Academic Master Plan 1998-2003

Addendum - January 1999

Teaching • Learning • Scholarship

UNLV

UNIVERSITY OF NEVADA, LAS VEGAS
University of Nevada, Las Vegas

Academic Master Plan
1998-2003

Presented to the
University and Community College System
Board of Regents

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EXECUTIVE SUMMARY

Since UNLV's 1993 Academic Master Plan was approved by the University and Community College System Board of Regents, dramatic change has occurred at the University of Nevada, Las Vegas. New executive-level administrators, rapid program development, increasing student enrollments, a comprehensive institutional planning process, and major academic restructuring have characterized the years between 1993 and 1998. The UNLV Academic Master Plan for 1998-2003 is supported by the institutional strategic plan and UNLV's new mission statement.

UNLV has ambitious plans to provide additional choices in academic programming. The majority of the projected growth in programs is planned for the graduate level; many proposed programs are collaborative, interdisciplinary offerings. Several exciting new initiatives respond directly to recent developments in Nevada, especially with respect to allied health programming and teacher education. These ambitious plans for program development produce an intense need for the hiring of new faculty, professional staff, and classified staff, as well as for additional classroom, research, and storage space.

As UNLV began to implement the plan following its approval by the UCCSN Board of Regents, a number of circumstances reinforced the importance of providing additional educational choices and new ways of offering them. In January 1999 we reported to the Board of Regents progress made in the first year
of the plan. We showed actions taken during 1998 to meet plan objectives, and described how UNLV proposes to meet challenges that have developed in the short period since the original plan was approved. This document incorporates the information reported to the Regents, as well as the continuing elements of the plan.
INTRODUCTION

Since UNLV’s 1993 Academic Master Plan was submitted to the Regents for their review and approval, UNLV has hired a new president, a new provost, new vice presidents for finance and administration, a new athletic director, a new executive director of the UNLV Foundation, and ten new deans. In addition, as a result of the university’s strategic planning process, several new positions were created; these include a planning and assessment officer, an enrollment management dean, a marketing director, and a diversity initiatives director. Twenty-eight new programs were proposed and implemented, student FTE enrollment rose from 12,884 (fall 1993) to 15,318 (fall 1998), while headcount enrollment rose from 19,682 to 21,312. The university underwent a major academic restructuring in 1996, creating the new College of Urban Affairs in direct response to an expressed institutional commitment to serve the region and enhance the community in which we live by focusing on real urban challenges. In addition, the William S. Boyd School of Law admitted its first class of students in fall 1998. Dramatic changes thereby marked the period from the 1993 plan to today.

UNLV’s 1998 academic master plan resulted from a process far different than did the 1993 plan. The university’s current goals for new programs and faculty hiring emanated directly from an institutional strategic plan and a new mission statement created through broad involvement and comprehensive
discussions. Both the institutional planning process and the academic master planning process are described in Section IV of this report.
CAMPUS MISSION STATEMENT

The University of Nevada, Las Vegas, located in the vibrant and dynamic city of Las Vegas and surrounded by the Mojave Desert, is emerging as a premier urban university. UNLV’s development embraces the traditional values of higher education adapted for the global community of the 21st century. The university increasingly will concentrate its resources on programs that are student centered, demonstrably excellent, and responsive to the needs of the local and regional community.

UNLV promotes an environment that encourages the full personal and professional development of those it serves and of those who serve the university. UNLV assists students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking, leadership skills, aesthetic sensitivity, and social integrity.

The university provides traditional and professional academic programs for a diverse student body and encourages innovative and interdisciplinary approaches to teaching, learning, and scholarship. Recognizing the individuality of each student, UNLV simultaneously engenders collegial relationships and a sense of community among its members. UNLV embraces the interdependence of quality instruction, scholarly pursuits, and substantive involvements in campus and community life.
The university offers artistic, cultural, and technical resources and opportunities to the broadest possible community. It promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment.

UNLV is committed to developing a synergy between professional and liberal studies, between undergraduate education and graduate programs, and between superior teaching and meaningful research. UNLV increasingly is a dynamic resource for, and partner with, the community that it serves.

INSTITUTIONAL GOALS

To fulfill the mission of a premier urban university, UNLV will pursue the following goals:

**Become More Student Focused** - All members of the university community will focus on and be committed to student learning and development; they will place students at the center of what they do and how they think, thereby creating a true learning community within which UNLV’s students can meet their educational objectives.

**Hire, Motivate, and Reward Superior Faculty** - UNLV will encourage and reward faculty members who best integrate teaching, scholarship, and service in support of student learning and the creation of new knowledge.

**Increase Research, Scholarly Activity, and National Recognition** - UNLV will be distinguished by the quality and quantity of scholarship produced by its
faculty and students; this scholarship will enhance the reputation and visibility of
the university while also enhancing the quality of education experienced by
UNLV’s students and the quality of life of the citizens of Nevada.

Grow Selectively, Serve the Region, and Achieve Distinction - The
university will develop growth and enrollment strategies that attract an
increasingly diverse and talented pool of applicants and encourage programs that
serve regional needs and achieve national distinction.

Create an Inclusive and Just Campus Environment - UNLV will be
characterized by a civil, inclusive campus climate that demonstrates a respect for
individual differences and a commitment to equity and free expression.

Develop a Service-Oriented, Responsive, Accountable Administration -
UNLV will develop administrative operations and structures that further the
university’s goals and provide service-oriented, responsive interactions in support
of the academic programs of the institution.

Communicate and Collaborate More Effectively - UNLV will develop
effective communication strategies and collaborative endeavors with the
surrounding community and external constituents.
PLANNING PROCESS

1995-96 When Dr. Carol C. Harter was appointed President of UNLV, she addressed the need for institutional planning by inviting more than 100 individuals to participate in a systematic planning process. The first year of that process included two planning retreats, facilitated by the Pew Higher Education Roundtable staff, that involved students, faculty, staff, alumni, and community leaders in discussions about UNLV’s future. President Harter appointed the UNLV Task Force for Planning, a group charged with responsibility for crafting an inclusive planning process, a new mission statement, and an institutional strategic plan. Following an extensive and inclusive process, the UCCSN Board of Regents approved UNLV’s strategic plan in June of 1996.

1996-97 In August 1996, all university employees and many community leaders received copies of the UNLV strategic planning document. The UNLV Task Force for Planning continued its work with new charges to begin a unit-level planning process, create a permanent planning council, and design a planning awards process. Task Force members worked in sub-committees to draft recommendations for the President about the UNLV Planning Council and the Planning Initiative Awards. Each unit on campus (both academic colleges and support units) was asked to create a planning document that included a mission statement and goals for the unit that were compatible with and supportive of the recently approved UNLV mission and goals. Task Force members worked in response groups to provide feedback on early drafts of each plan. In addition, the
campus planning officer provided written feedback to individuals responsible for the plans. Unit plans then were presented to and discussed by the Task Force in February; specific feedback from those discussions was forwarded to unit leaders for inclusion in final drafts of the plans.

The Planning Initiative Awards were designed to complement the strategic planning process. Proposal writers were asked to explain how their project would advance UNLV's mission and goals. Ninety proposals were submitted, and twenty-one planning initiative awards totaling $350,000 were funded through a competitive, peer-review process.

1997-98 President Harter appointed a permanent Planning Council with 23 voting members and 10 ex-officio members; the voting members were appointed from among constituent nominees, and the ex-officio members included all of the individuals who report directly to the President. The membership was structured to encourage dialogue among individuals about matters of importance to the university. During the fall semester, the Council developed a process for and made recommendations about twenty new faculty position requests. Among its activities during the spring semester, the Council will recommend approval or revision of all division-level planning documents; will make recommendations to the President about this year's Planning Initiative Awards; and will review new programs in order to ensure that they continue to be supportive of UNLV's mission and goals.

In addition, the Provost asked all deans to revise their college plans during the fall semester and to include in them a college mission statement and specific
plans for new academic programs and outcomes assessment. Revised plans were submitted to the Provost in mid-October and were presented to the Planning Council during the spring 1998 semester. It is from these college-level plans that an academic master plan was crafted. Specifically, the current academic master plan represents the work of individual faculty at the program level, the efforts of department chairs and faculty synthesizing that work to create department goals and objectives, the collaboration among deans and faculty in determining college-wide goals and priorities, the related planning efforts among academic support units (specifically academic computing, extended education, and research), and the decisions of the Provost about priorities for the entire academic affairs division.

1998-1999 During the fall semester 1998, the Provost again asked all deans to examine their college plans, report on progress made toward implementing them, and revise them, as necessary. Reports confirmed that UNLV is generally in step with its Academic Master Plan and has completed or is in the final development stages for programs proposed for the first two years of the plan. In addition, in updating the plan, colleges took into consideration a number of current influences on planning, including local and statewide developments in education and health care.
INSTITUTIONAL PROFILE AND ENVIRONMENT

Students

As an urban university in a rapidly growing metropolitan area, UNLV serves a diverse student body. More than 47 percent of enrolled students are part-time, and the average age of admitted students is 29; in combination, these statistics indicate that a large number of our students are balancing school with job and family responsibilities. In fact, nearly 50 percent of this year’s entering freshmen report that they will get a job to help pay for expenses, and 24 percent expect to work full-time. Although the number of part-time students has declined over the past five years, it seems likely that UNLV students will continue to be affected by the demands of work and family, and these competing demands will continue to be reflected in a longer than average time to degree.

The changing demographics of the nation and southern Nevada also are reflected in the student population, with almost a quarter of UNLV’s students representing minority groups. This proportion has increased steadily over the past five years from 17 percent to 22 percent. During the same period, the number of international students enrolling at UNLV increased from 373 to 831 (123%).

Underscoring the implications of the changes in the student population for academic programs is the fact that 17 percent of the UNLV respondents to the 1997 Freshman Survey indicated that they are not native speakers of English.

Growth in students has shifted from a largely undergraduate population with most students in their first two years of study to an increasingly upper division and graduate student body. Upper division students increased by 100
percent, and graduate student enrollment increased by 124 percent between the fall of 1987 and the fall of 1997. In comparison, the number of lower division students increased by 6.7 percent during the same period. The entering freshman class is shrinking in proportion to the number of transfer students enrolled at UNLV, and this is happening in spite of the explosive growth in surrounding Clark County.

It is important to note that residents aged 18-24 years make up only 6 percent of the adult population of Clark County, and the college continuation rate in Nevada is one of the two lowest in the nation. Strong growth at Community College of Southern Nevada (CCSN) provides a more positive explanation for this development as does the large number of students co-enrolled at both UNLV and CCSN. The addition of attractive master’s and doctoral programs that address local, state, and regional needs also appears to be a factor in the shift of the level of students attending UNLV.

**Location and Physical Facilities**

UNLV’s beautiful 335-acre campus is located in the heart of Las Vegas, a community facing all of the challenges associated with rapid growth. Forty years ago, Maude Frazier Hall, the first permanent campus structure, was constructed. Today, some 20,000 students engage in learning in the more than 60 buildings on campus. Since the 1993 academic master plan, the following buildings have opened, allowing additional classroom, office, and research space: the Classroom Building Complex, the Robert L. Bigelow Physics Building, and the Paul B. Sogg Architecture Building. The Donald W. Reynolds Student Services Complex
consolidated many of the student services that support students’ academic experiences into a modern facility. In addition, the Alumni Amphitheater, adjacent to the Moyer Student Union, has become a gathering place for students and faculty alike.

Not unlike other universities located in metropolitan areas, UNLV’s campus is, essentially, land-locked. Prices of land adjacent to the campus, not unexpectedly, are increasing. The campus is bordered on all sides by major traffic arteries; for this and other reasons, previous planning documents as well as recently held focus groups with potential students have suggested that the university explore additional sites. UNLV plans both to purchase additional sites near campus and develop satellite sites, including some that might be pursued in cooperation with other UCCSN institutions.

Anticipated space needs and building projects currently in progress are described in Section VII of this document.

**Academic Strengths and Weaknesses**

While any university can highlight numerous areas of both strength and weakness, there are several trends at UNLV that can be summarized as follows:

**Strengths**

- Establishment of strategic goals and a UNLV Planning Council to ensure clear links between planning and budgeting
- Growth in external professional accreditations for individual academic programs
- Increase in number of professional programs, including Law, Architecture,
Physical Therapy, and executive-format programs

♦ Overall strength of new faculty hires
♦ Increases in the diversity of the student and faculty population
♦ Establishment of model 2 + 2 programs with Community College of Southern Nevada and increased attention to articulation of programs in all academic areas
♦ Well-established, comprehensive program review process
♦ Beautiful campus grounds and an attractive and functional physical plant, both of which foster a good learning environment
♦ Increased standards for tenure and promotion
♦ Increased access to undergraduate programs through improved enrollment management, especially in teacher education
♦ Addition of innovative new academic programs at both the baccalaureate and graduate levels
♦ Rapidly growing outreach activities, particularly in distance education
♦ Increased attention to faculty development and productivity, particularly in the area of teaching
♦ Campus-wide dialogue about faculty work and rewards

Weaknesses

♦ Flat operating budgets over several biennia
♦ Inadequate equipment maintenance funding to keep pace with increased equipment usage due to growing enrollments
◆ Difficulty keeping pace with needs for new and upgraded technology, both for students and faculty
◆ Continuing challenges of improving basic infrastructure needs that affect students, faculty, and support staff
◆ Lack of policy and procedure manuals

Other Factors Shaping the Institution

◆ Demand for more professional programs, especially in education, health and technology.
◆ Demand for a variety of delivery systems for our coursework, including executive programs and ladder programs.
◆ Competition from proprietary and other "convenience" institutions, as well as various distance education initiatives from universities outside the UCCSN.
◆ 50 percent of the population indicates desire for life-long learning opportunities, professional certificate programs, and community service courses.

Current Influences on Planning - 1998-1999

Following the Board of Regents’ approval of the UNLV Academic Master Plan in 1998, local and state-wide developments, particularly public discussions of the need for more teachers and health care providers, confirmed the importance of the new programs that UNLV has proposed and expects to initiate in these areas.

Education. UNLV recognized early in this decade that it would have to increase the number of teachers graduating from the College of Education in order
to meet the needs of the Clark County School District, one of the largest and fastest growing school districts in the nation. From 1992 through 1998, UNLV increased its annual production of teachers through the regular four-year baccalaureate program by 125 percent. Graduate programs, such as the Urban Teaching Partnership, and the Master of Education for those who have baccalaureate degrees in other fields, further boosted the number of teachers available to the school district, and about 600 new graduates are expected to be eligible for licensure as teachers in spring 1999.

Nevertheless, growing concern about the need for even more teachers led to a special UNLV task force and subsequent adoption by the Board of Regents of an Initiative on Teacher Preparation. With a goal of 1,200 graduates by Spring 2003, UNLV is working with the School District; the Community College of Southern Nevada; the University of Nevada, Reno; and the Nevada Department of Education to develop innovative and effective ways to meet this need. Among the initiatives being developed:

♦ Accelerated licensure for students choosing other majors at UNLV
♦ 2+2 partnership with CCSN
♦ Student teaching partnership with UNR
♦ Special alternative licensure programs

More recently, CCSD has assessed its administrative needs in light of anticipated retirements and has asked the College of Education to step up its preparation of school principals, as well.
Also in 1998 the State Department of Education adopted new educational standards for K-12 students. In order to ensure that the teachers prepared at UNLV have the background to teach the material to meet those standards, the University has initiated a review of the content of relevant courses.

**Health Care.** Nevada’s population boom, with its growing number of older citizens, necessitates increased attention to health services and to preparing students to enter health professions. UNLV has already responded to this need by inaugurating the long-awaited master’s degree program in Physical Therapy. Well along in the planning stage are proposals for programs in nutrition and occupational therapy, as well as a Bachelor of Science in Health Sciences degree that is designed as a degree completion program for students with associate degrees in health sciences.

Programs now being planned in biochemistry and biomedical engineering will further support health initiatives and will be advanced by the establishment of a Las Vegas Technology Center. The Center is being discussed as a collaboration between UNLV, the University of Nevada Medical School, and CCSN, and would focus on biotechnology and medical technology.

**Dental School.** Perhaps the most ambitious plan underway is the proposal to establish of a UNLV School of Dentistry. Evidence that the School would serve a significant number of students who now must leave the state to prepare as dentists, increase the number of Nevada dentists to handle the population growth, and provide badly needed clinical facilities for the indigent led the Board of Regents to approve the proposal in Fall 1998. Planning has moved ahead swiftly
since that time. Funding for the dental school has been requested from the 1999 Nevada Legislature.
ACADEMIC GOALS AND OBJECTIVES

Proposed New Programs and/or Initiatives

As an expanding university located in the fastest growing city in the nation, UNLV has ambitious plans to provide the citizens of Southern Nevada with additional choices in academic programming over the next four- to six-year planning period. Given the existing breadth of baccalaureate degrees at the university, the majority of the projected growth in new programs and initiatives is planned for the graduate level. In keeping with the UCCSN Strategic Directions and the University's Strategic Plan, many of the proposed programs are collaborative, interdisciplinary offerings that will provide students with maximum potential for career advancement in a number of fields important to the economic diversification of the State of Nevada.

Prior to being forwarded to the Board of Regents, new program proposals must be reviewed and approved by each of the following:

Department Curriculum Committee
College Curriculum Committee
UNLV Planning Council
Graduate College Program Evaluation Committee (graduate programs)
Faculty Senate Curriculum Committee (undergraduate programs)
Faculty Senate Priority and New Program Review Committee
Provost
President
the state's ability to provide its populace with educational programming in the
allied health sciences.

♦ UNLV will continue to add executive-format programs in select graduate fields
to meet the needs of working professionals in the community.

1998

College of Education
Bachelor of Science in Education - Early Childhood Education (2+2 program with
CCSN)
Post-baccalaureate Alternative Licensure Certification in Teacher Education
(Urban Teaching Partnership)
Both programs received approval from the Board of Regents and are underway

College of Fine Arts
Bachelor of Arts - Senior Adult Theatre
Bachelor of Arts - Art History
These two programs received approval from the Board of Regents and are
underway.

College of Liberal Arts
Doctor of Philosophy - Psychology
Doctor of Philosophy - Anthropology
Both programs were approved by the Board of Regents in 1998 and are
accepting applications.

College of Sciences
Doctor of Philosophy - Geoscience
This Ph.D. was approved by the Regents and is admitting students.

1999

College of Business
Master of Science - Engineering Management (joint degree between College of
Business and College of Engineering)
Executive MBA
College of Education
Master of Science - Health Promotion
Combined Master of Science - School Psychology/Educational Psychology
Executive Doctor of Education - Educational Leadership
Alternative Licensure Program in Elementary and Secondary Education

College of Engineering
Master of Science - Biomedical Engineering
Master of Science - Construction Management

College of Extended Studies
Business and Technical Writing Certificate

College of Fine Arts
Master of Fine Arts - Screenwriting

College of Health Sciences
Bachelor of Science - Nutritional Sciences
Bachelor of Science - Health Sciences
Master of Science - Speech and Hearing Sciences
Master of Science in Nursing - Pediatrics
Master of Science in Nursing - Gerontology
Master of Science - Occupational Therapy
Master of Science in Nursing/Master of Business Administration

College of Hotel Administration
Bachelor of Science in Hotel Administration - Casino Management

College of Liberal Arts
Bachelor of Arts in Spanish for the Professions

College of Sciences
Bachelor of Science - Biochemistry
Bachelor of Science in Chemistry - Environmental Chemistry

College of Urban Affairs
Bachelor of Science - Human Services
Executive Master of Arts in Criminal Justice

2000

College of Business
Joint MBA / Master of Hospitality Administration (joint degree between College of Business and College of Hotel Administration)
College of Education
Doctor of Philosophy - Educational Leadership
Master of Education - Physical Education
Master of Education - Athletic Administration
Master of Education - Education Reform
Bachelor of Science in Education - Secondary licensure for teachers of American Sign Language
Bachelor of Arts - Certified Deaf Interpreters

College of Extended Studies
Library Science Certificate

College of Fine Arts
Bachelor of Fine Arts - Dance
Master of Fine Arts - Directing
Doctor of Musical Arts - Applied Music
Applied Design (Interdisciplinary)
Bachelor of Arts/Certificate in Music Therapy
Master of Arts - Studio Art

College of Sciences
Master of Science in Chemistry-Biochemistry
Master of Science in Mathematics-Environmental Statistics
Master of Arts - Teaching Mathematics (cooperative program with the College of Education
Master of Science in Biological Sciences-Environmental Horticulture

College of Urban Affairs
Executive Master of Arts in Professional Communication
Master of Arts - Health Care Administration
Bachelor of Arts - Emergency Management Administration

School of Dentistry

2001

College of Business
Joint MBA / Juris Doctorate (joint degree between College of Business and School of Law)

College of Education
Bachelor of Science in Education - Deaf Studies
Doctor of Philosophy - Educational Psychology
Master of Science - Speech and Language
College of Fine Arts
Master of Arts - Arts Facility Administration

College of Health Sciences
Master of Science in Nursing - new concentration in Nurse Midwifery
R.D.(registered dietitian) in Dietetics

College of Hotel Administration
Bachelor of Science in Hotel Administration - Beverage Management

College of Sciences
Doctor of Philosophy - Chemistry/Biochemistry
Doctor of Philosophy - Mathematical Sciences
Bachelor of Science in Physics-Computational Physics

2002

College of Business
Joint MBA / M.S. in Nursing / M.S. in Health Sciences (joint degree between College of Business and College of Health Sciences)

College of Education
Master of Education - Bilingual Education
Master of Education - Teacher licensure program for teachers of students with hearing impairments

College of Engineering
Master of Science/Doctor of Philosophy in Environmental Engineering

College of Extended Studies
Golf Pro-Shop Management Certificate

College of Health Sciences
Advanced Master of Science in Physical Therapy
Department of Nutritional Sciences

College of Hotel Administration
Bachelor of Science - Convention Management

College of Sciences
Master of Science - Environmental Statistics
Bachelor of Science - Environmental Horticulture
Master of Science - Astronomy
Ph.D. - Physics - Astronomy
2003

College of Education
Bachelor of Science in Education - Speech and Language (possible joint program between College of Education and College of Health Sciences)
Doctor of Philosophy - Special Education

College of Engineering
Joint Doctor of Philosophy - Computational Science (joint program between College of Engineering and College of Sciences)

College of Health Sciences
Bachelor Science in Health Physics - Radiation Therapy
Joint MBA / Advanced M.S. in Physical Therapy (joint program between College of Health Sciences and College of Business)
Master of Science in Health Physics - Medical Physics
Master of Science in Health Physics - Diagnostic Medical Imaging

College of Liberal Arts
Doctor of Philosophy - Political Science

College of Sciences
Doctor of Philosophy - Mathematical Sciences
Doctor of Philosophy - Statistics

College of Urban Affairs
Doctor of Philosophy - Social Work

New Initiatives

Although initial discussions concerning new initiatives at UNLV are very tentative, recent developments in the state, especially with respect to allied health programming, will likely impact the University and thus must be mentioned in this Academic Master Plan even if these initiatives are not fully realized within the five-year period of this plan.

Dental School/Health Science Initiatives As already noted, conversations have begun about the possibility of establishing a dental school in the State of
Nevada. These plans would be part of a comprehensive initiative to establish UNLV as a major provider of health-related educational programming at both the baccalaureate and graduate levels in Southern Nevada, along with substantial articulation with the University of Nevada Medical School and with the growing number of associate-degree programs in the health sciences at CCSN. The general structure of the health sciences initiative may be found in the number of new programs planned for implementation in the next four to five years, as previously listed in this Academic Master Plan. As but one example, the university intends a collaboration with the Medical School to provide a Physicians Assistant program and intends to develop a Bachelor of Science in Health Sciences degree designed as a baccalaureate completion program for students enrolled in CCSN’s allied health associate-degree programs.

A concomitant plan to strengthen the related hard sciences at the University also would be required in order to support these various allied health-related initiatives. Thus, new programs in such areas as Biochemistry and Biomedical Engineering are listed among UNLV’s new program plans.

Las Vegas Technology Center The Las Vegas Technology Center is tentatively planned to be a three-institution collaboration between the University of Nevada Medical School, UNLV, and CCSN with a focus on biotechnology and medical technology. The city of Las Vegas has offered land in the booming northwest part of the valley to both UNLV and the Medical School for the establishment of new facilities, and a steering committee is in place to discuss these collaborations. Tentative plans call for the Medical School to offer clinical
health programs; UNLV to offer biotechnology, engineering and computer programs; and CCSN to offer health technician programs.

**Bachelor of Technology Programs** UNLV also will investigate the feasibility and appropriateness of the university offering applied technology baccalaureate degrees to provide completion degrees for community college students in applied fields. Such programs might be designed so that students complete the first two to three years of education at a community college or via distance education from such providers as Western Governors University.
Faculty Hiring Plans

The combination of rapidly increasing enrollments and the advent of new programs to serve student and community needs produces an intense need for the hiring of additional new faculty, many of whom will have expertise not currently available on the campus.

Currently, our response to increased enrollment demand has been to increase the number of part-time faculty. While this has enabled the institution to increase the number of class sections, part-time faculty are unable to devote the time and energy necessary to counsel and mentor students that full-time faculty can devote.

Thus, it is imperative that we maximize the number of full-time faculty to ensure the highest level of quality instruction. The university is averaging approximately five percent growth per year in student FTE, which should result in an equivalent increase in full-time faculty positions funded by the legislature.

Highly specialized new programs will require equally specialized faculty hires. Programs such as the Ph.D. in Geoscience will need a professor with expertise in quaternary geochronometry, and, likewise, the M.S. in Arts Facility Management will require a professor whose expertise is in booking, scheduling, and theatre plant management. In addition, the increasing demands for the use of technology will necessitate the hiring of professors and professional staff with advanced computer and programming skills. Further, the opening of the new Lied Library in academic year 1999-2000 will require more than 30 new hires to properly staff all of the various service areas, some of which will be additions to the services currently provided in the Dickinson Library.
Of course, attendant with the professional hires is the need for additional classified positions to serve these new professional hires. In the case of the Lied Library, many of the needed classified positions will provide direct service to students and the general public.

Listed below are the University's best, conservative estimates for the new faculty positions that will be needed to initiate new programs and to expand existing programs between 1998 and 2003. As with any academic plan, the positions and estimated year of hire are subject to change.

1999

College of Business
Associate Professor - Product Innovation and Engineering Management
Full Professor - Information Management

College of Education
Assistant Professor - Elementary Education (Urban Teaching Partnership)
Assistant Professor - Secondary Education (Urban Teaching Partnership)
Clinical Assistant Professor - Elementary Education (Urban Teaching Partnership)
Clinical Assistant Professor - Secondary Education (Urban Teaching Partnership)
Associate or Full Professor - Educational Administration Generalist
Associate Professor - Health Education

College of Engineering
Assistant Professor - Structural Engineering
Assistant Professor - Biomedical Engineering
Assistant Professor - Computer Engineering
Assistant Professor - Computer Science Systems

College of Fine Arts
Assistant Professor - Three Dimensional Arts
Assistant Professor - Film Screenwriting

College of Health Sciences
Associate Professor - Biomedical/Rehabilitation
Associate Professor - Assessment and Treatment
Assistant Professor - Ethical Issues/ADA Implications for Care
Assistant Professor - Long Term and Home Care
Assistant Professor - Acute Assessment and Intervention
Associate Professor - Registered Dietitian
Assistant Professor - Pediatrics
Half-time Assistant Professor - Pediatrics
Assistant Professor - Gerontology
Assistant or Associate Professor - Nursing Management

College of Liberal Arts
Assistant Professor - History of Spanish-speaking Peoples
Assistant Professor - Sociology/Aging Studies
Assistant Professor - English/Literary Theory
Assistant Professor - Political Science/Comparative Politics-Latin America
Assistant Professor - Psychology/Clinical Neuropsychology
Director/Clinical Assistant or Associate Professor - Cannon Center for Survey Research
Assistant Professor - Anthropology/Museology

Libraries
Manuscripts Librarian (Rank 2)
Digital Librarian (Rank 3)
Preservation/Conservation Librarian (Rank 3)

College of Sciences
Associate or Full Professor - Molecular Biology
Assistant Professor - Analytical Chemistry
Assistant Professor - Physical Inorganic Chemistry
Assistant Professor - Biochemistry
Assistant Professor - Quaternary Geochronometry
Assistant Professor - Applied/Computational Mathematics
Assistant Professor - Applied Statistics
Assistant Professor - Mathematical Sciences
Assistant Professor - Condensed Matter Experimentalist

College of Urban Affairs
Chair/Full Professor - Counseling
Assistant Professor - Rehabilitation Counseling
Assistant Professor - Criminal Justice
2000

College of Business
Associate or Full Professor - Corporate Finance

College of Education
Assistant or Associate Professor - Deaf Education

College of Engineering
Assistant Professor - Construction Management
Assistant Professor - Manufacturing/Materials Engineering
Assistant Professor - Biomedical Engineering

College of Fine Arts
Assistant or Associate Professor - Music Theory and Musicology

College of Health Sciences
Associate Professor - Neurolinguistics/Neurogenic
Associate Professor - Linguistics/Speech Development/Phonologic Development
Associate Professor - Auditory Physiology/Pathology
Associate Professor - Anatomy/Voice Disorders
Assistant Professor - Pediatric Audiology Abnormal
Assistant Professor - Neurologic/CNS
Assistant Professor - Anatomy/Ear Pathology
Assistant Professor - Hearing Aids/Hearing Science/Speech Recognition
Assistant Professor - Speech Motor Control
Assistant Professor - Audiological Rehabilitation
Assistant Professor - Certified Nurse Midwife
Half-time Assistant Professor - Certified Nurse Midwife
Associate Professor - Registered Dietitian
Assistant Professor - Registered Dietitian
Assistant Professor - Registered Dietitian

College of Liberal Arts
Assistant Professor - Philosophy/Applied Ethics
Assistant Professor - Chinese
Assistant Professor - Medical Anthropology
Assistant Professor - History/U.S. Constitution
Assistant Professor - Psychology/Infant Development
Assistant Professor - Sociology/Demography/Population Studies
Assistant Professor - Chicano Literature
Libraries
Reference/Instruction/Bibliographer (Rank 2)
Government Publication/Instruction Librarian (Rank 2)
Maps/Instruction Librarian (Rank 3)

College of Sciences
Assistant Professor - Cell Physiology
Assistant Professor - Organic Chemistry
Assistant Professor - Interdisciplinary Chemistry
Assistant Professor - Geophysics
Assistant Professor - Computational Mathematics
Assistant Professor - Environmental Statistics
Assistant Professor - Atomic Molecular Optical Experimentalist

College of Urban Affairs
Associate Professor - Communication Studies

2001

College of Education
Assistant or Associate Professor - Deaf Education

College of Fine Arts
Assistant Professor - Theatre (Arts Management)

College of Hotel Administration
Assistant or Associate Professor - Beverage Management

College of Liberal Arts
Assistant Professor - Latin and Italian
Assistant Professor - Anthropology/Geographic Information Systems
Assistant Professor - General American Politics
Assistant Professor - Sociology/International Studies/Development
Assistant Professor - Adult Psychotherapy
Assistant Professor - 20th Century European History

Libraries
Catalog/Database Librarian (Rank 2)
Reference/Instruction/Bibliographer (Rank 2)
Public Services Librarian (Rank 2)

College of Sciences
Assistant Professor - Microbiology
Assistant Professor - Interdisciplinary Chemistry
Assistant Professor - Mathematical Sciences
Assistant Professor - Condensed Matter Experimentalist
Associate or Full Professor - Biogeochemistry

2002

College of Education
Assistant Professor - Speech and Hearing
Assistant Professor - Speech and Hearing
Clinical Assistant Professor - Speech and Hearing

College of Health Sciences
Associate Professor - Orthopedic Specialist
Associate Professor - Neurologic Specialist
Assistant Professor - Spinal Cord Injury/Neurology
Assistant Professor - Pediatric Specialist
Assistant Professor - Geriatric Specialist
Assistant Professor - Sports Medicine Specialist

College of Liberal Arts
Assistant Professor - Religious Studies
Assistant Professor - Political History of the American West
Assistant Professor - Old World Archaeology
Assistant Professor - Sociology/Southwest Region/Urban Policy
Assistant Professor - Cognitive Neuroscience

College of Sciences
Assistant Professor - Evolutionary Physiologist
Assistant Professor - Interdisciplinary Chemistry

College of Urban Affairs
Assistant Professor - Criminal Justice

2003

College of Health Sciences
Assistant Professor - Ultrasound, CT, MRI
Assistant Professor - Ultrasound, CT, MRI
Associate Professor - Radiation Therapy
Assistant Professor - Radiation Therapy

College of Hotel Administration
Assistant or Associate Professor - Club Management
College of Liberal Arts
Assistant Professor - 20th Century Cultural History
Assistant Professor - History/Third World Development
Assistant Professor - Forensic Psychology

College of Urban Affairs
Associate Professor - Social Work

Program Review Plans

In keeping with Board of Regents policy, UNLV reviews each of its undergraduate and graduate certificate and degree programs within a ten-year period. New programs are evaluated no later than their fifth year of existence. A schedule of recent and future program reviews is outlined below:

1997-98
Counseling
Elementary Education
English
Interdisciplinary Degree Program
Political Science
Postsecondary/Adult Education
Secondary Education
Water Resources Management

1998-99
Accounting
Anthropology
Chemistry
Communication Studies
Economics
Finance
Health Physics
Management
Marketing
Physical Education
Women’s Studies

1999-2000
Art
Educational Psychology / School Counseling
Foreign Languages
Hotel Administration
Kinesiology
Nursing
Psychology
Social Work

2000-2001
Architecture
Computer Science
Criminal Justice
Engineering
Master of Arts in Science
Recreation
Special Education
2001-2002
Construction Management
Educational Leadership
International Business
Mathematical Sciences
MBA
Transportation
Film
Sociology

2002-2003
Biological Sciences
Ethics and Policy Studies
Curriculum and Instruction
Mechanical Engineering
Public Administration
Theatre
Jazz Studies

2003-2004
Comprehensive Medical Imaging
Creative Writing
Culinary Arts Management
Environmental Sciences
Executive Master of Hospitality Administration
Nuclear Medicine
Physical Education
Physical Therapy

The University carries out a comprehensive process for evaluating its programs which, including follow-up reports, takes two years to complete. The reviews are directed by the Faculty Senate Program Review Committee in close cooperation with the Office of the Provost.

In the first stage of the program review, a department self-study is prepared in accordance with a comprehensive, 23-page self-study questionnaire developed by the Program Review Committee. The self-study addresses the mission, goals, structure, governance, and budget of the department; a description of the degree programs offered; admission; students; curriculum; degree requirements; faculty; facilities; and student assessment and outcomes. The departments work closely with the Office of Institutional Analysis and Planning in reporting data on their
programs in the self-study, and the Program Review Committee holds an
orientation session to assist departments in completing the study effectively.

In the second stage, a faculty committee selected by the Faculty Senate
Program Review Committee performs an internal review using the department’s
self-study as a guide. The internal review committee is composed of three to four
faculty members from other campus departments who have no ties to the
department under review. This committee meets several times with the
department’s faculty and students to determine the consonance of the department’s
programs with the university’s mission. The internal review committee prepares
its findings in the form of commendations and recommendations, and the
department faculty may respond to the report in writing, if desired.

In the third stage, an external review is performed by two consultants. The
external reviewers are selected from institutions with comparable programs, and
they must not have ties to the department under review. The consultants meet with
appropriate parties on campus over a two-day period and prepare a report
containing commendations and recommendations. The external review examines
broader issues related to the department’s mission and goals including how well
these relate to national curricular and professional trends.

Finally, the Faculty Senate Program Review Committee prepares a report on
each program review and submits the report to the Provost. Appended to this
report are subjective, summary comments about trends noted by the committee. In
the year following the review, the Program Review Committee requires each
department to complete a follow-up report, in which responses must be provided to
each of the recommendations contained in both the internal and external review reports.

**Student Services and Campus Climate**

In an inclusive divisional planning process, the Division of Student Services established priorities to support the university's goals. Specifically, they set priorities for the division that directly support student learning, call for increased involvement with academic affairs, and suggest ways to foster the development of a learning community. Divisional priorities directly relate to the institution's goal to become more student focused and its mission to exemplify quality in all that the institution undertakes. Specifically, the Division's priorities include the following:

- Create conditions that motivate and inspire students to devote time and energy to educationally purposeful activities.

- Assist students to understand the academic milieu including their rights and responsibilities as members of a learning community.

- Design services and programs to support the development of the hallmarks of a college-educated person.

- Create opportunities for students, faculty, and staff to engage in the exchange of ideas, the consideration of alternative points of view, and the attempt to make meaning of their varied experiences.

- Guide students to invest time and energy on goal-directed pursuits, to use institutional resources, to employ learning strategies, and to participate in community governance.
Maximize student learning opportunities through collaboration with university and non-university agents and agencies.

Embrace and advance the university’s goal to create an inclusive and just campus environment.

Foster the development of a community grounded in purposefulness, openness, justice, discipline, caring, and celebration so that the student experience is one of connection and integration.

Provide opportunities for students, faculty, and staff to learn about differences as a means toward more effective participation in a diverse campus.

Expand and encourage outreach programs into the Las Vegas community that serve to introduce higher education as an option for those populations that have been underrepresented traditionally.

Establish on-going need and outcome assessment to ensure that Student Services’ initiatives are focused appropriately and achieve desired results.

Implement an assessment of the quality of the undergraduate experience at UNLV using the Involving Campuses Protocol.

Expand the scope of the Career Outcomes survey to provide more extensive and meaningful information on the educational aspirations and career outcomes of UNLV graduates.

Improve the quality and frequency of Career Service’s company surveys to obtain employer perspectives that would be useful to the curriculum development and review processes.
♦ Establish a Students Services Assessment Committee to guide the development and implementation of assessment activities.

♦ Support and advance the institutional goal to grow selectively, serve the region, and achieve distinction.

♦ Work with Enrollment Management to recruit and retain students who, through their unique attributes and potential, enhance the quality of the university.

♦ Expand opportunities for students to make a connection between the work of the classroom and the world of work.

♦ Work within Student Services to increase the role of research and scholarly activity and to attain national recognition.

♦ Gain national attention through innovation, best practices, and addressing the needs of students.

♦ Create opportunities for including graduate students as assistants in programs of the division both to enhance services and familiarize future professionals with the student services educational philosophy.

Scholarship and Research

UNLV’s objectives for scholarship, research, and creative activity have been developed at several levels: from the individual faculty member, to the department, to the college, and to the university as a whole. These goals frequently are tied to plans for new academic programs and to the development of new facilities and working groups.

Specific details on departmental- and college-level goals, objectives, priorities, and timetables for scholarship and research are contained in the college
strategic plans developed in Fall 1997. The following are university-level goals and objectives in scholarship and research, based upon the initiatives and plans of the academic colleges.

♦ Increase funding available for research by a factor of 2.0 by fiscal year 2000, based upon a datum of fiscal year 1996.

♦ Achieve parity with national peers in state funding earmarked for research and scholarship.

♦ Secure 100 percent of indirect costs on grants and contracts.

♦ Develop collaborative partnerships to attract new sources of funding.

♦ Provide administrative services to faculty and students to increase their productivity in scholarship and research.

♦ Increase total external funding by a factor of 2.5 by fiscal year 2005, based upon a datum of fiscal year 1996.

♦ Continuously develop policies and procedures that promote scholarship, research, and creative activity and that reward faculty and student participation.

♦ Ensure that research, scholarship, and creative expression are integrated throughout the academic and social experiences of all undergraduate and graduate students.

♦ Define discipline-specific performance measures and peer institutions that enable benchmarking for the purpose of rewarding faculty and students who are outstanding performers.

♦ Promote proposal preparation, grant awards, and community partnerships as performance measures for faculty promotion steps and merit awards.
♦ Develop policies that promote collaborations within and between academic units.

♦ Develop data on costs and benefits of scholarship, research, and creative activity and convey the value received to external constituencies.

♦ Ensure that university-level research units are accessible to and supportive of all students, faculty, staff, and the public.

♦ Develop electronic research administration and associated staff training.

♦ Confer 50 or more doctoral degrees annually by calendar year 2005.

♦ Attain the goals set forth in departmental, college, and center strategic plans for scholarship, research, and creative expression and for the development of collaborative partnerships.

♦ Ensure that each faculty member updates his/her individual plan for research, scholarship, and creative activity on an annual basis.

♦ Ensure that each academic unit updates its strategic plan for research, scholarship, and creative activity on an annual basis.

♦ Promote new clusters of scholarship, research, and creative activity between and within academic units.

♦ Collaborate with governmental agencies and the private sector to leverage university scholarship, research, and creative activity for the benefit of Nevada citizens.

♦ Continuously improve communication of the value of university scholarship, research, and creative activity to all constituencies.
♦ Develop procedures for capturing success stories and annual significant accomplishments in scholarship, research, and creative expression as well as community partnerships.

♦ Ensure that accomplishments are communicated to Regents, to local and state political leaders, to industry and governmental agencies, to the media, and to current and potential sponsors and donors.

♦ Develop databases and annual reports that enable the calculation of metrics such as return on investment of public dollars in scholarship, research, and creative activity.

♦ Continuously improve the efficiency and productivity of university-level research units and administrative services.

♦ Ensure that the Office of the Associate Provost for Research and the Office of Sponsored Programs work closely with the academic deans, department chairs, faculty, students, staff, and UCCSN personnel to promote scholarly research and creative activity according to the objectives set forth in departmental and college strategic plans.

♦ Ensure that university-level support offices, such as Laboratory Animal Care Services and the National Supercomputing Center for Energy and the Environment, serve the interests and needs of UNLV and the UCCSN.

♦ Continuously develop the Harry Reid Center for Environmental Studies and the Marjorie Barrick Museum of Natural History to serve the interests of UNLV, the UCCSN, and state and national needs.
Ensure that university policies promote scholarship, research, and creative expression that benefit the citizens of Nevada.

Internet II

UNLV is preparing to connect to the Nevada Research Network which will, in turn, connect to the national computer backbone. The University has joined Internet II and is participating in national meetings to establish policies and procedures for use of the national infrastructure. The Office of Information Technology and the National Supercomputing Center for Energy and the Environment have formed a partnership to maximize the use of both the state and national infrastructures.

Community Service Initiatives

UNLV has had a sustained history of community service initiatives, and we intend to continue in that same vein but in an accelerated way. Briefly, past community service activities have included the following:

America Reads Program
Mojave Desert and Preserve Master Plan
Special Olympics
Inner City Games
Design Charettes with the City of Las Vegas
Honor Band and Chorus
Transportation Studies
Traffic Flow Analyses
City of Henderson Parks and Recreation Master Plan
Future Initiatives

Additional community service initiatives of the sort exemplified above will continue at UNLV. Some specific examples of anticipated service initiatives within the next five-year period include:

Paradise Elementary School
Community Law Clinic
Community Design Center
FUNDING AND FACILITY IMPLICATIONS

Projected Needs

UNLV has $63,825,500 of capital projects either underway or in the conceptual or design stages of development. These include the recently completed Sogg Architecture Building, the relocation of the intercollegiate track, the Bennett Development Center, the Beam Music Building, the Stan Fulton International Gaming Institute, the UNLV Foundation Building, and the Lied Library. Completion dates for the projects underway range from May 1998 to December 1999.

UNLV will need additional space and significant new resources if student enrollments expand to meet demand and/or if UNLV initiates or expands offerings in higher cost disciplines or methodologies (e.g. clinically-based health sciences programs, comprehensive technology-based distance education). While completion of the many current capital projects will fulfill several campus needs, the continued growth of enrollment and the addition of new programs to serve properly our student body will require additional capital investment.

Anticipated needs for funding and facilities include the following:

Capital Projects

♦ Lied Library furnishings, equipment, and computer networking
♦ Renovation of the Dickinson Library for the School of Law
♦ Student Services Complex addition and Frazier Hall renovation
♦ Expansion of space for art, film, and dance programs
♦ Renovation of Wright Hall and Distance Learning Center
♦ Science and Engineering addition and new Geoscience building
♦ Addition to Bigelow Health Sciences for allied health initiatives
♦ Renovation of Ham Concert Hall and completion of Harris Theatre
♦ Ham Concert Hall stage house and 1000-space parking structure
Classrooms/Research Laboratories/Computer Laboratories

Currently several time slots (e.g., Tuesday/Thursday, 10:00 a.m. to 11:15 a.m.) in the class schedule require the use of all existing classrooms. Attempts to accommodate increased enrollment demand by opening additional class sections at other hours of the day have met with only limited success. Indications are very strong that a considerable amount of this demand can only be met by offering additional class sections during the hours of peak demand. This will require additional classrooms. Some of the needed space will come with the completion of the capital projects noted above, but not all. The remodeling of several existing buildings, such as the Paul C. McDermott Physical Education Complex, could accommodate additional classrooms if space such as courtyards were filled in.

Research laboratory space can also be created in this manner, and the need for research labs is growing rapidly with the substantial number of hires that are occurring in the sciences, engineering, and the health sciences. While remodeling of existing buildings could provide some of this space, it will require additional funding.

The university also has a keen need to add computer laboratories and computer classrooms to our existing facilities. The following needs have been projected:

♦ At least one additional open student computer laboratory with 50-60 workstations

♦ Two computer-based classrooms per year for the next four years to include:
  Two English teaching facilities (One completed in 1998)
  Two Business teaching facilities (One completed in 1998)
  Law School teaching facility and open student laboratory (Completed 1998-1999)
Statistics teaching facility (Completed 1998)
Non-dedicated teaching facility open to all departments
Mathematics teaching facility
Computer Science teaching facility
Hotel Teaching facility
Education Teaching facility

Office Space/Storage

The need for additional office space is rapidly approaching the problems that were encountered in the latter years of the 1980s when trailer villages were common on the campus. In order to provide offices for the 23 additional professors who arrived for the Fall 1998 semester, a number of graduate students and part-time instructors were re-located to trailers.

In the short term, new office space for additional persons can only be provided by converting existing space within buildings or by housing them in trailers. Since we also have a critical shortage of classroom space at peak class hours and there is little other space available in existing buildings that can be remodeled for this purpose, increased use of portable trailers is inevitable.

While some of the requested capital projects will help to alleviate this situation, there is a greater demand for office space than will be met by these projects. Additional funds will be needed to "fill in" currently wasted space in facilities such as the Flora Dungan Humanities Building, where the ground-to-roof open spaces on the east and west sides of the building could be used to create additional offices.

Finally, a long-standing need for storage space on the campus continues to be exacerbated further with the growth the university is experiencing, particularly
as every available space is used to provide additional offices, classrooms, and research laboratories. A sub-divided storage building, most likely a "Butler" building, is needed for all campus storage needs. This building needs to provide approximately 100,000 square feet of storage space to accommodate all entities that currently are experiencing storage problems.

**Operating Funds**

Concurrent with student growth and the addition of new programs comes the need for increased operating funds. This area is most critical to fulfilling the goals the university has established for the next four to six years. In a major study conducted in 1997 by the Provost’s Office of operating funds at UNLV in comparison to other public post-secondary institutions, the data demonstrated that virtually every academic department at UNLV has an operating budget under the national average. Only two departmental operating budgets meet or exceed the national average, and, in the worst case, one program is funded at only 18 percent of the national average operating budget for that discipline.

During the past five years, UNLV has seen an across-the-board decline in all academic operating budgets totaling 30 percent, not including losses to inflation which easily exceed an additional 15 percent. This amounts to a decrease of nearly 50 percent in buying power at a time when enrollments and faculty hires are on the rise. An increase of no less than $2 million is needed to bring operating budgets up to reasonable levels to support the daily operations of the 60-plus units within the instructional area of the university.
Equipment

Directly related to the operational needs of the campus is the need for equipment. While the addition of equipment funds to the base budget has helped to ameliorate the past problem of irregularity in equipment funding, it will be critical for this funding to be in the budget for each fiscal year of a biennium, not just for the first year.

Current equipment funding is inadequate to cover both ongoing needs and the large outlays required for the startup of new faculty research laboratories, particularly as the university plans for major initiatives in the health sciences and hard sciences. This problem could be greatly aided by allowing UNLV to retain all of the indirect cost dollars generated by research grants, which then could, and should, be used to provide startup funds to new faculty.

Support Staff

In the process of developing a sound academic plan for the university, it is easy to overlook the need for support staff required to deliver programs properly. In addition to essential faculty and classified staffing, both of which are funded by formula, there is a need for professional, non-teaching staff to provide services that are fundamental to certain programs.

One of the best examples is in the area of computer technicians and programmers. As faculty increase the use of computers in the classroom, and as the university expands its distance education initiatives, professional support staff are needed in such areas as instructional technology, Web design, computer
software support, instructional design, computer networks, and user support. Additional staff are needed in selected individual departments. For example, the Physics Department needs a computer systems programmer to oversee the operation of the Keck Computational Laboratory, which provides support for both teaching and research in the department.

In other academic support service areas, Continuing Education and the Professional Development Center need a coordinator of credit programming, and the new Lied Library will require several professional, non-teaching hires to staff new service areas. Unfortunately, all of these positions must be budgeted in Academic Support, which traditionally has not been fully funded by the state legislature. Strong efforts must be made to increase this budget area.

**Reallocation of Resources and Space**

There are several significant projects planned that will involve the reallocation of space. The rectangular portion of the James Dickinson Library will become the permanent home of the Boyd School of Law; the round portion of the Library will be renovated to provide additional office space. The current Paradise Elementary School site has been leased and is the temporary home for the Boyd School of Law. Once the law school moves into permanent quarters, that space will be available for other UNLV activities or programs.

Student fees previously used to build computer-based facilities are being reallocated to cover operating costs in college-based facilities, and existing classroom and laboratory space throughout the campus is being renovated to
accommodate new computer-based teaching facilities and college-based computer laboratories.

Classroom space in the Classroom Building Complex is being converted to incorporate the latest in instructional technology. Shared use agreements are being negotiated with the Supercomputer Center and with System Computing Services for the housing of staff, large computer systems, computer servers requiring 24-hour attention, and open student laboratory space in order to maximize staff and avoid duplication of efforts.
SUMMARY AND CONCLUSIONS

Our growth and relative underfunding require major initiatives supported by the Chancellor, Regents, Governor, and Legislature to provide the resources for our appropriate development into the future. The university will propose programmatic initiatives and capital funding beyond traditional levels to achieve parity with national peers at all levels of institutional support.

As one of only two universities in the state of Nevada—and the one located in the fastest growing metropolitan area in the United States—UNLV requires special and passionate advocacy to achieve the mature status to which it aspires and that it deserves as a major resource to the city, the state, and the nation.
Appendix
APPENDIX A

Major Academic Highlights - 1998

The year 1998 is noteworthy for a number of major academic advancements that have expanded educational opportunities for Nevadans, among them:

Opening of the William S. Boyd School of Law. In August 142 students and 21 faculty and staff gathered for the orientation that launched Nevada’s first law school. A renovated Paradise Elementary School provides a temporary home for the Law School until its permanent home in the old Dickenson Library is ready.

Groundbreaking for the Lied Library. Construction began for the new Lied Library with groundbreaking in Spring 1998. The largest building project undertaken at UNLV in many years, this 302,000 square foot, state-of-the-art library is expected to be ready to serve the campus and community early in 2000.

Start of the Physical Therapy program. The program began in the fall with 21 students and keen interest and support on the part of the community. More than 70 arrangements have been made with local agencies to offer essential clinical experiences for students. After an initial site visit by the Commission on Accreditation in Physical Therapy, the program was granted Candidacy status and will be reviewed for full accreditation in 2000-2001.

Approval of three new Ph.D. programs. Ph.D. programs in Geoscience, Psychology, and Anthropology were approved by the Board of Regents and are accepting students.

Approval of other new programs. Two programs that will help ensure teachers for the Clark County School District’s classrooms were approved and underway: a Bachelor of Science in Early Childhood Education and the Urban Teaching Partnership. In addition, the Board of Regents approved the nation’s first program in Senior Adult Theatre, as well as a new Bachelor of Arts in Art History.

Re-accreditation of three programs. Every year UNLV submits a number of programs for review by appropriate national accrediting agencies. To date, of those reviewed in 1998, three—the Master of Social Work, Clinical Laboratory Sciences, and Chemistry—have been fully re-accredited. Others, including Engineering, are awaiting final reports from the agencies.
Initial accreditation for four programs. UNLV's Architecture program was one of only three in the nation to receive a full five-year accreditation on its first application. Also receiving initial accreditation were Interior Design, Landscape Architecture, and School Psychology.

Increased Cooperation with Community College of Southern Nevada. During the year UNLV completed review of its undergraduate majors and established transfer agreements with CCSN that ease the way for students who elect to take their lower division courses at the community college. Major-to-major agreements and 2+2 programs, including ones in teacher preparation and business, and cooperative space planning, both at the West Charleston campus in connection with the Dental School and at the Henderson campus have resulted from inter-institutional discussions.

Establishment of the Office of Information Technology. Effective December 1, 1998, Academic Computing Services and Administrative Computing Services were integrated and renamed the Office of Information Technology. This completes the restructuring of campus computing services begun several years ago and creates opportunities for greater cooperation among units, as well as more efficient operation of computing facilities.