.D. programs and secure funding for additional doctoral assistantships

* Develop departmental work schedules to implement program redesign at all levels

* Plan for new masters degree options in student personnel work and gifted education

* Recruit high quality, productive new faculty members to address both undergraduate and graduate level growth

* Establish an induction year program with the Clark County School District and mount field based M.Ed.
programs through the use of cohorts and special programming

Goal 4

Strengthen the research components and the support systems for scholarship within the College.

Strategies for Goal 4

* Mobilize the Center for Inservice, Training, and Educational Research as a research and development support service

* Increase the number of start-up grants and/or seed money to faculty for research projects

* Develop a systematic method of providing faculty release time for preparing and implementing research proposals and similar scholarly activities

* Secure academic support positions to relieve faculty of some of their more routine management responsibilities and to provide more centralized advisement

* Incorporate research concepts into more courses so students understand the relevance and personal application of research

* Increase travel support for faculty and students to attend regional and national conferences for the dissemination and/or acquisition of current research findings

Goal 5

Provide for the most efficient and effective use of facilities.

Strategies for Goal 5

* Ensure that there are an adequate number of general classrooms available for instruction

* Create classrooms where specialized subject matter can be taught efficiently and appropriately

* Develop specialized laboratory space to accommodate the professional preparation needs of students and the demands of employment settings

* Design and make available a College faculty development center where staff can meet to share ideas, peruse professional materials and periodicals, and have access
to assistive technology

* Create a state-of-the-art instructional distance learning facility that will allow two-way interactive instruction with other parts of the state

* Establish an instructional resource center where students have hands-on opportunities with overhead projectors, video, films, HyperCard, and other telemedia aids

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Education will be guided by the following priorities when allocating resources.

* Maintain existing strengths which support the mission of carrying out a full spectrum of instructional, research and service commitments in education, with particular attention to teacher education, and in selected areas of human services

* Base any mandated retrenchment decisions on quality factors--limiting admissions to only those most highly qualified in the teacher education, school administration, and counseling programs

* Maintain accreditation commitments, which advance the mission of the College and meet marketplace expectations relative to the quality of our graduates

* Implement plans to reassign space to accommodate critical facilities needs of various existing programs, including the dedication of space for specific programs needing laboratories and for operations now housed in portable trailers
Howard R. Hughes College of Engineering

* Architecture Studies Program
* Department of Civil and Environmental Engineering
* Department of Computer Science
* Department of Electrical and Computer Engineering
* Department of Mechanical Engineering

VISION

The College of Engineering will continue to strengthen its undergraduate and graduate programs, developing comprehensive curricula that provide general knowledge as well as depth in specific areas in architecture, computer science, and engineering. The educational experiences in this College will equip the student for professional employment or for graduate study. The academic growth of the College depends upon the development of research-oriented Ph.D. programs which, enhancing the image of the College, provide students with the opportunity to work with experienced investigators and to observe at first hand the results and methods of such research.

GOALS AND STRATEGIES

Goal 1

Acquire new faculty to cover instructional and research topics as each academic program develops over the next four years.

Strategies for Goal 1

* Pursue external research funding to support tenure-track and non-tenure-track faculty
* Continue use of part-time personnel with special expertise

Goal 2

Build a strong graduate program that includes nationally competitive Ph.D. programs. The College already has in place a Ph.D. in Civil Engineering. The Ph.D. in Computer Science has been approved by the Board of Regents and will be implemented when a new department chair is hired. The College seeks to add new doctoral programs in the next two biennia.

Strategies for Goal 2

* Seek approval from the Board of Regents for an "umbrella" Ph.D. in Engineering with emphases in civil, mechanical, and electrical engineering, with a long-range goal toward separating the programs in the future
* Pursue vigorously external research funding
* Recruit more graduate students and increase the number of graduate teaching assistants and graduate research assistants in the College
* Hire new technicians and management assistants
* Develop a strategic plan for enhancing research equipment and providing additional space for research and for graduate students
* Integrate use of the Cray Supercomputer as an integral part of the College's graduate programs

Goal 3

Enhance the College's undergraduate and first professional degree programs to ensure that they are responsive to local and national needs.

Strategies for Goal 3

* Acquire and maintain full accreditation for all academic programs in the College
* Encourage professional registration for all engineering and architecture faculty as well as for graduates of the academic programs
* Increase and improve the advising capabilities of the College faculty
* Foster cooperative educational experiences, internships, and professional service opportunities for all students
* Enhance the design component and hands-on experience of the undergraduate curriculum by greater use of practicing engineers and upgraded modern laboratories and current equipment
* Establish a national professional advisory group including a strong state-based component for each department

Goal 4

Enhance opportunities for faculty to develop and sustain research activities.

Strategies for Goal 4

* Offer market-competitive salaries, start-up funding for
research equipment, and summer seed money for the development of research skills and proposal writing

* Provide additional funding as incentives for faculty excellence through support of attendance at professional conferences, workshops, publication support, and exploration of research funding opportunities

* Encourage collaboration and clustering of faculty research activities in order to achieve regional and national recognition in a few key areas

* Seek an increase in support staff available to assist with the administrative duties associated with funded research, such as management assistants familiar with technical word processing and accounting and perhaps a new half-time Associate Dean for Research and Graduate Programs

* Continue to maintain laboratories with state-of-the-art research equipment including computational facilities, instrumentation and software, and corresponding technician support

* Seek additional office and laboratory space to accommodate research activities and graduate research assistants

**Goal 5**

Develop a multicultural learning environment and seek parity in the participation of underrepresented groups.

**Strategies for Goal 5**

* Increase the undergraduate enrollment of African-American, Hispanic, American Indian and women students

* Increase the retention rate of underrepresented groups

* Continue to target recruiting efforts toward hiring women and underrepresented racial and ethnic minority faculty members

**Goal 6**

Plan new academic programs in a timely manner, particularly in aerospace engineering and nuclear-related engineering.

**Strategies for Goal 6**

* Hire appropriate faculty in these new areas to establish a critical mass when combined with existing
faculty in closely related fields

* Use offerings from other departments, particularly electrical and civil engineering, to supplement the curriculum of new programs

* Seek continued support from NASA and DOE for the development of these new programs

* Develop an undergraduate program in aerospace engineering to accreditation level

Goal 7

Improve and expand College outreach to the local community.

Strategies for Goal 7

* Work with Extended Education to meet the needs of practicing engineers

* Encourage consulting contracts between faculty and industry

* Develop an affiliates program with industry

* Encourage collaborative research projects with local and regional industry and government

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Engineering will be guided by the following priorities when allocating resources.

* Acquire new faculty to cover instructional and research topics

* Establish strong graduate programs with nationally competitive Ph.D. programs
College of Fine and Performing Arts

* Department of Art
* Department of Dance Arts
* Department of Music
* Department of Theatre Arts

VISION

The mission of the College of Fine and Performing Arts is to become recognized on the state, regional, and national level as a leader in providing academic and professional training for its undergraduate and graduate students and to become the prime artistic resource for the citizens of the state of Nevada.

The academic experience provided by the College is designed to equip students for professional employment in the arts, to provide them with the academic background necessary to pursue graduate study, and, through involvement in their chosen artistic specialty, to heighten their awareness of the world around them and allow them to be more flexible in adapting to new situations.

To accomplish the above goals, the College strives to provide an environment that facilitates the humanistic and artistic education of its students, and, equally as important, nurtures the creative and professional growth of its faculty. The College will continue to strengthen its already academic offerings by refining the specific curricula in its existing programs, while concurrently developing new undergraduate degree offerings. Additionally, selected graduate degrees will be proposed when the financial climate of the state improves.

GOALS AND STRATEGIES

Goal 1

Plan for new degree programs in the following areas, in prioritized order:

<table>
<thead>
<tr>
<th>Department</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Dance</td>
<td>B.F.A. in Dance</td>
</tr>
<tr>
<td>Music</td>
<td>B.M. in Jazz Studies</td>
</tr>
<tr>
<td>Theatre</td>
<td>B.A. in Senior Adult Theatre</td>
</tr>
<tr>
<td>Art</td>
<td>B.A. in Art History</td>
</tr>
<tr>
<td>Music</td>
<td>B.M. in Recording Technology</td>
</tr>
<tr>
<td>Dance</td>
<td>M.F.A. in Dance</td>
</tr>
</tbody>
</table>

Strategies for Goal 1

* Provide appropriate equipment for new programs
* Build new space, including the planned Beam Music Center
* Renovate existing space, especially Archie C. Grant Hall, so that it can accommodate new programs

* Secure private funding to support the College's academic programs, such as the senior adult theatre program

* Secure a recording studio engineer position for the Department of Music to oversee operation of the Beam Music Center's recording studios and to teach classes in recording technology

**Goal 2**

Enhance support of the faculty in their scholarly and creative activities and in their professional development.

**Strategies for Goal 2**

* Rent off-campus space for studios and rehearsal facilities

* Seek to increase faculty travel through state and private funding

* Provide faculty with resources that permit them sufficient time for scholarship and creative activities

* Work with the library staff to increase holdings in the fine and performing arts areas

* Continue to secure funding for resident performing groups in dance, music, and theatre so they may travel to out-of-state venues

**Goal 3**

Hire new faculty for the next four-year period to meet the teaching, advising, research, and accreditation needs of existing and newly proposed programs.

**Strategies for Goal 3**

* Work with the Faculty Senate Priority and Program Review Committee to secure new positions

* Seek private funding for new positions

**Goal 4**

Provide the Department of Art with a museum and gallery of adequate size to permit the mounting of nationally recognized exhibits and the housing of permanent collections.
Strategies for Goal 4

* Secure adequate gallery space in the current library building after the new library is built

Goal 5

Provide more opportunities for the departments of dance, music, and theatre arts to schedule academic events in facilities managed by the Performing Arts Center.

Strategies for Goal 5

* Encourage externally funded organizations, such as Nevada Dance Theatre and the Nevada Symphony, to seek performance venues off campus

Goal 6

Provide academic studio and rehearsal space for the College’s students, faculty, and visiting artists.

Strategies for Goal 6

* Renovate Archie C. Grant Hall to convert classrooms into studios that meet national environmental, health, and occupational safety standards

* Secure funding to install rigging, lighting, and sound systems in the new Paul Harris Theatre

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Fine and Performing Arts will be guided by the following priorities when allocating resources.

* Secure funding for the renovation of Archie C. Grant Hall

* Secure funding to provide lighting, rigging, and sound systems in the new Paul Harris Theatre

* Add a recording studio engineer in the Music Department to operate the recording studios planned for the new Beam Music Center
College of Health Sciences

* Department of Clinical Laboratory Sciences
* Department of Health Care Administration
* Department of Nursing
* Department of Physical Therapy
* Department of Radiological Sciences
* Health Physics Program

VISION

The College of Health Sciences seeks to become a recognized leader in the education of health care professionals and health services research. The College will seek to improve access, continuity, quality and utilization of scarce health resources. Ultimately, the health of the citizens of Nevada and others will improve as a result of the educational offerings and research conducted by the College.

GOALS AND STRATEGIES

Goal 1

Contribute to the development of leaders in the health care professions through expansion and enhancement of graduate and undergraduate offerings.

Strategies for Goal 1 (Graduate Programs)

* Implement the graduate program in physical therapy and the family nurse practitioner option in the current graduate program in nursing

* Plan for a graduate program in health care administration and a possible joint M.S.N.-M.B.A. program

* Conduct needs and feasibility surveys to establish need for graduate programs in clinical laboratory sciences

* Evaluate the desirability and feasibility of expanding the graduate program in nursing to include the following specialty options: clinical nurse specialist, pediatric nurse practitioner, maternal-child specialist, and psycho-social specialist

* Examine the curricular modifications required for admission of non-baccalaureate prepared nurses (e.g., R.N. to M.S.N. option) to graduate program

* Acquire and/or maintain national accreditation of all programs
* Hire additional doctorally prepared faculty
* Provide start-up and ongoing funding for faculty research and presentation of findings at professional meetings
* Purchase needed equipment for faculty/graduate student research
* Assist faculty to acquire internal and external funding for research projects

Strategies for Goal 1 (Undergraduate Programs)

* Establish a Department of Health Physics
* Develop distance learning as a means of enabling nurses in rural areas to complete the majority of baccalaureate nursing courses off-campus
* Examine curricular modifications which would allow individuals prepared in other careers to earn the baccalaureate degree in nursing in an accelerated manner
* Explore the possibility of distance learning for the imaging programs offered by the Department of Radiological Sciences
* Assess the viability of the ultrasound program in the Department of Radiological Sciences, given the inability to recruit qualified faculty over the past four years
* Acquire and/or maintain national accreditation of all programs
* Implement a recruiting program for undergraduate and graduate programs
* Hire additional doctorally prepared faculty

Goal 2

Improve the support services for graduate and undergraduate teaching.

Strategies for Goal 2

* Expand and maintain library resources required for teaching and research by each of the College’s programs
* Purchase and maintain equipment required for teaching and research by each of the College’s programs
* Identify additional community resources/clinical placements for student experiences in all programs

* Increase the number of classified staff to support the College’s academic programs

* Hire laboratory technicians to assist with student laboratories, prepare reagents, set up equipment, stock supplies, etc.

Goal 3

Strengthen the research capabilities and productivity of all College faculty.

Strategies for Goal 3

* Establish in collaboration with the Vice President for Research a Center for Health Services Research within the College as a support mechanism for faculty research activities

* Seek funding, in collaboration with the University Foundation, for an endowed chair to direct the Center for Health Services Research

* Mobilize resources that can be used as research seed money with a high priority given to junior faculty

* Provide faculty development seminars to enhance research skills and access to research funding

* Seek funding for travel as a means of supporting research activities

Priorities

* Expand and support faculty research activities

* Maintain accreditation for nursing, radiological sciences, clinical laboratory sciences, health care administration and obtain accreditation for physical therapy

* Recruit doctorally prepared faculty to meet national standards for nurse practitioner education and the National League for Nursing’s requirements for accreditation

* Continue implementation of new graduate programs in physical therapy (Spring 1993) and family nurse practitioner (Spring 1993)
* Strengthen existing programs in physical therapy and family nurse practitioner by adding two faculty positions (approved and frozen)

* Plan for new graduate programs in health administration and health physics

* Maintain the state-mandated 7.5:1 student-faculty ratio in the nursing program

* Acquire laboratory assistants to maintain laboratories in Clinical Laboratory Sciences, Health Physics, and Radiological Sciences

* Strengthen library resources for the newest programs: Physical Therapy, Family Nurse Practitioner, and Health Physics

* Consider limiting enrollment if currently vacant positions are not filled in Physical Therapy, Nursing, Clinical Laboratory Sciences, and Radiological Sciences
William F. Harrah College of Hotel Administration

* Department of Food and Beverage Management
* Department of Hotel Management
* Department of Tourism and Convention Administration

VISION

The College is deeply committed to the dissemination of knowledge through its undergraduate and graduate programs and to the provision of an educational environment that leads students to independent thought, creativity, and mastery of the fundamentals essential to a productive personal and professional life. To this end the College will provide expert teaching, opportunities for research in cooperation with faculty, and such experiential learning opportunities as internships and work-study programs.

Such an educational environment cannot be achieved without the highest quality faculty, a faculty that enjoys opportunities for continued professional development in individual areas of expertise as well as in teaching and advisement. The College prepares students for career opportunities in many fields--hotel, casino, food service, meetings, travel, recreation--in the hospitality industry. Appropriate classrooms and laboratories must be provided to meet the special needs of a hospitality management curriculum.

The hospitality industry must attract a greater segment of minorities and women into leadership ranks. To meet this demand, the College must attract and retain an increasing number of women and minorities. In addition to the diversification of students, the College is committed to the cultural diversification of its administration, faculty, and staff.

The College is determined to maintain its leadership role in research and in education through the Hospitality Research and Development Center and through the contributions of its individual faculty members. To this end, the College encourages research activity among its faculty, for quality research coupled with quality teaching is the true hallmark of a community of scholars.

GOALS AND STRATEGIES

Goal 1

Implement the proposed Ph.D. in Hospitality Administration.

Strategies for Goal 1

* Secure approval for the program by the Board of Regents
* Recruit Ph.D. faculty
* Recruit qualified students
* Increase external funding for graduate programs

Goal 2

Monitor and evaluate departmental and graduate academic master plans.

Strategies for Goal 2

* Have departments prepare action plans to implement goals agreed upon by the executive committee
* Evaluate outcomes of action plans periodically at executive committee meetings
* Work to implement unit master plans in priority and in a timely fashion

Goal 3

Improve faculty resources.

Strategies for Goal 3

* Recruit appropriate credentialed faculty for the Ph.D. program
* Attract and retain women and minority faculty
* Increase faculty development opportunities by creating a structured program for such development

Goal 4

Improve cost effectiveness and use of resources.

Strategies for Goal 4

* Assess staffing in relation to needs
* Work to increase private donations to the College
* Assess resource utilization in relationship to industry needs

Goal 5

Improve student success and retention.

Strategies for Goal 5
* Assess hotel advising center, placement process for all students, and role of faculty in the advising process
* Investigate the establishment of a mentoring program for all entering students
* Investigate providing an early-alert system to identify students in academic jeopardy
* Evaluate the effectiveness of the College's departmental honors program and recommend changes if necessary
* Increase use of computers for instruction

Goal 6

Improve communication and relations with the professional community.

Strategies for Goal 6

* Increase use of monthly newsletters
* Have department chairs increase contacts with industry
* Assess external affairs relative to industry
* Assess need for and desirability of accreditation

Goal 7

Create a cohesive administrative team and improve administrative effectiveness through staff development activities.

Strategies of Goal 7

* Have administrators attend seminars on management and control procedures
* Assess the effectiveness of current management information systems
* Assess the current use of institutional research data in administrative decision-making
* Increase administrative use of computers
* Clarify College communication with departments, faculty, and students
* Review, adopt, and use the College's academic master plan
Goal 8

Improve the current physical facilities of the College.

Strategies for Goal 8

* Assess the adequacy of existing facilities and equipment in the food and beverage area, the hospitality education and technology area, the Hospitality Research and Development Center, and the hospitality technology laboratory

* Assess the adequacy of current classroom and administrative facilities in Frank and Estella Beam Hall

* Prepare an action plan to implement recommendations from these facilities assessments

Goal 9

Improve relations with high schools and community colleges.

Strategies for Goal 9

* Increase involvement of department chairs with high schools and community colleges

* Create a College speakers list for contact schools

* Create a system for sharing information about hotel program with high schools and community colleges

* Assess the effectiveness of all recruitment brochures

* Increase the diversification of the student population

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Hotel Administration will be guided by the following priorities when allocating resources.

* Implement the Ph.D. in Hospitality Management, a program currently awaiting final approval by the Board of Regents.

* Begin planning for other academic programs in such areas as convention trade show management and continue development of the College’s programs in food and beverage management and casino management.
College of Human Performance and Development

* Department of Health Education and Sports Injury Management
* Department of Kinesiology
* Department of Sport and Leisure Studies

VISION

The mission of the College of Human Performance and Development is to become recognized locally, regionally, and nationally for the quality of its graduates as well as the scholarship and service of its faculty. While the College intends to establish strong interdisciplinary programs, it remains committed to providing undergraduate education programs which continually meet and exceed all the guidelines of their respective governing and accreditation bodies. The various curricula are designed to prepare students to be scholars and skillful practitioners in health, kinesiology, and leisure studies programs. The College will continue to offer comprehensive basic skills courses while promoting the evolution of undergraduate and graduate programs and an upgrading of the curriculum. The faculty view research, as well as creative scholarly expression, as essential to the overall development of the College.

GOALS AND STRATEGIES

Goal 1

Provide educational opportunities for students to develop as scholars as well as practitioners in the areas of health, kinesiology, and leisure studies.

Strategies for Goal 1

* Hire additional faculty during the next four-year period to meet the teaching, advising, research, and accreditation needs of the College

* Analyze and where necessary revise the existing curricula to bring them up to the standards that exist at major comprehensive universities throughout the nation

* Establish dialogue with other academic units throughout the University for the purposes of promoting and developing quality interdisciplinary degree programs that produce both scholars and practitioners

Goal 2

Provide the appropriate educational opportunities to prepare
students for employment as practitioners in the areas of health, kinesiology, and leisure studies.

Strategies for Goal 2

* Effect curricular changes and acquire appropriate accreditation that will make all of the graduates of the College more marketable

* Develop concentrations, academic minors, and supportive cognate areas that result in certification or licensure and enhance the professional preparation of students for both employment and graduate study

* Continue to develop a systematic sequence of courses in all degree programs that are linked with well supervised field experiences

* Provide in-service training sessions for all advisors

Goal 3

Restructure the funding and budgeting process of the College for the purpose of better supporting scholarly development, innovative teaching, and professional service.

Strategies for Goal 3

* Seek start-up money to make faculty more self-sufficient researchers

* Implement the College’s new policy for funding faculty travel and research

* Devise a plan to supplement the soft money accounts of the College

* Devise a system that enables faculty to receive "reassigned time" for purposes of research, scholarship, and publication

Goal 4

Develop laboratories for both faculty research and student learning in order to enhance the quality of undergraduate and graduate instruction.

Strategies for Goal 4

* Establish a computer laboratory in the Paul C. McDermott Physical Education Complex

* Secure resources to hire laboratory assistants and/or technicians
Goal 5

Plan for a Ph.D. in Exercise Physiology, a new interdisciplinary M.S. degree program in Preventive Health Techniques and Sports Injury Management, and an M.A. in Kinesiology.

Strategies for Goal 5

* Recruit and develop quality graduate faculty

* Develop an academic climate that will attract and nurture the type of faculty needed at a major comprehensive university

* Identify faculty and develop curriculum for the Ph.D. as well as courses in cognate areas that will supplement and enhance the doctoral program

* Seek additional graduate assistantships and fellowships that will attract quality graduate students to the doctoral program

Goal 7

Expand, develop, and update the existing Paul C. McDermott Physical Education Complex.

Strategies for Goal 7

* Establish a facilities committee to assess laboratory, activity, recreational, office, and various other space needs

* Update the McDermott Complex Facility Use Policies

* Work with the UNLV Foundation to seek potential donors and to supplement funding necessary to keep the McDermott Complex facilities current

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Human Performance and Development will be guided by the following priorities when allocating resources.

* Implement a change in the existing M.Ed. in Physical Education to the M.S. in Kinesiology

* Plan for the Ph.D. in Exercise Physiology
* Plan for a Master of Science in Preventive Health Techniques and Sports Injury Management

* Plan for a Master of Arts in Kinesiology
College of Liberal Arts

* Department of Anthropology
* Department of Criminal Justice
* Department of English
* Department of Foreign Languages
* Department of History
* Department of Philosophy
* Department of Political Science
* Department of Psychology
* School of Social Work
* Department of Sociology
* Film Studies Program

VISION

The College of Liberal Arts, being the largest academic unit at UNLV, contributes heavily to the teaching and research functions of the University. The College's mission is, by nature, varied and complex, ranging from giving large numbers of introductory (general education) courses to offering Ph.D. programs. The College provides training that is essential to any liberally educated person in disciplines that are fundamental to the educational mission of all universities.

The College of Liberal Arts shares the University's commitment to rationality, truth, individual and academic freedom, and knowledge. Its policies and practices are designed to promote intellectual inquiry, independence of thought, critical and creative thinking; ethical conduct and a respect for truth; and freedom from ignorance, prejudice, and intolerance. It also strives to promote the understanding of self, the relationship of the individual to society, and global conditions, including other cultures and values. In order to achieve these objectives, the College seeks to create conditions that enable students and faculty to develop to their highest potential, whether in the classroom, in research, and in professional service capacities.

Having established many programs with regional and national visibility, the College now wishes to further the process of enhancing its image nationwide by pursuing measures that add to its reputation for academic excellence. To that end, it will continue to support all forms of faculty development, to encourage research and publication, and to sponsor scholarly journals and conferences. It also will continue to develop graduate programs of the highest caliber, thereby attracting first-rate students and faculty.

One of the challenges facing the College of Liberal Arts is to enhance its national reputation and to add quality graduate programs without damaging the excellence of its undergraduate programs or lessening its commitment to excellence in teaching. To this end, the College will strengthen its commitment to core
offerings in general education, thereby reaffirming its belief in the centrality of the liberal arts disciplines to liberal education. It will also seek to strengthen current programs by increasing its involvement in interdisciplinary and multidisciplinary programs. Cognizant of its place in the global community and recognizing national concerns with multiculturalism and with the need to internationalize education and research, the College will seek additional involvement in multidisciplinary endeavors that address these and other concerns. Additional cross-disciplinary programs within the College and with other colleges are envisioned, as are an increasing number of joint appointments and dual degree programs. The College’s efforts will also be directed toward the achievement of increased diversity in order to foster conditions that promote the disinterested pursuit of truth in a climate of tolerance and mutual respect.

GOALS AND STRATEGIES

Goal 1

Enhance the College’s regional and national reputation.

Strategies for Goal 1

* Continue and increase sponsorship of scholarly journals

* Continue and increase sponsorship of academic conferences and other professional/academic endeavors that bring recognition to the College

Goal 2

Increase support for faculty development in its various forms.

Strategies for Goal 2

* Seek appropriate teaching loads throughout the College for faculty who are productive in research

* Seek permanent, on-going funding for the Center for Advanced Research

* Seek additional travel funds

* Seek additional funding for programs designed to improve the quality of teaching

* Seek additional library holdings in liberal arts disciplines
Goal 3

Introduce new, or reactivate, graduate programs to meet the needs of southern Nevada, the southwest region, and the nation.

Strategies for Goal 3

* Implement the M.A. in Criminal Justice that is awaiting Board of Regents approval
* Plan for an M.F.A. in Creative Writing (English)
* Plan for a Ph.D. in Clinical Psychology
* Plan for the reactivation of the M.A. in German
* Consider instituting an M.A. in Film Studies
* Continue work on a Ph.D. proposal in Political Science
* The Institute for Ethics and Policy Studies will consider introducing various dual degrees at the Master’s level, including cooperative programs with Economics, Public Administration, Water Resources Management, and Environmental Studies
* Begin work on a Ph.D. proposal in Anthropology

Goal 4

Increase excellence and community involvement in existing programs and departments.

Strategies for Goal 4

* Reduce reliance on part-time instructors and lecturers, especially in English, by converting part-time and lecturer positions to beginning assistant professorships
* Hire urgently needed professional staff positions
* Hire sufficient faculty to meet the increasing enrollment demands in existing programs throughout the College
* Reduce the College’s FTE student/faculty ratio
* Hire sufficient classified staff to meet the growing needs of the College’s programs
* Seek department status for the Film Studies Program and the Institute for Ethics and Policy Studies
* Establish a language media center to be used by the Department of Foreign Languages and the English as a Second Language Program

* Achieve accreditation for the M.S.W. in Social Work (accreditation visit scheduled for 1993)

* Strengthen internship programs in sociology and other departments

* Increase offerings in ethnic studies, perhaps by hiring Native American and Asian American faculty

* Establish a Social Work Research Center

* Strengthen community ties in film studies through cooperative film ventures and internships

* Strengthen field training program in social work

* Begin degree-granting programs in Chinese, Russian, Japanese, and Italian

* Assess the effect of a possible campus-wide foreign language requirement

Goal 5

Assume a leading role in the development of multidisciplinary programs.

Strategies for Goal 5

* Explore dual degree programs in the Institute for Ethics and Policy Studies and programs in economics, public administration, water resources management, and environmental studies

* Consider establishing joint master’s programs in the School of Social Work with such disciplines as special education, marriage and family therapy, criminal justice, psychology, and public administration

* Explore the possibility of creating new interdisciplinary programs in criminal justice with such disciplines as anthropology, foreign languages, ethics and policy studies, and sociology

* Address the needs of international students through closer interaction between the Department of English and the English as a Second Language Program

* Increase the College’s already significant involvement in such multidisciplinary programs as
women's studies, Asian studies, honors program, and liberal studies

* Explore the possibility of dual appointments and cross-listing of courses between the Department of Political Science and the Department of Public Administration

* Explore the possibility of developing additional courses in the Department of Foreign Languages that serve the language and foreign culture needs of students in the College of Hotel Administration and in the College of Business and Economics

* Explore the feasibility of instituting a writing across the curriculum program in the Department of English

* Explore the possibility of developing an East European Studies program in the College

Goal 6

Continue and enhance the College’s role as a major cultural and intellectual resource for the residents of southern Nevada.

Strategies for Goal 6

* Continue sponsorship of the University Forum Series

* Continue presenting the International Film Series

* Seek funding for additional lecture series and discussion groups

* Seek funding from various national, state and local organizations for community-related programs, projects, exhibits, and presentations

Priorities

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Liberal Arts will be guided by the following priorities when allocating resources.

* Hire sufficient faculty to meet the increasing enrollment demands in existing programs throughout the College

* Seek appropriate teaching loads for faculty who are productive in research

* Reduce reliance on part-time instructors and lecturers by converting part-time and lecturer positions to beginning assistant professorships.
* Seek permanent, on-going funding for the Center for Advanced Research

* Hire urgently needed professional staff positions

* Reduce the College's high FTE student/faculty ratio by hiring additional faculty to relieve enrollment pressures in lower-division courses.

* Hire sufficient classified staff to meet the growing needs of the College's programs

* Add new graduate programs, especially the M.F.A. in Creative Writing and the Ph.D. in Clinical Psychology

* Reactivate the M.A. in German

* Increase equipment budgets to meet on-going needs of such programs as film studies and anthropology

* Continue and increase sponsorship of scholarly journals and conferences
College of Science and Mathematics

* Department of Biological Sciences
* Department of Chemistry
* Department of Geoscience
* Department of Mathematical Sciences
* Department of Physics

VISION

The College of Science and Mathematics shares with other UNLV colleges the mission of generating, transmitting, applying and preserving knowledge. It offers baccalaureate, masters, and doctoral programs in selected areas of mathematics and the natural and physical sciences. The College is dedicated to excellent teaching, superior student performance, original and high quality research, and public service in its constituent disciplines.

The College will continue to provide high quality undergraduate and graduate instruction and training, as well as the highest quality disciplinary and pedagogic research. Through outreach and service programs, the College will be a major contributor to public science and technology literacy throughout the state and region.

GOALS AND STRATEGIES

Goal 1

Strengthen the undergraduate curriculum in each of its disciplines, providing quality educational experiences that prepare its majors for professional employment and/or for the pursuit of advanced study, and that assure an understanding of science and technology through appropriate lower-level undergraduate instruction to non-majors.

Strategies for Goal 1

* Focus faculty recruitment on areas of strength and decrease dependence on part-time instructors

* Focus fiscal and physical development around the instructional and research needs of areas of strength

* Encourage interdisciplinary, bridging disciplines that utilize the strengths of two or more departments of the College

* Increase the amount of computer and information technology in the curriculum
* Increase the resources available for instructional innovation and curriculum renewal, especially for undergraduate education and public outreach

* Implement periodic review of the College curriculum, by discipline and with the assistance of outside consultants, in order to maintain the currency and relevance of our curricular offerings

Goal 2

Strengthen existing graduate programs, focusing human, fiscal, and physical resources toward the establishment of quality Ph.D. programs in each of discipline within the College.

Strategies for Goal 2

* Focus faculty recruitment as well as fiscal and physical development in existing areas of excellence and, in some instances, in areas that bridge existing strengths

* Seek adequate start-up funds and laboratory space for all new appointments to the faculty of the College

* Seek support for the College’s research infrastructure

* Seek substantial support for faculty development

Goal 3

Conduct quality programs of research and postgraduate education for the discovery of new methods of instruction and new knowledge in the College’s disciplines, disseminating the results of these scholarly activities via publication and other professional communication.

Strategies for Goal 3

* Focus all new faculty, student and staff recruitment and new resources in areas of excellence or in critical bridges as discussed above

* Apply tenure, promotion, and reward criteria in ways that will value and encourage teaching and instructional scholarship as well as the creation of new knowledge

* Assume responsibility for, and dissemination of, innovative education developments beyond the University

* Develop procedures for the assessment of quality in instructional research as well as in the pursuit of new knowledge
Goal 4

Improve the flow of students into, and through, the science education pipeline and assume, through service and public outreach programs, a leadership role and central responsibility for the scientific and technological literacy of local and regional citizens.

Strategies for Goal 4

* Use introductory courses to encourage the development and evaluation of alternatives to the standard lecture format

* Encourage and reward instructional scholarship and public outreach as well as research and teaching excellence

* Implement outreach programs to educate the public about the importance of science and technology

Goal 5

Guarantee access to, and participation in, the disciplines of science and mathematics by all societal groups.

Strategies for Goal 5

* Encourage the study of science and mathematics at all educational levels, and especially to underrepresented groups

* Expand support programs, such as faculty advising, mentoring and tutoring programs involving faculty-student and student-student interaction, for members of underrepresented groups

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the College of Science and Mathematics will be guided by the following priorities when allocating resources.

* Complete the campus computer network to ensure that existing and new faculty will be able to communicate with one another, with the "electronic" library, with campus mainframe and supercomputers, and with their colleagues throughout the world

* Acquire space and personnel to strengthen the undergraduate and graduate curricula by completing construction of and occupying the Robert L. Bigelow Physics Building, Chemistry Building renovations, new
Math Department offices in the Classroom and Office Complex, and the majority of EPA space

* Add new tenure-track faculty and lecturers to the college roster, prioritized as follows:

* Release for recruiting all frozen positions and those lost to budget cuts in 1991-1992

* Hire three faculty in the Physics Department: a senior condensed matter physicist and two junior experimental physicists (areas may require adjustment)

* Restructure biological sciences, chemistry, geoscience, and mathematical sciences with existing positions if all frozen and cut positions are reinstated

* Urge greater use of full-time instructors/lecturers instead of part-time instructors

* Add new classified and technical staff from external funds such as grant sources, and establish a preprofessional advisor/student counselor position from an existing lecturer line

* Provide a major investment in equipment and facilities for support of new and existing faculty by continuing to seek start-up funds for all new faculty as well as equipment maintenance funds from both University and private sources
Graduate College

VISION

The Graduate College shares the vision of the Board of Regents as well as the faculty and students of UNLV regarding the future of graduate education on our campus. The Regents have adopted a statement of goals that clearly encompasses graduate programs, scholarly research, and creative activities, and the facilities and services to support "creative endeavors, the quest for new knowledge and the application of new knowledge." The 1990 Self Study Report to the Northwest Association of Schools and Colleges, a document that included extensive faculty and student input, emphasized that UNLV is to continue its progress in becoming a recognized comprehensive doctoral-degree granting university. Moreover, the university mission statement sets forth the goal that UNLV shares with "other leading universities the mission of generating, transmitting, applying, and preserving knowledge. It strives to accomplish its mission by offering a wide range of excellent baccalaureate, masters, and doctoral programs in the major areas of human knowledge--the physical sciences, the social sciences, the humanities, and the arts as well as in selected professional fields." It is clear that the future academic reputation of the institution rests with the growth and excellence of UNLV graduate programs.

Consequently, the Graduate College seeks to expand graduate programs for the benefit of our rapidly increasing population and to support excellence in graduate education and the research, scholarly, and creative activities associated with it. The Graduate College, as part of the central administration of the University, is ideally suited to fulfill this purpose and, in this capacity, will continue (1) to articulate a standard of intellectual excellence that pervades all discussions and decisions about faculty, students, curriculum, as well as research and creative direction; (2) to provide policies which define good practice in graduate programs, high quality curriculum, excellence in student selection, and rigor in faculty appointments; (3) to maintain university-wide minimum standards for masters and doctoral education regardless of discipline; (4) to bring faculty and students from diverse disciplines together to promote intellectual communication and foster multidisciplinary graduate programs; and (5) to serve as an advocate for the financial needs and other interests of graduate students, graduate faculty, and existing and future graduate programs.

GOALS AND STRATEGIES

Goal 1

Increase financial support for graduate students.
Strategies for Goal 1

* Seek a larger number of graduate assistantship positions
* Seek graduate assistantship stipend amounts that are competitive with those of comparable institutions
* Seek a larger number of doctoral graduate associate positions
* Seek a larger amount of funding for the tuition and fee waivers associated with graduate assistantships
* Seek state-supported merit-based scholarships and fellowships for graduate students
* Seek state-supported opportunity scholarships and fellowships for populations underrepresented among our graduate students
* Seek resident and non-resident tuition waivers for excellent students who are not graduate assistants
* Seek additional funding for support of graduate student research and professional travel
* Seek extramural funding to supplement the stipends of Barrick Fellowships
* Seek extramural funding to support annually the creative project of an outstanding MFA graduate

Goal 2

Seek greater support and opportunities for professional development for those faculty involved in graduate-level teaching, direction of theses and dissertations, and graduate program administration as well as for those graduate faculty who are highly productive in their scholarly research and creative efforts. This goal will require continued communication with those administrators who have authority over faculty support.

Strategies for Goal 2

* Seek appropriate teaching loads for graduate faculty
* Seek additional funding for graduate faculty travel to professional meetings
* Seek additional university-supported "seed" money for faculty research and creative efforts
* Seek additional grant-related support services
* Seek greater annual merit pay consideration for the most productive graduate faculty members
* Seek greater secretarial support of graduate faculty
* Seek additional equipment in order to support the research and creative activities of graduate faculty
* Seek greater laboratory and studio space to support the research and creative activities of graduate faculty
* Seek a greater number of university-supported summer fellowships and stipends for graduate faculty
* Seek a greater number of sabbatical leaves for graduate faculty
* Seek funding for annual Graduate College Faculty Service Awards

**Goal 3**

Strengthen existing graduate programs, encourage interdisciplinary graduate programs, extend graduate education to serve the needs of students outside the immediate Las Vegas area, and develop new graduate programs.

**Strategies for Goal 3**

* Seek to identify and assist those existing graduate programs where academic and/or financial support problems might exist
* Seek to develop additional interdisciplinary and dual-degree
* Seek funding to expand graduate offerings and programs in selected outlying communities and at non-campus locations within the Las Vegas community
* Seek to implement new graduate programs of high academic quality and with appropriate funding support. The schedule for program implementation on the graduate level is discussed in the "New Programs" section of this plan.

**Goal 4**

Increase support for graduate student recruitment.

**Strategies for Goal 4**

* Seek continued funding for Graduate College recruitment bulletins and flyers
* Seek continued funding for the Graduate College Peterson’s Guide recruitment publication

* Seek continued funding for Graduate College recruitment letters to UNLV and UNR senior students

* Seek continued funding for updating the recruitment brochures of each academic department offering graduate programs

* Seek travel funding for visitations by non-resident student applicants being highly recruited by our doctoral programs

* Seek funding for departmental and/or college travel to college recruitment fairs

* Seek funding targeted for the recruitment of minority graduate students

* Seek funding for continuation of Graduate College Exploration Day

Goal 5

Increase the quality of graduate student advisement and mentoring.

Strategies for Goal 5

* Continue the annual Graduate College graduate student orientation and graduate assistant orientation sessions

* Continue the publication of the Graduate College Faculty Advisement Manual

* Continue the Graduate College retreats and Graduate Council meetings wherein issues involved in student advisement and mentoring are discussed

* Continue Graduate College review of student programs

* Continue Graduate College orientation sessions for classified staff members in our academic departments

* Continue to update the Graduate College Catalog and to make it more understandable regarding regulations, deadlines, and policies

* Continue to update the policies contained in the Graduate College Policy Manual

* Seek to have departments with graduate programs conduct
regular and effective advising sessions with individual students or groups of students

Goal 6

Provide training and related support for those graduate assistants who are assigned teaching duties.

Strategies for Goal 6

* Continue the annual Graduate College graduate teaching assistant orientation

* Ensure that all academic departments with graduate teaching assistants develop specialized training sessions, courses, and related services for these students

* Increase efforts to assist graduate teaching assistants who need additional training in English language speaking and writing skills

* Seek funding for a centralized Graduate College Graduate Teaching Assistantship Center that would complement the training of teaching assistants provided by the departments

Goal 7

Increase the capabilities and services within the Graduate College office to meet the needs of graduate students, graduate faculty, and graduate program administrators.

Strategies for Goal 7

* Continue communication and coordination of activities between the Graduate College and a variety of on-campus offices and units, and request from some of these units increased funding for the advancement of graduate education

* Seek increased office space for the Graduate College

* Seek funding for two additional student application/student program evaluators

* Seek funding for a thesis/dissertation reader and a publications coordinator

* Seek funding for a professional position to administer the Graduate Teaching Assistant Training Center

* Seek funding for upgrading and adding to the existing Graduate College computer system in order to enhance
the capabilities of the staff

* Seek funding to include all academic departments with graduate programs in the computerized student information system

* Seek funding for a Graduate Testing Center

PRIORITIES

Given the assumptions regarding University budgets for the 1993–1997 period, the Graduate College will be guided by the following priorities when allocating resources.

* Provide budgetary support to already implemented graduate programs: M.S. in Physical Therapy, Ph.D. in Physics, M.S. in Architecture, Ed.D. in Instructional and Curricular Studies, Ph.D. in History, and Ph.D. in Civil Engineering

* Seek approval of the Board of Regents for four new graduate programs already approved at the institutional level and two changes to existing degree programs: M.A. in Criminal Justice, Master of Arts in Science, Ph.D. in Hospitality Administration, Ed.D. in Special Education, Ph.D. in Engineering with Civil, Mechanical, and Electrical Engineering emphases (change in the existing Ph.D. in Civil Engineering program), and M.S. in Kinesiology (change in the existing M.Ed. in Physical Education program)

* Seek approval and budgetary support for the graduate programs prioritized for 1993-94, 1994-95, 1995-96, and 1996-97. These programs can be found in the "New Programs" section of this plan.

* Increase student support by establishing more state-supported graduate assistantships, merit scholarships, and opportunity scholarships

* Increase the capabilities and services within the Graduate College office to meet the needs of a growing number of graduate students, graduate faculty, and graduate programs by adding staff and space coordinator.

It should be noted that accomplishment of the first three priorities is contingent upon achieving the resources discussed in the last two priorities.
Greenspun School of Communication

VISION

The founding of the Hank Greenspun School of Communication in 1990 brought together the existing Department of Communication Studies, the University cable channel (UNLV TV), and the English as a Second Language Program. In keeping with changes in the discipline, the School has moved to balance a traditional scholarly grounding in the liberal arts with greater emphasis on professional and applied activities.

The School seeks to educate and train students for future employment in a diverse communications industry. It does so by employing respected professionals from the community to teach courses and by continuing a successful internship program that has resulted in many of its students receiving full-time professional employment after graduation. The School’s mission also includes responding to requests from non-profit groups and government agencies for communication consultation and public service advertisements; operating and expanding its cable channel; and continuing the English as a Second Language Program that helps recent immigrants and foreign students improve their oral and written English.

GOALS AND STRATEGIES

Goal 1

Enhance the regional and national stature of the School’s academic programs.

Strategies for Goal 1

* Continue to house and support the publication of Journalism History, a national scholarly journal currently edited by a School faculty member

* Actively solicit the housing and support of the Western Communication Journal, a major regional scholarly journal

* Continue to sponsor "The Rhetorical Edge," a lecture series on contemporary theory and criticism that features prominent national and international scholars in rhetorical studies

Goal 2

Enhance the regional and national stature of the School’s professional programs.
Strategies for Goal 2

* Expand the School's regional internship program so that it provides exceptional national and international learning experiences for students

* Expand the Barbara Greenspun Lecture Series from one speaker a year to four.

* Continue to expand the production of individual video documentaries and cable channel productions

Goal 3

Plan new programs that build on the strengths of existing programs and that meet specific needs of the local community and state.

Strategies for Goal 3

* Plan for a Ph.D. in Communication that will integrate both mass communication and traditional human communication disciplines

* Plan for global communication and medical communication programs

* Develop plans for an interdisciplinary Center for the Study of Entertainment

PRIORITIES

Given the assumptions regarding University budgets for the period 1993-1997, the School will be guided by the following priorities when allocating resources.

* Meet student and programmatic needs by providing equipment and space required to support telecommunications production and editing, equipment maintenance and storage, and computer labs for students in the public relations and advertising tracks

* Support the research and professional development needs of current faculty

* Continue to determine the effectiveness of existing programs and the feasibility and desirability of future programs

* Plan for the Ph.D. in Communication, new programs in global communication and medical communication, and a Center for the Study of Entertainment
INTERDISCIPLINARY
PROGRAMS
Interdisciplinary Program Administration

PHILOSOPHY

There is an increasing awareness that it is desirable to bring together professionals from different academic disciplines to explore the complex problems facing our community, state, region, nation, and world. The rapid expansion of new information in every academic discipline has also brought about the need to share this knowledge with other professionals and to explore connections between disciplines. The pursuit of these connections is being undertaken at UNLV and at most universities through the development of interdisciplinary programs. The trend toward the formation of new and the further expansion of existing undergraduate and graduate interdisciplinary programs will continue. Thus, a plan for developing new interdisciplinary programs as well as administering and providing resources for existing interdisciplinary programs needs to be developed during the next four years.

PRIORITIES

* Assess the effectiveness of existing University interdisciplinary programs

* Examine whether interdisciplinary programs should be placed under one central University administrator

* If the present system of decentralized administration of interdisciplinary programs remains, review which administrative positions should have responsibility for specific interdisciplinary programs

* Establish clearly defined reporting structures for directors, faculty, and staff who participate in interdisciplinary programs and encourage adherence to these established lines of communication and decision-making

* Develop an effective method for providing adequate new resources and shared resources, such as faculty and classified staff positions and operating funds, to interdisciplinary programs

* Encourage greater communication and coordination of efforts between departments and colleges in regard to interdisciplinary programs

* Evaluate the need for adding new interdisciplinary programs in light of UNLV’s mission statement and System strategic directions
STRATEGIES

* Evaluate all existing University interdisciplinary programs for purposes of determining program effectiveness

* Consider forming an ad hoc committee to develop a plan to enhance existing interdisciplinary programs and to address such issues as reporting structures, resource needs, and periodic program reviews and assessment

* Develop a prioritized list of new interdisciplinary programs based on campus strengths as well as local, state, national, and international needs
Environmental Studies Program

VISION

The Environmental Studies Program seeks to provide students with a general understanding of the environmental challenges facing our world, with basic skills essential for success in a career in the environmental arena, and with depth of understanding in at least one area of specialization. Our students, upon completion of the program, should be capable of using verbal, quantitative, scientific, philosophical, and policy-making skills in an integrated analysis of environmental problems. With those skills they should be prepared for entry-level positions in a variety of environmental occupations such as environmental policy and planning, environmental education, natural resource management, pollution control, conservation, lobbying, and environmental communication. They should also have the basic intellectual preparation required to understand our world well enough to live a rich, rewarding life.

The vision is to develop a degree program in which faculty, staff, and students work together to help create a better world. Internship and thesis courses provide exceptional opportunities for integration of faculty responsibilities in teaching, research, and service with student projects designed to analyze local environmental issues. The Office of Energy and Environmental Education provides additional important contacts, ideas, and opportunities for students to interact with the community on local environmental issues and projects.

GOALS AND STRATEGIES

Goal 1

Provide educational opportunities that encourage students to become lifelong learners and critical thinkers, assist them in becoming environmental professionals, provide them the foundation necessary to learning new skills and insights essential for adaptation to the rapid changes occurring in the environmental arena, and/or prepare them for the pursuit of advanced degrees in relevant natural or social sciences.

Strategies for Goal 1

* Develop an internship, part-time employment, and career planning program for students, involving participation of local environmental employers and assessment of local, regional, and national market needs

* Track program graduates through their employers to ascertain the quality of the program and educational gaps the program should address
* Develop an Environmental Studies Resource Center housing information on career opportunities and current environmental issues

**Goal 2**

Provide mandatory advising for all students.

**Strategies for Goal 2**

* Provide up-to-date materials for recruiting students and orienting them to the program

* Develop a system of recruiting students that places special emphasis on recruitment of minorities

* Hold advising meetings once a semester with each student

* Develop a system designed for maximum retention of minority students through graduation

* Provide annual assessments of progress to all students

* Orient new faculty, as hired, to a one-on-one mentor relationship

**Goal 3**

Continue development of specializations and concentrations for environmental studies students in economics, public policy, planning, communications, environmental management, resource management, and conservation biology.

**Strategies for Goal 3**

* Encourage students with initiative and talent to develop personalized specializations and concentrations

* Develop internships directly related to student specializations

* Identify mentors to guide senior theses

**Goal 4**

Provide a state-of-the-art curriculum.

**Strategies for Goal 4**

* Use senior theses and internships to provide a link between the classroom and the community
* Provide opportunities for faculty development and course development

* Survey trends in state, regional, national, and international environmental education

* Biannually assess the participating faculty and the curriculum

* Secure funds for attendance at regional, national, and international meetings

* Develop a proposal for a graduate program in environmental studies

**Goal 5**

Provide service to the community, state, region, and profession.

**Strategies for Goal 5**

* Extend outreach of the Office of Energy and Environmental Education to elementary, middle schools, and high schools, and build a coalition of community support for these activities

* Provide timely information through dissemination of a newsletter and other publications

* Develop a speaker’s series within the program

* Co-sponsor relevant conferences, workshops, programs, and conference sessions

* Extend student services by improving the assessment and internship programs and by strengthening thesis and independent study efforts

**Goal 6**

Strengthen the research component of the program in conjunction with the teaching mission.

**Strategies for Goal 6**

* Systematically prepare and submit research and/or educational enhancement proposals relevant to faculty expertise and incorporating student assistance

* Provide necessary computer and software to support both funded and unfunded research

* Develop a student/faculty paper series for public
dissemination of joint efforts of faculty mentors and students

* Develop an occasional paper series for research and service report dissemination to appropriate public officials, agencies, and community actors

* Encourage submission of manuscripts to journals, book editors and conferences

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the Environmental Studies Program will be guided by the following priorities when allocating resources.

* Secure new faculty positions to teach required courses, reduce the student/faculty ratio, serve as mentors and thesis advisors, and assist with growing advising and assessment needs

* Secure a new professional position by converting a soft-money, half-time professional position to a full-time state appropriated position in 1994-95

* Secure a full-time classified staff position

* Add office spaces and equipment to house the positions described above

* Seek to provide a student resource room equipped with computers and work space to allow for development of the assessment and advising program
Gerontology Program

VISION

The interdisciplinary certificate program in gerontology offers training in the study of aging and seeks to enable students to understand and work with the aged by acquiring knowledge and skills which cover the spectrum from social to biological issues. The gerontology certificate may be earned in conjunction with any academic major or by persons not seeking a baccalaureate degree. As the program grows and develops it is envisioned that it will address further the specific health and social needs of older citizens, particularly in Nevada. In part, this vision includes the future establishment of a center for gerontology that would better coordinate the faculty's interdisciplinary contributions to the program as well as facilitate external support for research activities of benefit to the discipline and to Nevada's citizens.

GOALS AND STRATEGIES

Goal 1

Establish a stronger infrastructure for the development of University activities that are directed toward the needs of older citizens.

Strategies for Goal 1

* Explore administrative and other options that will provide incentives and rewards to faculty, departments, and colleges who are interested in teaching, research, or service that is primarily directed toward older citizens

* Investigate the feasibility and desirability of hiring a full-time director for the gerontology program

* Explore the desirability of forming a gerontology center

Goal 2

Strengthen gerontological research activities at the University.

Strategies for Goal 2

* Promote collaborative and single investigator research efforts directed to the health and social needs of older citizens
* Explore ways to finance research activities and provide designated seed money for investigation that focuses on the health and social needs of the elderly

* Establish a dialogue with the UNLV Foundation regarding how resources from donors could contribute money to the establishment of a gerontology center

**Goal 3**

Expand the University’s potential to contribute to the education of students at all levels with an interest in the health and social needs of the elderly.

**Strategies for Goal 3**

* Review the current offerings of the certificate program and assess the extent to which they meet the needs of graduates and the human services community

* Increase the library’s current holdings in gerontology

* Hire a full-time faculty member, preferably an endowed chair, to enhance gerontological education, research, and service at the University

* Explore the desirability of additional degrees in gerontology

**Goal 4**

Increase the service contributions of faculty with an interest in gerontology within the University, the community, and in the gerontology professions.

**Strategies for Goal 4**

* Identify and encourage local, state, and regional opportunities for faculty with a gerontological interest to become involved in service activities

* Expand involvement in local, state, and national groups that promote education and research activities that serve the needs of older citizens

**Priorities**

* Provide the required courses which allow students to complete the gerontology certificate

* Enhance the University’s potential in gerontology research
* Assess the need for graduate offerings in gerontology
* Hire a full-time director for the program
* Explore the desirability of forming a gerontology center
Honors Program

VISION

The Honors Program contributes to the University’s efforts to improve its academic standing in Nevada, the West, and the nation by pursuing two primary missions: it actively recruits superior students, encouraging them to matriculate at UNLV and to join the Honors Program, and it offers distinct and unique educational opportunities to these students through its interdisciplinary courses and small class sizes. The vision of the Honors Program is that it will continue to pursue these two missions; this four-year plan recognizes that profound changes need to be made because of the very sound assumption that the number of highly qualified students interested in and ultimately choosing UNLV will continue to grow. The Honors Program needs the resources to continue its active recruitment of superior candidates for the institution. Also, in order to ensure that qualified students will not be denied the opportunity to participate in honors, the Honors Program must respond to this anticipated increase in the number of top students choosing UNLV by incrementally expanding its course offerings.

GOALS AND STRATEGIES

Goal 1

Continue to provide quality, enhanced educational opportunities for the increasing number of superior students who will choose to participate in the Honors Program at UNLV.

Strategies for Goal 1

* Formalize and stabilize the process by which the University staffs the increasing number of honors courses needed to maintain the program’s emphasis on writing and discussion. Three different approaches to this problem have been offered for consideration by the campus.

* Encourage more upper-classmen and faculty to participate in department honors, a six-credit, two-semester sequence in which students work with a faculty mentor and committee on an honors thesis/project required to earn a summa cum laude diploma through the Honors Program

* Increase the program’s endowment that is used to fund scholarships and special educational opportunities for students participating in the Honors Program
* Work with the alumni of the Las Vegas Leadership group to expand the opportunities for students in the program to participate in honors internships

* Seek external funding for scholarship support and special educational opportunities for students participating in the program

Goal 2

Continue to develop the Honors Program around the theme that the program is a community of interacting scholars and not merely a coordinated group of courses leading to a special designation on participants' transcripts.

Strategies for Goal 2

* Seek to add two assistant directors who teach in core academic disciplines to administer the program's proposed Mathematics Center, the intern program, department honors, and the Nevada Institute for Gifted and Talented Students, in addition to the normal recruiting and advising duties expected of Honors Program staff

* Expand the space presently available to the Honors Program in the James R. Dickinson Library

* Identify by the beginning of the 1993-94 academic year a larger permanent location for the Honors Program

* Secure student wages to support the Honors Program Writing Center, a proposed Mathematics Center modeled after the writing center, and a half-time clerical aide for the program office

* Upgrade the computer laboratory in the Lloyd Katz Honors Lounge, including the addition of a mail server that will allow students in the program to communicate with each other from computers anywhere on campus on their own electronic mail system

Goal 3

Continue and improve successful honors recruiting efforts, especially the development of educational programs for high school students.

Strategies for Goal 3

* Increase the involvement of Honors Council faculty in the recruitment of high school students
* Designate a student in the Honors Program to act as recruiting coordinator, with the responsibility of arranging more high school visits and tours of campus using current honors students

* Continue development of the Nevada Institute for Gifted and Talented Students, a summer series of academically challenging workshops for 30 rising high school seniors

* Participate in the planning and operation of other special academic programs for high school students

PRIORITYs

* Expand Honors Program space in the James R. Dickinson Library

* Plan for and identify a larger permanent location on campus for the Honors Program

* Seek to add two assistant directors

* Secure student wages to provide clerical assistance for the Writing Center and the proposed Mathematics Center
International Programs

VISION

The future of international education relies on our commitment to prepare students and to assist faculty in meeting the challenges of a world that is globally interdependent. The UNLV academic mission statement affirms this commitment repeatedly. It states that we are to provide experiences to students in order that they can appreciate "global conditions, other cultures, and other values" and "understand and adapt to our rapidly changing world." Students should receive a broad educational experience that includes opportunities to expand their understanding of the individual's role in society through an increased awareness of the international arena. International education touches all disciplines (including business, the arts, humanities, physical sciences, social sciences, education, health care, and hotel administration) and assists us as we learn to combine knowledge and experience in a multicultural environment.

As the field of international education continues to develop within institutions of higher education, one dominant trend in the area of study abroad has emerged: programs must strive to provide a direct cultural experience for the student. The traditional "island program" of the past does not always create the optimum environment for learning. Students need to interact with their peers from the host country, study with foreign faculty, and live in a way consistent with the local culture. In addition to providing these experiences, the program must always maintain high academic standards.

UNLV International Programs will strive to serve as a model for other universities as we maintain a consistent record of providing unique study abroad programs which focus on cultural understanding, language acquisition, global economics, area studies, literature, politics, environmental studies, and other disciplines. Our study abroad and campus-based programs will assist students and faculty in developing an international perspective and fostering intellectual and personal development through increased cross-cultural understanding.

GOALS AND STRATEGIES

Goals

* Increase awareness among students and faculty regarding the advantages of international education

* Increase student and faculty participation in sponsored study abroad programs and in domestic student and faculty exchange programs
* Continue to expand study abroad programs offered for academic credit to help meet the growing needs and interests of our faculty and students

* Increase faculty participation in teaching and research abroad through the development of grants, research agreements, study abroad programs, and exchange opportunities

* Support the Model United Nations Program which offers students opportunities to study current policies from the viewpoint of specific nations and represent UNLV at regional conferences on issues facing the United Nations

* Strive to diversify and offer additional services to students and faculty in areas related to educational exchange and to increase participation in the National Faculty Exchange and the National Student Exchange programs

**Strategies**

The following strategies will be applied to the goals of increasing student and faculty awareness and participation:

* Secure resources for mailing program brochures to students and faculty

* Provide in-class presentations by the director of international programs

* Have the director and past participants in sponsored study abroad programs and the National Student Exchange provide presentations to student organizations

* Advertise programs in the Rebel Yell campus newspaper

* Distribute flyers on campus

* Sponsor campus lectures and presentations that are given by international scholars

* Sponsor social events and club activities for the Model United Nations group

* Develop increased scholarship funds for study abroad programs

* Notify faculty and students of scholarship opportunities and deadlines
* Directly recruit faculty for international teaching positions

* Assist departments and colleges in obtaining grants for international faculty development programs through agreements with foreign institutions

* Provide information to incoming freshmen to encourage early planning for study abroad

* Mail notices to qualified seniors and assist in the application process for Fulbright, Rhodes, and Marshall scholarships

* Maintain a database on faculty contacts and research projects abroad

* Develop a reference library on international education for faculty and student use

* Encourage membership of U.S. universities in the London Consortium and the University Studies Abroad Consortium

* Provide extensive orientation, travel planning, and cultural sensitivity programs for all study abroad students

* Maintain a peer counseling and recruitment program

PRIORITIES

* Increase awareness and interest of students and faculty in study, teaching, and research opportunities both abroad and through domestic exchanges

* Develop new opportunities for study abroad in locations that best serve the needs of students and faculty

* Support faculty and professional staff involved in the development of linkages between UNLV and foreign institutions for research and faculty exchange

* Increase scholarships for study abroad
Bachelor of Liberal Studies Program

VISION

The Liberal Studies Program is an interdisciplinary approach to university studies that allows students to earn a bachelor’s degree by combining a core of existing course work from among several UNLV’s academic colleges with a 60-credit liberal studies concentration. Thus, the program provides a wide range of opportunities for students, particularly non-traditional students, to pursue higher education. In an era of early- and over-specialization on college campuses, the program provides an education that allows greater breadth in subject matter than that provided by traditional degree programs.

GOALS AND STRATEGIES

Goal 1

Maintain the quality of the program.

Strategies for Goal 1

* Continue to provide a coordinated system of strong advisement for prospective and existing majors

* Maintain strong adherence to program entrance requirements and screening of students

* Maintain limited growth in the number of majors

* Study the need for appointing a full-time director as the program grows and matures

Goal 2

Seek a name change for the program from liberal studies to interdisciplinary university studies in order to remove confusion about the nature of the program and to denote more clearly the program’s independence from the College of Liberal Arts.

Strategies for Goal 2

* Meet with representatives of the graduate program in liberal studies and the College of Liberal Arts to determine an appropriate new title for the undergraduate degree program

* Submit a request to the Board of Regents for approval of the name change
Master of Arts in Liberal Studies Program

VISION

The Master of Arts in Liberal Studies Program is an interdisciplinary graduate program that emphasizes liberal education rather than the preparation for a specific profession or career. Students choose a core area of concentration in either the humanities, social sciences, fine arts, or natural sciences. The focus in each core is on writing and critical thinking; thus, the program seeks to produce graduates who have a deeper awareness of the human condition in an ever-changing world and who share a desire for that vast liberal learning which helps develop the perspective necessary for critical decision-making and creative leadership.

The program is designed especially for individuals who are already established in careers and who wish to enrich their personal lives by exploring areas of knowledge outside their specific careers in a disciplined fashion. As the population of southern Nevada continues to grow, the program provides a unique educational service to the community and its diversified citizenry.

GOALS AND STRATEGIES

Goal 1

Provide a range of courses sufficiently broad to address the diverse educational interests of the community.

Strategies for Goal 1

* Secure the partial release of faculty members from their departmental instructional duties to allow them to teach liberal studies courses

* Develop new interdisciplinary courses

Goal 2

Publicize more widely the availability of the program to members of the southern Nevada community.

Strategies for Goal 2

* Meet with businesses, civic groups, and other community organizations to describe the program

* Provide interviews to local newspapers and television stations
* Produce a poster for distribution throughout the community

**Goal 3**

Provide an improved environment and support services for operating the program.

**Strategies for Goal 3**

* Seek to secure more office space and equipment

**PRIORITIES**

* Secure release time for faculty members to teach liberal studies courses

* Increase publicity regarding the program in the local community

* Secure additional space and equipment
Women's Studies Program

VISION

The Women's Studies Program provides the opportunity to study systems that shape women's lives through courses that explore ways in which society, history, science, and the arts convey meaning about the relation between women's and men's status in our society. As women participate more actively in every aspect of American society, the need for men and women to know more about each other becomes increasingly important.

The UNLV Women's Studies Program, founded in 1978, has strengthened its courses in the College of Liberal Arts and seeks now to expand offerings throughout the University. By cross-listing courses, Women's Studies has been able to expand the curriculum to meet the needs of a growing, and increasingly diverse, student population without requiring additional resources. This interdisciplinary program offers courses that prepare students for a wide range of careers in law, business, teaching, health, and public service, and also provides a solid foundation for graduate or professional training.

In addition to its contributions within the University, Women's Studies offers the community a forum for discussion of new issues and ideas through exhibits, speakers, and films, in the curriculum and in the annual Women's Studies Colloquium.

GOALS AND STRATEGIES

Goal 1

Expand and strengthen the Women's Studies Program.

Strategies for Goal 1

* Hire a full-time director to coordinate and manage the program

* Explore avenues of ongoing funding for programs, events, and scholarships for women's studies students

* Expand library resources to keep up with current academic scholarship in the field

* Continue the successful March colloquium that marks Women's History Month

Goal 2

Expand the program's academic offerings to meet student needs and the increased demands of the notable growth experienced by UNLV
in recent years.

**Strategies for Goal 2**

* Expand course offerings in the College of Liberal Arts
* Add appropriate courses from all colleges of the University
* Develop introductory and capstone courses to give greater cohesion to the Women’s Studies major
* Develop a Women’s Studies Association
* Participate in freshman orientation

**Goal 3**

Attempt to create greater cohesion among women’s studies students and women faculty and expand efforts to increase awareness on campus of gender-related issues.

**Strategies for Goal 3**

* Promote inclusion of speakers on gender issues throughout the University
* Explore the possibility of a monthly series of events featuring speakers, panel discussions, films, performances, etc.
* Publish a newsletter to furnish a network for women on campus

**Goal 4**

Help to improve the status of women on campus.

**Strategies for Goal 4**

* Promote discussion of gender status in the program’s interdisciplinary curricula
* Continue to sponsor a reception for new and continuing female faculty
* Conduct workshops to address such academic issues as research, instruction, and tenure and promotion
* Work closely with the Committee on the Status of Women and with the Women’s Center
Goal 5

Help in the development of multicultural perspectives on the campus as supported by the administration and many academic departments.

Strategies for Goal 5

* Add a multicultural requirement to the Women's Studies major, perhaps in the form of multidisciplinary team-taught courses

* Encourage development of multicultural, interdisciplinary, and interdepartmental courses

Goal 6

Promote professional networking with women's studies programs across the country.

Strategies for Goal 6

* Expand memberships in national and regional women's studies organizations, particularly in those groups devoted to academic research on women

* Encourage students to travel to and participate in regional and national conferences

* Submit news of women's studies activities to regional and national publications

PRIORITIES

* Hire a director for the Women's Studies Program which is essential for the continued development of the program, particularly if long-range goals are to be implemented

* Expand the program to meet student needs throughout the University by expanding course offerings and student enrollment to include academic colleges besides the College of Liberal Arts
NEW PROGRAMS
New Programs

REVIEW PROCESS

The University Academic Master Planning Committee was charged with the responsibility of identifying as well as prioritizing new undergraduate and graduate programs for the period 1993 through 1997. In order to complete this task all deans were asked to confer with their faculty and then to provide an unranked list of possible new academic programs in their academic units. This process resulted in approximately 50 programs being initially submitted to the committee. Each dean then met separately with the committee to describe these new programs and to respond to questions.

The committee members then received updated information concerning the modest state budget increases that were likely for the 1993-97 period. The committee, realizing that only slow growth in new programs was likely for the four-year period, then requested from each dean a shortened, prioritized list of new programs along with a proposal describing and justifying each new program request. This effort resulted in the submission of 29 new programs for review by the committee.

Several guidelines were established by the committee members in order to assist in the ranking of new programs for the university. First, the members agreed to prioritize programs based primarily on three criteria: need for the program, the unit's readiness to begin the program, and the additional resources required for the program.

Second, the committee agreed that before any new programs could be implemented, academic support must first be provided to those recently implemented programs that had not received full academic support. These support problems were the result of the required state budget reductions of 1991-2. Those programs that had been implemented but not fully supported in terms of new faculty, graduate assistantship, and classified staff positions, equipment, and library acquisitions were the M.S. in Physical Therapy, Ph.D. in Physics, M.S. in Architecture, Ed.D. in Instructional and Curriculum Studies, Ph.D. in History, and Ph.D. in Civil Engineering.

Third, the committee agreed not to reorder the new program priorities submitted by the deans for their academic units. This agreement was based on the assumption that the college dean likely had more specific information about the programs being proposed in his or her college.

Fourth, in ranking the 29 new programs the committee agreed that four programs (i.e., M.A. in Criminal Justice, Ph.D. in Hospitality Administration, Master of Arts in Science, and Ed.D. in Special Education) should be granted highest priority since
each had already received approval by all the appropriate UNLV review committees and administrators.

Fifth, the committee met with the dean and three of the department chairs from the College of Engineering, and it was determined that the existing Ph.D. in Civil Engineering degree should undergo an alteration in title and be changed to a Ph.D. in Engineering to include three emphases—civil, electrical, and mechanical. Proposals for a Ph.D. in Electrical Engineering and a Ph.D. in Mechanical Engineering had previously received institutional approval but for purposes of encouraging interdisciplinary effort and sharing some resources, it was seen as advantageous to establish a single, college-wide Ph.D. in Engineering. The University Academic Master Planning Committee also consulted with the dean of the College of Human Performance and Development as well as faculty representatives, and it was agreed that the existing M.Ed. in Physical Education should undergo a degree and title change to an M.S. in Kinesiology. This proposed change reflects both changing student needs as well as current developments in the discipline.

Sixth, the committee members agreed that some of the proposed programs would have to be delayed beyond 1993-97 primarily due to budget restrictions. Those programs that were reviewed but not prioritized for 1993-97 will be re-evaluated annually by the committee for possible inclusion in the 1993-97 priority list.

After considerable deliberation the committee ranked 15 new programs for the four academic years. Five programs are at the baccalaureate level; five are at the master’s level; and five are doctorates. The programs are listed alphabetically and not in priority order within each of the four academic years.

NEW PROGRAMS RECOMMENDED

1993-4 (listed alphabetically)

M.A. Criminal Justice
Ph.D. in Hospitality Administration
M.A. in Science
Ed.D. in Special Education

1994-5 (listed alphabetically)

Executive M.B.A.
Ph.D. in Clinical Psychology
M.F.A. in Creative Writing
B.F.A. in Dance
B.M. in Jazz Studies
1995-6 (listed alphabetically)

Ed.D. in Counseling
Ph.D. in Exercise Physiology
M.S. in Health Physics
B.A. in Senior Adult Theater

1996-7 (listed alphabetically)

B.A. in Art History
B.M. in Recording Technology

ADDITIONAL PROGRAMS REVIEWED

The following programs were reviewed by the University Academic Master Planning Committee and may later be prioritized for the 1993-95 and 1995-97 biennia depending on each program's need, state of readiness, and availability of resources. The programs are listed alphabetically.

Ph.D. in Anthropology
Ph.D. in Communication Studies
M.F.A. in Dance
M.S. in Financial Economics
M.S. in Environmental Studies
Ph.D. in Geoscience
M.A. in German
M.S. in Gerontology
Masters in Global Communications
Master of Health Care Administration
Doctorate of Jurisprudence
Masters in Medical Communications
M.S. in Preventive Health Techniques and Sports Injury Management
M.S. in Real Estate

CONTINUING REVIEW

All of the above priorities will be reviewed annually by the University Academic Master Planning Committee. These rankings are not considered to be fixed and unchangeable since each year the committee will confer with the deans and other academic administrators and then possibly add new programs, re-order existing priorities, or delete some programs now prioritized. Changes in priorities are likely to be the result of variable state funding, availability of extramural funding, changes in faculty personnel, changing student needs, and other such considerations. It is also important to note that while the above programs have been prioritized, extensive review by University administrators and institutional committees (the Graduate College Program Review Committee and Faculty Senate Priority and Program Review Committee) as well as approval by the Board of Regents will be required of each program before any
program is implemented. Finally, the University will continue its policy of not approving a new program unless the institution also commits the resources required in the program proposal’s approved budget.

LAW SCHOOL

In 1989 UNLV formed an advisory committee to investigate the possibility of establishing a professional school of law at the University. That committee prepared a feasibility study in accordance with American Bar Association guidelines and, in light of the study’s findings, recommended undertaking preparation of a formal academic proposal for the school, with a goal of implementation by Fall 1994.

The feasibility study was endorsed by the Board of Regents, and the University subsequently sought and received funding from the 1991 Nevada Legislature to continue curricular and facilities planning for the law school. However, the state’s budget difficulties ensued in early 1992, and UNLV was required to return the planning funds as part of the state’s deficit reduction plan.

UNLV remains committed to the eventual establishment of a professional school of law in the 1990s. It recognizes that such an undertaking will require not only state support but also private donations. However, given the current projections for state appropriations to higher education in the near future, significant state support for the creation of an expensive new professional program does not appear likely in the next at this time. Therefore, until there is more certainty about state funding for new programs in higher education, a program in law is not included in the University’s listing of anticipated new programs in the Academic Master Plan for the 1993-1997 period.
ACADEMIC SUPPORT
UNITS
Affirmative Action

PHILOSOPHY

UNLV is committed to the principles of nondiscrimination and affirmative action to foster equal opportunity and equitable treatment to all applicants, employees, and students. These principles pertain not only to employment, but also access to facilities, services, campus programs, and campus activities. Equitable treatment applies to all persons without regard to age, gender, race, color, national origin, religion, disability, or sexual preference.

The University seeks an environment that embraces diversity as an invigorating force and reflects the diversity of the population at large. UNLV will continue to pursue its efforts to eliminate the effects of long-established and pervasive forms of exclusion and discrimination. Special emphasis will continue to be placed on identifying, recruiting, employing, retaining, developing, and promoting qualified minorities, women, the handicapped, and other populations considered to be under-represented in the academic environment.

PRIORITIES

* Enhance the diversity of students, faculty, and curriculum at UNLV

* Increase efforts to recruit and retain students from low income backgrounds, racial/ethnic minorities, and other under-represented groups

* Advance programs that educate faculty and staff about the meaning and benefits of diversity, and practices to achieve diversity

* Continue to provide open, meaningful, and timely avenues for consideration of circumstances of inequitable treatment of a discriminatory nature

STRATEGIES

* Continue to identify and communicate procedures and practices that ensure nondiscrimination

* Identify and halt or reverse instances of non-compliance with affirmative action practices

* Advance programs and policies that promote multiculturalism
Marjorie Barrick Museum of Natural History
and
Harry Reid Center for Environmental Studies

VISION

The Marjorie Barrick Museum of Natural History is young when compared to other university museums. The vision of the museum is to emulate the better and much older university museums, using such models as the museums at the universities of Kansas, Michigan, Minnesota, and Washington.

The Harry Reid Center for Environmental Studies seeks to become a well-rounded research center focusing on environmental problems on a national and international scale.

The completion of approximately 40,000 square feet of new space in April 1993, at a cost of $4 million, will permit research center staff now working in rented facilities to physically rejoin the center and will provide much-needed specialized space for three units which currently occupy temporary space. It will also provide new lobby space for the museum and an auditorium for educational uses. However, this new space does not provide the facilities necessary to realize the potential of the Barrick Museum and the Reid Center as stated above.

PRIORITIES: BARRICK MUSEUM

* Improve existing collections in the areas of biology, archaeology, and geology

* Upgrade and expand exhibits relating to these academic disciplines

* Formulate educational programs for the Las Vegas community and northern Mojave Desert region

* Integrate professional staff with the academic departments in which the museum staff has expertise

PRIORITIES: HARRY REID CENTER

* Attract and retain highly qualified scientists and technicians

* Maintain and upgrade instrumentation

* Maintain a diversified financial base

* Obtain financial support from sources other than grants and contracts to support administrative infrastructure
and obtain new equipment

STRATEGIES

* Obtain federal funding for a $6.5 million four-story addition to the south side of the museum which will provide space for exhibits (first floor), collections (second floor), and research (third and fourth floors)

* Add curatorial staff to build collections and research staff to add fields of specialization to maintain competitiveness with other research organizations

* Upgrade exhibits in the existing exhibit space and create dramatic displays in the newly created space

* Obtain grants, contracts, and cooperative agreements from the federal government and the private sector, particularly cooperative ventures with industry, to provide for growth and the acquisition of new instrumentation for the Harry Reid Center

* Restructure the formula for distributing indirect costs so that the Barrick Museum and Harry Reid Center retain more the revenue that they generate

* Build a private endowment, with a goal of $5 million in five years, to provide funding for equipment, new research fields, and exhibits

* Obtain funding from the State of Nevada, through UNLV to provide additional museum and administrative staff for the Barrick Museum and Harry Reid Center as well as operating and exhibit material. Financial support from UNLV is the most important part of the strategy; if the current support at 1975 levels continues, the Barrick Museum and Harry Reid Center may be required to reposition themselves with the University and Community College System of Nevada, where at least modest support can be obtained.
Extended Education and Summer Term

VISION

As the population of Southern Nevada continues to increase, Extended Education will seek to provide an increasing number of programs in non-traditional formats and at locations outside the University’s main campus. Its primary purpose is to provide non-credit instruction, conferences, conventions, seminars, on-campus and off-campus institutes, off-campus credit courses, self-funded credit courses, and distance learning.

Summer Term offers students an opportunity to complete approved University academic courses in three condensed sessions from May through August. It has experienced increased participation by both students and faculty, and there is every indication that it will continue to grow. Both Extended Education and Summer Term are self-funded and form a single division under the administration of a dean who reports directly to the provost.

GOALS AND STRATEGIES

Goal 1

Clarify and define Extended Education’s mission and goals.

Strategies for Goal 1

* Forward during the next year a revised mission and goals statement to the provost for review and approval, indicating appropriate areas and activities of extended education
* Include a statement in the mission and goals emphasizing that University extended education activities are to be coordinated and administered by Extended Education

Goal 2

Clarify Extended Education’s administrative functions.

Strategies for Goal 2

* Ensure that the dean of extended education is informed of all University activities that fall under the general heading of community service
* Provide the dean with signature authority on all University extended education activities and related letters of appointment and independent service provider contracts
Goal 3

Plan for and design an on-campus building dedicated to the needs of extended education.

Strategies for Goal 3

* Encourage the administration to include a facility for extended education on its list of capital construction projects

* Form an advisory board to help with design and fundraising for a new building

Goal 4

Clarify existing University policy regarding use of campus facilities by both on- and off-campus organizations.

Strategies for Goal 4

* Recommend revisions to existing policies in order to establish a uniform schedule of the use of campus space, the standardization of rental fees, and the procurement of required insurance coverage

Goal 5

Encourage the college deans to participate more fully in the fiscal and academic planning of each summer term.

Strategies for Goal 5

* Work with the Academic Council of Deans to determine a set of guidelines that will ensure the fiscal health of the summer program

* Encourage department chairs and college deans to monitor all approved course offerings taught in short sessions

* Develop guidelines regarding what constitutes an overload for faculty and students in a short session

* Develop a computer registration system to monitor all overloads

* Develop guidelines regarding three-week sessions and courses that overlap the established five-week sessions
PRIORITIES

* Clarify Extended Education's mission and goals
* Encourage the college deans to participate more fully in Summer Term planning
Institutional Analysis

VISION

The Office of Institutional Analysis and Planning has as its mission the collection and analysis of data about the University and its environment that can be used to enhance the quality of decisions guiding institutional direction and operations. Continued improvements in the University computing network will result in continued decentralization of campus records, and therefore, necessitate that Institutional Analysis and Planning play a stronger role in the design and maintenance of management information systems.

The office will be responsible for monitoring the integrity and consistency of data required for internal and external reports. The office must be user-oriented; it must accurately assess current issues, identify emerging issues, and provide a timely response to requests. Activities designed to fulfill the mission include support for strategic planning, budget development, cost analyses, facilities planning, personnel and staffing analyses, enrollment management, program evaluation, and accountability reports to respond to System and state requests.

GOALS AND STRATEGIES

Goal 1

Ensure that institutional research continues to function as a valuable resource for the campus.

Strategies for Goal 1

* Publish a series of reports on current issues affecting the University

* Identify emerging issues and create new databases as needed

* As resources permit, increase staffing by one half-time statistical clerk and one full-time programming analyst

* Increase office analytical capability by developing additional databases

Goal 2

Coordinate and develop a management information database that taps multiple data sources to support decision-making, planning, and accountability.
Strategies for Goal 2

* Assist in the development of a University policy to address issues of data ownership, integrity, access, and confidentiality

* Improve the exchange of information between the Office of Institutional Analysis and Planning and campus computerized systems

* Assist the Registrar’s Office in designing a computerized course scheduling system that can coordinate with the facilities inventory to provide readily available information on classroom and laboratory utilization

Goal 3

Provide data and staff support for campus and system-wide assessment efforts.

Strategies for Goal 3

* In conjunction with the Registrar’s Office, develop a longitudinal student tracking system from admission through graduation that uses the entire student record for analyses

* Continue to monitor and provide longitudinal data on campus facilities usage

PRIORITIES

* Seek an additional half-time statistical clerk and a full-time programmer analyst to provide access to information and to support office research studies

* Upgrade hardware and software to allow better access to and analysis of data

* Expand office space to accommodate additional staff
Performing Arts Center

VISION

The Performing Arts Center’s primary mission is to provide performance and meeting facilities and their related support services to the University and its performing arts departments in particular. This support includes management and scheduling of the performing arts theatre complex, ticket office management, production and performance staffing, public relations, marketing and production advising, as well as programming and management of the Charles Vanda Master Series and the Vanda Endowment for Visiting Artists. The secondary mission of the Center is to provide the Las Vegas community with opportunities to use the theatre facilities and with access to the more than 400 live performances held each year in the Center.

GOALS AND STRATEGIES

Goal 1

Implement strategies for increasing the Center’s funding to permit it to keep pace with the growth of UNLV’s performing arts departments.

Strategies for Goal 1

* Seek state-supported professional staff positions

* Seek private donations and endowments to supplement the Center’s operations

* During the next five years, commence a dedicated fund-raising effort to ensure that the Vanda Master Series can continue

* Increase fund-raising efforts to maintain an acceptable income level in the Vanda Endowment for Visiting Artists, which provides University master classes using artists performing in the Vanda Master Series

Goal 2

Provide computerized access to schedule information and use requests as campus electronic information systems develop and expand.

Strategies for Goal 2

* As new facilities open, add staff to assist the single manager responsible for scheduling the Center
Goal 3

Maintain and repair the existing facilities and their related equipment.

Strategies for Goal 3

* Seek additional funds for both short-term needs, such as new draperies and sound and lighting equipment, as well as long-term repairs, such as a new stage floor

Goal 4

Expand the Center’s ticketing and ticket information systems to outlying areas of our community.

Strategies for Goal 4

* Develop a working relationship with an appropriate non-University ticketing agency to provide remote ticket sales in locations throughout Las Vegas

* Explore the expansion of the Center’s ticketing information telephone system to include dial-up access to the computer databases and 24-hour electronic ticket reservation capabilities

* Upgrade the hardware and software of the computer ticketing system currently in use

* In order to recover the cost of such upgrades, continue to identify ticket-selling opportunities in the community which enhance the Center’s ability to generate revenues

* Replace the student box office manager with a full-time manager

Goal 5

Continue to hire and train stage crews, front-of-house staff, and concession and bar personnel.

Strategies for Goal 5

* Seek to add a full-time professional employee to assist with the supervision of part-time employees

* Increase revenues generated by concessions and bar operations
Goal 6

Expand the student internship program into additional operations areas of the Center.

Strategies for Goal 6

* Develop a public relations internship program with the College of Fine and Performing Arts

* Develop internship programs with the College of Business and Economics and the College of Hotel Administration in front-of-the-house and back-of-the-house operations

Goal 7

Continue the consolidated, full-service marketing system that has been developed between the Performing Arts Center and the Thomas and Mack Center.

Strategies for Goal 7

* Improve efforts to make the marketing relationship between the two centers more productive for both entities

Goal 8

Improve community access to performing arts facilities.

Strategies for Goal 8

* Continue working with the University Parking Committee to address concerns about student and visitor access to parking in the vicinity of the Center

* Consider implementing a parking fee for Center events in order to raise funds for creating additional parking facilities near the Center

* Develop plans for additional performing arts facilities in order to provide more open dates for rentals of space by community cultural organizations

Priorities

* Stabilize the Center's funding and budgeting in order to support current operations

* Seek private donations and endowments
TeleMedia Services

VISION

TeleMedia Services strives to support the University's academic mission by providing a broad range of services that include audio and video support, computer services, equipment repair, and facilities design as it pertains to audio-visual capabilities and computers.

TeleMedia Services especially supports the teaching mission of the University. Its continued growth will permit continuation and expansion of classroom support of instruction and research through preparation of classroom materials and delivery, operation, and repair of classroom equipment. It will continue to provide guidance and recommendations for the incorporation of upgraded telemedia infrastructure and equipment in new buildings and in the renovation of existing facilities. Through applications of existing and future technologies, TeleMedia Services will assist the University in providing personnel, systems, and coordination for distance learning activities.

GOALS AND STRATEGIES

Goal 1

Operate and staff essential teleMedia operations from state-supported funding.

Strategies for Goal 1

* Work toward transferring soft-money positions to state-supported positions as soon as possible

* Develop a budget plan to support departments and programs not funded currently by state sources

Goal 2

Expand TeleMedia Services's media design services to assist faculty members to integrate new technologies more fully into their teaching and research activities.

Strategies for Goal 2

* Seek to hire media designers to support the special instructional needs of faculty and colleges

* Redirect the efforts of the photography department to focus more directly upon the creation of academic support materials
Goal 3

Acquire, operate, and maintain state-of-the-art teaching materials and equipment to enhance teaching and learning.

Strategies for Goal 3

* Develop in cooperation with colleges and departments a budget plan that supports multiple modes of technology

PRIORITIES

* Operate and staff essential teleMedia operations from state-supported funding

* Expand media design services
University Libraries

VISION

The next decade will be a time of transition and fundamental change as the University strives to provide effective scholarship and the means for students to become critical thinkers. At the same time, the surge in enrollment is predicted to continue into the next century. The library, which is central to the mission of the University, will be challenged to provide resources for a broad range of disciplines and a growing community of students and faculty. In addition, the library is being affected profoundly by the electronic revolution. Not only is information itself being created at an unprecedented rate, but the formats for storing and transmitting that information are also proliferating. Using this vision of tomorrow's needs, the library must provide the following: (a) a facility suitable for study and research; (b) library faculty and staff with the education, expertise and training necessary to achieve its goals; (c) a carefully developed and maintained collection of resources with convenient access; (d) an effective instructional framework for students to gain an understanding of the research skills necessary to become independent learners and thinkers; and (e) efficient access to materials and information in other locations.

GOALS AND STRATEGIES

Goal 1

Provide appropriate facilities and equipment which will create an environment for independent study and learning.

Strategies for Goal 1

* Continue planning for a new library building

* Plan for the limited renovation of the existing library buildings to accommodate immediate needs

* Plan for the ongoing development of existing branch libraries and the establishment of additional branch libraries as appropriate

* Provide appropriate facilities and equipment for library personnel and users

* Establish a position to expedite facilities planning and training of library personnel

* Develop and implement a comprehensive security plan for the library
* Plan library services for satellite campuses and off-campus programs in conjunction with the University's academic and physical master plans

Goal 2

Provide expert library faculty and staff to deliver a full range of academic library services.

Strategies for Goal 2

* Seek additional positions to meet both existing and rapidly increasing demands of diverse users and a growing number of University programs

* Ensure adequate training, orientation and current awareness for all library personnel in the following areas: a) general library information, b) job-specific skills, and c) personal and professional development

* Provide for cross-training of library personnel

* Establish a position to expedite facilities planning and training of library personnel

* Provide resources and support for ongoing research projects

* Seek additional funding for training and continuing education

Goal 3

Acquire, preserve, assess, and improve access to a full range of information resources supporting academic programs and areas of research emphases.

Strategies for Goal 3

* Enhance the online catalog to provide access to external sources of information

* Provide electronic access via the catalog to all collections within the UNLV library system

* Employ innovative methods of collection assessment and development

* Establish a strong library awareness program to integrate the library's collections and services into the research and classroom environment

* Improve and enhance methods of obtaining and delivering materials through resource sharing
* Develop a comprehensive preservation program for all library information resources

* Investigate and develop appropriate service enhancements to meet constituent user needs

* Utilize electronic technology to facilitate communication

* Seek an ongoing program to provide for the maintenance, enhancement, expansion, and upgrading of the current integrated system or possible migration to a more sophisticated system

**Goal 4**

Provide instruction and instructional resources to enable library users to identify and evaluate sources of information and knowledge.

**Strategies for Goal 4**

* Establish an instructional facility with equipment and resources necessary to enhance the research skills of library users

* Establish programmed instruction using appropriate technology

* Ensure that the instructional program emphasizes the importance of critical thinking skills and provides students with opportunities to locate, evaluate, and use effectively a variety of information resources

* Seek credit-granting status for the library’s instructional programs

**Goal 5**

Create a dynamic and visionary organization which fosters innovation, change and risk-taking in an environment of trust.

**Strategies for Goal 5**

* Ensure that the library management philosophy and structure fosters an effective, interactive organization

* Enhance and expand channels of communication within the library organization

* Create mechanisms to provide ongoing organizational assessment
Goal 6

Secure financial support from public and private sources to enable the library to fulfill its mission.

Strategies for Goal 6

* Actively pursue adequate state funding to support resources, services, and facilities
* Describe and publicize library services and resources that require enhanced funding support
* Identify and pursue alternate sources of revenue to enhance library resources and services

PRIORITIES

Given the assumptions regarding University budgets for the 1993-1997 period, the University Libraries will be guided by the following priorities when allocating resources.

* Secure planning funds for a new library facility during the 1993-95 biennium and obtain subsequent funding for the construction of the building in the 1995-97 biennium
* Secure new library faculty to assist in cataloging, collection development, reference, automated services, preservation, facilities planning, and staff development
* Secure new classified staff positions to assist in the library office, technical services, and public services
* Increase funding to support collection enhancements for existing and new programs
* Develop a high-speed digital network to access and deliver information to students and faculty (completion of this network presupposes fully functioning campus and statewide networks)
* Provide hardware and software to support the effective use of technologies in accessing and delivering information as well as in teaching the use of all library resources
* Provide additional study seating
* Expand space for the Curriculum Materials Library
* Increase funding for staff development
* Lobby for additional funding for student assistants
THE ACADEMIC
PLANNING PROCESS
The Academic Planning Process

IMPLEMENTATION OF THE CURRENT PLAN

The provost is responsible for the implementation and evaluation of the overall Academic Master Plan. Administratively, the vice presidents, deans, and program directors also share responsibility for implementing the visions, goals, and strategies articulated in their individual plans. Some strategies outlined in the plan call for action by the UNLV Faculty Senate and other campus committees and boards. Thus, the faculty and staff in all campus units must be actively involved in the collegial decision-making processes integral to putting the plan into action.

CONTINUATION OF THE PLANNING PROCESS

The University views academic planning as a continuous process, and it expects to retain an academic master planning committee to oversee assessment of and regular revisions to UNLV's Academic Master Plan. This process will begin immediately, as the next revision of the current plan has been requested for submission to the Board of Regents by January 1994. This revision will cover the period 1995-1997 specifically, but will also anticipate academic planning through the end of the following legislative biennium in 1999.

A revised mission and goals statement is due to the Board of Regents in July 1994; however, UNLV anticipates reviewing and updating its mission statement in the next Academic Master Plan.