

STANDARD 4 – FACULTY

STANDARD 4.A – FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT

4.A.1. The institution employs professionally qualified faculty with primary commitment to the institution and representative of each field or program in which it offers major work.

The recruitment of highly qualified faculty has been a goal of the University’s planning process for the last fifteen years. The aggressive hiring strategy of the 1990’s has continued into the millennium and has yielded an accomplished faculty body of about 940 full time faculty in contrast to the 689 full time faculty UNLV had in 2000. This 36% increase in full time faculty approximately matches the 41% increase in FTE’s for the same period, from 15,008 to 21,121. The headcount of UNLV students also increased by 28% from 21,681 in Fall 2000 to 27,729 in 2008. The numbers thus show that faculty hiring is keeping up with student increases over the evaluation period.

In 2008, the percentage of these faculty who were tenure track in 2008 was 80% and 74% of these hold tenure. 81% of the faculty hold terminal degrees, Appendix 4.1; a significant number of these graduating come from renowned institutions, Appendix 4.2. The median number of years of academic teaching experience of UNLV faculty is 16 while the mode is 10 years, with 68% of them falling within the 6-28 year range, Appendix 4.3. The data presented in this section include administrative faculty¹ and

¹ Administrative faculty are professional staff in executive, supervisory, or support positions whose primary responsibilities do not include teaching and are frequently referred to as “professional staff.”

library faculty who hold academic faculty ranks and are eligible for tenure.

In terms of gender and minority composition of full-time faculty, women and ethnic minorities accounted for 35.8% and 21.9%, respectively. These numbers represent a 11.2% and a 16.5% increase in the representation of women and minorities over the past five years, respectively as tabulated in Appendix 4.4.

As Appendix 4.5 shows, the overall retention rate of new hires from 2003 to 2007 is 78%, Table 4.1. Appendix 4.6 indicates that since 2001, failure to obtain tenure or promotion was the reason for 11% of faculty terminations; personal reasons accounted for 66% of those who left, while 23% retired.

Table 4.1 Percentage of New Faculty Retention (2003-2007)

2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
94.8	83.3	76.6	68.7	68.3

The University criteria and process for faculty recruitment and appointments are designed to maintain the high quality of discipline-relevant hires as described in the Nevada System of Higher Education (NSHE) Board of Regents Handbook, Title 5, Chapter 6, Section 15 (UNLV Bylaws, Recruitment). The following is a brief overview of the process. Faculty in academic departments initiate the recruitment process through the determination of a priority list of new or open positions in accordance with undergraduate and graduate program needs. Each College Dean incorporates these departmental suggestions into a college priority list that is submitted to the Office of the Executive Vice-President and Provost and finally the President. After the administration has authorized the number of available positions, approval is given to the appropriate academic unit to begin the

recruiting process. Each academic unit identifies the candidates they wish to recommend for a position. The application materials of the candidates are submitted through regular administrative channels for review. With very few discipline-specific exceptions, full-time faculty appointments require a terminal degree in the appropriate field, submission of a vita, and letters of recommendation. This thorough process provides for a thoughtful review of each candidate's qualifications by representatives of each discipline or program as well as by representatives of the institution.

University statistics² from Fall 2008, Appendix 4.7, shows the percentages of the 292,000 student credit hours (SCH) that were taught by tenured/tenure track or otherwise full-time faculty members for both undergraduate and graduate levels, Table 4.2. As the table shows, this percentage is significantly higher for graduate courses since UNLV is emphasizing the importance of these programs for a research-oriented institution.

Table 4.2 Percentage of Student Credit Hours (SCH) Taught by Tenured/Tenure Track, and All Full-Time Faculty, Fall 2008

Undergraduate SCH %	Graduate SCH %	Total SCH %
54	84	58

Table 4.3 presents a comparison of the percentage of SCH taught by full-time faculty at UNLV with other institutions nationally, Appendix 4.7. The results show that the numbers at UNLV in 2004 were similar to those of the Doctoral Extensive Institutions except for the graduate assistants' category. At UNLV, there was a trend toward using more part-time instructors and graduate assistants. This trend is a reflection of the continued emphasis UNLV has on research, which

necessitates reducing the teaching load of faculty. Despite the confidence of the academic units in the quality of performance of the part-time instructors (see Section 4.A.8), the current goal of UNLV is to increase the percentage of SCH taught by full-time faculty while maintaining the percentage of courses taught by graduate assistants.

Table 4.3 Comparison of the Percentage of Student Credit Hours (SCH) Taught by Various Types of Instructors

	UNLV F08 %	UNLV F04 %	Doctoral Intensive Institutions F04 %	Doctoral Extensive Institutions F04 ³ %
Full-Time Faculty	59	67	72	67
Part-Time Instructors	28	23	20	19
Graduate Assistants	12	9	6	13
Other	2	1	2	1

Ensuring faculty members' primary commitment to the University is important. A new conflict of interest policy was adopted in 2008 after extensive consultation with faculty and administrators, Appendix 4.8. This policy is intended to facilitate the identification, evaluation and management (or prohibition) of conflicts of interest that can interfere with faculty obligations to the University or with the integrity of research and teaching activities. The policy specifies that each faculty member is required to annually disclose any outside activity or professional involvement that may constitute a conflict of interest, and/or for which they will receive compensation. All disclosures must be made using the UNLV Conflict of Interest/Compensated Outside Services Disclosure Form, Appendix 4.9. All potential conflicts of interest and/or compensated outside services must be approved in advance, before the activity is undertaken.

² Data are collected by UNLV's Institutional Analysis and Planning

³ Terms are defined by the Carnegie Foundation for the Advancement of Teaching

Results of Student Satisfaction Inventory (SSI) indicate consistent levels of satisfaction of UNLV's students with the quality of faculty, Table 4.4. These results are on a 1-7 scale. The results are compared with the National results of Spring 2008. The results indicate some gap at the level of satisfaction of students with respect to national data. As mentioned earlier, UNLV has been working toward increasing the percentage of courses taught by full-time faculty. Several efforts aimed at enhancing the quality of teaching were also initiated. These efforts are further discussed in Section 4.A.5.

Table 4.4 Student Satisfaction Inventory Results for Faculty

		2002	2005	2008
The quality of instruction I receive in most of my classes is excellent	UNLV	4.97	4.85	4.97
	National	5.26		
Nearly all of the faculty are knowledgeable in their field	UNLV	5.29	5.20	5.30
	National	5.58		

Recent Efforts for Ensuring Faculty Diversity

The Las Vegas metropolitan area has experienced rapid and diverse population growth over the past two decades. In concert with these social changes, UNLV has made a concerted effort to diversify its faculty, resulting in a steady increase in the percentage of women and under-represented minorities. UNLV's personnel and programmatic focus on diversity is intended to build skill sets to facilitate the culturally competent professional excellence necessitated by the global workplace of the 21st century. This process has been developed and implemented through

campus- and community-based advocacy through the Office of the Vice President for Diversity and Inclusion. This office oversees campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment and works to ensure educational and employment equity for all of its constituents through the provision of a dynamic range of access, support, development, research, and entrepreneurial initiatives.

4.A.2. Faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance.

Although there are variations across departments and colleges, academic planning is first and foremost conducted by faculty at the departmental level through their departmental committee structure or committee of the whole. Over the last ten years, departments were asked to periodically explain their vision and long-term plans. These plans were then incorporated into those of the colleges. Standard 1 provides further discussion of the planning process.

Faculty have been directly involved in the institutional planning process. Until 2006 this occurred through the University Planning Council and the yearly planning retreats. The University Planning Council included nine faculty as voting members, as well as three Faculty Senate representatives. In addition to involvement in the planning process, the Planning Council recommended distribution of dollars for Planning Initiative Awards for projects that complemented the strategic plan of the institution. More recently, faculty have been extensively involved in the development of the current strategic plan (Focus: 50-

100, <http://planning.unlv.edu/index.html>) through participation in planning steering committees, a series of town hall meetings and a planning retreat in early 2008.

Each college has an executive committee composed of the Dean, Associate Dean(s), and Department and Program Chairs. In these executive committees, faculty are involved through their Department Chair's representation in the development of short and long-term strategic goals for their respective colleges and for the institution. Additionally, each college has several standing committees; the most important of these are the curriculum committees, which are composed of faculty elected by their peers. Academic initiatives emanating from the faculty are evaluated by the college curriculum committees which formulate policies and exercise authority to make decisions relating to college and department affairs, including the development of curriculum and related academic programs.

Various committees of the Faculty Senate participate vigorously in academic planning. For example, the entire membership of the Executive Committee served on the various university-wide planning committees to develop the current strategic plan, Focus: 50-100. As a further example of the collaborative nature of the planning process, presentation of initiatives to the Board of Regents has been the joint task of the Chair of the Faculty Senate and the UNLV President. NSHE requires that academic programs regularly go through a review process, which is overseen by the Faculty Senate Program Review Committee. The Curriculum Committee is responsible for approving undergraduate courser issues. Other relevant faculty committees are described in Standard 3.

Graduate academic planning is primarily conducted by the Graduate Council, which is composed of one delegate from each department offering advanced degree programs. The Graduate Council and its committees establish policies and procedures for the Graduate College. They also review new programs and curricular changes on an ongoing basis and conduct five-year and ten-year reviews of all departments and programs that award graduate degrees.

To provide responsive and sound advising to freshmen students, the University consolidates all beginning undergraduate student advising with trained, professional advisors through the newly created Academic Success Center. Once a major is declared, however, advising is offered through the pertinent college. While all academic colleges have their own undergraduate advising centers staffed by trained advisors, much advising continues to be offered by faculty on a more informal basis at the departmental level. Historically, UNLV faculty have reported spending an average of twenty hours per week in course preparation and evaluation, and another eight hours per week in advising or informal contact with students. Although self-reported data is no longer collected in this format, data on the number of students advised by faculty are still regularly collected. The data of Appendix 4.10, which are based on a summary of faculty activity during 2007, indicate that faculty reported advising 15,000 undergraduate students, an average of approximately twenty students per tenured faculty member. Faculty who take on more extensive advising responsibilities for their departments may receive reassignments from their regular teaching load.

Advising for graduate students occurs exclusively at the department level through graduate coordinators and faculty supervisory committees that are required for

Ph.D. and most Master programs. Faculty also participate in academic advising through the Faculty Senate Admissions Committee whose mandate is to periodically review admissions policy, serve as a grievance board for students denied regular admission, and review and approve applications for admission under alternate criteria.

The legislative power of the faculty extends to academic and budgetary matters. This power is normally exercised by the faculty through its representatives on the college executive committees, Faculty Senate, the seventeen Standing Committees of the Faculty Senate, and numerous ad-hoc Faculty Senate committees. The membership of the Faculty Senate includes thirty seven faculty, eight professional staff, two library representatives and three at-large members. The Faculty Senate Executive Committee recruits faculty members to serve on its standing and ad-hoc committees.

Taking into account a response rate of under 15%, a recent administrators/all campus survey, Appendix 4.11, indicated a consistent assessment level of the role of Faculty Senate and Classified Council in shared governance. Additional assessment of ways to strengthen the Faculty Senate/Classified Council role in the University's governance is needed. Further discussion is provided in Standard 6.

Table 4.5 Summary of Responses to "Faculty Senate/Classified Council Provide Shared Governance in a Comprehensive Fashion" Question

	Administrators %	All Campus %
POSITIVE	48.6	45.3
NEGATIVE	17.6	16.4
NEUTRAL / CAN'T ASSESS	33.8	39.5

4.A.3. Faculty workloads reflect the mission and goals of the institution and the talents and competencies of the faculty, allowing sufficient time for professional growth and renewal.

Most full-time faculty are hired on a nine-month contract ("B" contract) that allows for time in the summer months to pursue research, scholarship, or other creative pursuits. In addition and consequent to a recent Board of Regents workload policy resolution, the current University Faculty Workload Policy allows for teaching reductions for faculty involved in doctoral education, Appendix 4.12. This policy is posted on the Office of the Executive Vice President and Provost web site: <http://provost.unlv.edu/>.

Each academic unit is expected to develop a workload policy that complements its mission. These policies should be in accordance with the mission and priorities of the University and the goals and needs of that faculty member's governing units. All individual workload assignments should be consistent with the UNLV Workload Assignment Policy and Guidelines, the applicable sections of the Board of Regents Handbook, and the bylaws of the University, as well as the bylaws of the faculty member's academic units.

Prior to the 2004 reformulation of the workload policy, all faculty were on a 4-4 load (four 3-credit courses per semester), but were given one reassignment each semester for research, resulting in a de-facto 3-3 load unless they were not research active. Under the most recent policy, faculty involved in one or more of a list of approved activities ranging from doctoral supervision to administrative duties can be granted a further teaching reassignment each semester. The latter reassignments are not automatic and need to be requested and approved each

semester in writing using the appropriate form, Appendix 4.13.

The typical teaching load for faculty in departments offering advanced degrees is two courses per semester plus theses, dissertations, and other independent study arrangements. The average teaching load in Fall 2008 was 7.5 credits of organized instruction for tenured and tenure track faculty and 8.1 credits for all full-time faculty, Appendix 4.14. There is some variation across colleges depending on the nature of the discipline. On the lower end are the colleges of Sciences (5.4 credits) and Engineering (5.5 credits) with their intensive research programs. On the other hand, the College of Fine Arts (11.4 credits) is on the high end of the teaching load continuum with its emphasis on performances. In many departments, new faculty are usually given extra support for their professional growth via lower service expectations and a reduced teaching load for at least one semester.

In addition, the University offers sabbatical and faculty development leave opportunities to foster professional growth. The number of these leaves is based on a formula set by the Nevada System of Higher Education (NSHE) Chancellor’s Office. Sabbatical and faculty development leaves are intended for the enhancement of faculty competencies. Both types of leave are granted based on the merits of the application submitted by the applicant, outlining the proposed use of the leave for scholarship, creative activity, or professional instruction in an area of specialization. Forms for sabbatical and faculty development leaves are shown in Appendices 4.15 and 4.16 respectively.

4.A.4. Faculty salaries and benefits are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. Policies on salaries and benefits are clearly stated, widely available, and equitably administered.

Policies governing compensation can be found in the NHSE Board of Regents Handbook:

- Personnel policy for faculty and salaries, BOR Handbook, Title 2, Chapter 5, Section 5.5, Appendix 4.17
- Rules and disciplinary procedures for members of the university community, BOR Handbook, Title 2, Chapter 6, Appendix 4.18 and
- UNLV Bylaws, Guidelines for Academic Faculty Salary Increases, BOR Handbook, Title 5, Chapter 6, Section 10, Appendix 4.19.

Extant salaries in the national marketplace have considerable influence on the salaries UNLV pays faculty. As a result, faculty salaries vary greatly by discipline, both in absolute dollar terms and with respect to their relative level when compared to salaries at other institutions, Appendix 4.20. The data, however, show that, for most disciplines, salaries at UNLV are comparable with those at both Public Doctoral Research intensive and extensive institutions. For the University as a whole, Table 4.6 indicates that the Fall 2008 salaries were 107% of the average for doctoral extensive universities, which may be appropriate for comparison given that the hiring strategy for the past decade has been aimed at achieving that designation. Full data are listed in Appendix 4.21.

Table 4.6 Change in Average Faculty Salaries from 2006-07 to 2007-08 (in Thousands)⁴

	UNLV	Public Doctoral Research Intensive	Public Doctoral Research Extensive
2006-07	\$87.0	\$69.5	\$81.2
2007-08	\$89.6	\$73.6	\$84.0
Percentage Change	3.0%	5.9%	3.4%

⁴ Data are collected by UNLV’s Human Resources

In comparison to other doctoral extensive universities, salaries were consistently slightly above the average. For new assistant professors in 2007-08, annual salaries were 99% of the average of Public Doctoral Extensive Institutions. The increase in average faculty salaries from 2006-07 to 2007-08 at UNLV for all ranks combined is slightly lower than the increases at Doctoral Intensive Institutions. The percentage of the average salary changes is close to that of Doctoral Extensive Research institutions. The College and University Professional Association for Human Resources (CUPA-HR) recently released the findings of its 2008-09 National Faculty Salary Survey whose results indicated that the median increase in overall average salary for faculty members in colleges and universities was 3.7%, down from the previous year's 4.0% increase. These findings reflect the salaries as of October 15, 2008, of more than 218,564 faculty members in public and private colleges and universities nationwide.

Table 4.7 Change in Average Faculty Salaries by Rank for 2007-08 (in Thousands)

	UNLV	Public Doctoral Research Intensive	Public Doctoral Research Extensive
Professor	\$115.3	\$92.9	\$110.7
Associate Professor	\$84.4	\$71.1	\$80.1
Assistant Professor	\$68.2	\$60.5	\$67.3
New Assistant Professor	\$66.6	\$59.4	\$67.5

For most of the last decade, the faculty at UNLV benefited from the State-funded merit award system. This system allows for 2.5 percent of the base salary to be used for merit. Faculty can apply for merit raises during leaves (detailed in Section 4.A.5). Each college rates the performance of applying faculty who are ranked accordingly. Faculty receive dollar-step increments in

addition to the base salary based on this ranking.

In most years, the State provides cost-of-living adjustment (COLA) to the base salaries of faculty and staff. The average COLA equaled to about 2.5% over the past decade.

The University has a relatively good benefits package, including a retirement system that allows new faculty to participate in the Retirement Plan Alternative (RPA) system and choose among three private carriers or, if a prior member, participate in the defined benefit retirement plan provided by the State of Nevada Public Employees Retirement System (PERS). University employees who participate in the RPA or PERS do not participate in Social Security. As a state agency, the University of Nevada, Las Vegas, like the Nevada System of Higher Education as a whole, has little if any say in the selection of health insurance plans and in the determination of the amount of premium paid by the employer. The University has added an employee assistance program to augment the benefits available through the State.

Based upon data extracted from the American Association of University Professors (AAUP), Appendix 4.22, UNLV's total compensation package (salary plus benefits) for faculty stands at about the 50th percentile among the sixteen Category I peer institutions. As Table 4.8 shows, the ranking of the compensation (salary + benefits) of UNLV faculty has improved for all three categories (Professor, Associate Professor, and Assistant Professor). These increases are no doubt attributable to the 4.0% COLA and merit distribution additions to the FY2009 base salaries – these compared quite favorably in relation to the rest of the country.

Table 4.8 Comparison of the Ranking of UNLV Benefit Packages to Sixteen Comparable Institutions

	Professor	Associate Professor	Assistant Professor
2007-08	10	6	8
2008-09	7	4	6
Percentage Change	3.0%	5.9%	3.4%

A faculty climate survey was conducted in Spring 2008. The survey consisted of 51 questions and generated 163 data points. Information obtained from 479 academic faculty (close to half of UNLV faculty) includes: career satisfaction, start-up package negotiations, teaching, research, and service, student contact, recognition, mentoring, work environment, work environment and relationships, and perceived discrimination in the work place. The detailed results are included in Appendix 4.23. Policies including personnel policies are described in detail in Section 4.A.6.

Table 4.9 Overall Levels of Satisfaction with Career at UNLV

Item	All Faculty %	Tenured Faculty %	Non-Tenured Faculty %
Overall satisfaction with job at UNLV	80	77	83
Satisfaction with workload	74	73	75
Satisfaction with job security	77	89	54
Satisfaction with opportunities for advancement	60	70	52

4.A.5. The institution provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution’s policies, regulations, and procedures provide for the evaluation of all faculty on a

continuing basis consistent with Policy 4.1 Faculty Evaluation.

All faculty are evaluated annually for the entirety of their careers, in addition to their evaluations for mid-tenure, tenure and promotion to the rank of associate professor, and promotion to the rank of full professor. Faculty are also evaluated every semester by students in the courses they teach and the results are available to the faculty member and to relevant administrators.

Faculty members provide an annual report that describes their level of activity in several areas including mentoring graduate students, developing new courses, publication, other forms of scholarship, and service to the university, the community, and the profession, Appendix 4.24.

The Department Chair is responsible for preparing the annual evaluation for faculty within a unit and forwarding it to the College Dean. Some departments involve personnel committees in the evaluation process. Similarly, college personnel committees are involved in reviewing annual reports to ensure consistent evaluation standards within the college.

In all evaluations, multiple indices are used. Faculty are evaluated on teaching, scholarship, and service, and within each category a variety of materials are made available to the evaluator. Criteria used to assess performance in the three areas of teaching, scholarship, and service are defined in departmental and college bylaws and guidelines. The following is brief overview of these three categories:

- Teaching performance is assessed using all retention, promotion, and tenure reviews as well as teaching evaluations provided by students. Many units require further evidence of teaching effectiveness including teaching

portfolios, syllabi, and in-class observations.

- Research is assessed based on several factors including the quality of publications (quality of the journals, number of citations, etc.), artistic creations and performance, and number and amount of research grants. Faculty members also routinely provide hard copies of all of their scholarly products for review.
- Evaluation of service typically consists of activity reports and vitae normally list service activities to the institution, discipline, and community.

Annual evaluations of faculty by the Department Chair are subject to review by the College Dean. A faculty member who disagrees with an evaluation, whether by the Chair, the Dean, or both, may write a rejoinder or may request an evaluation from a peer review committee. The UNLV Bylaws require the recommendation or rejoinder to be forwarded to the Office of the Vice President and Provost for a final consideration. The following is a summary of the ranking system in annual evaluations:

- Tenured faculty are evaluated as *Excellent*, *Commendable*, *Satisfactory*, or *Unsatisfactory* based on overall performance. The Annual Performance Evaluation of Tenured Faculty (NSHE Board of Regents Handbook, Title 2, Chapter 5, Section 5.13), Appendix 4.17, specifies that if annual performance evaluations result in a tenured faculty member receiving an overall *Unsatisfactory* rating for two consecutive years, a hearing shall be held for the purpose of determining if the tenured faculty member should be retained in employment. A recent change in the institutional by-laws guarantees that a tenured faculty member who receives an *Unsatisfactory* rating must also receive a proposed remedial course of action and timetable for its

implementation. The intent of this change is to give the faculty member the opportunity to make improvements before the next evaluation.

- Untenured faculty receive evaluation rankings of *Excellent*, *Commendable*, *Satisfactory*, or *Unsatisfactory* in the separate areas of teaching, research, and service. For a faculty member to receive tenure, the NSHE Code Standards for Recommending Appointment with Tenure states that either teaching or scholarship must be judged *Excellent*, and all other categories must be judged at least *Satisfactory* (NSHE Board of Regents Handbook, Title 2, Chapter 3, Section 3.4.2), Appendix 4.25.

Faculty also receive annual merit reviews for salary purposes, when budget conditions permit. Procedures for determining such merit raises are college-governed and generally involve departmental and college committee review and determination.

UNLV has developed very broad processes for individual retention, promotion, and tenure reviews that allows for participation by students, colleagues, and administrators. By the time a typical file reaches the University President, it includes recommendations from the department personnel committee with student input, the department chair, the college personnel committee, the Dean, the Faculty Senate Tenure and Promotion Committee, and the Office of the Executive Vice-President and Provost.

The tenure and promotion process in UNLV presents a quantifiable formula for achieving tenure and promotion. Individual colleges and departments also share the responsibility for communicating standards through their new faculty orientation and individual mentorship programs. Additionally, the Office of the Executive Vice President and Provost provides annual workshops for pre-

tenure faculty to inform them about expectations for tenure and promotion. The Faculty/ Professional Staff Handbook also provides information about tenure and promotion. The following is an overview of tenure and promotion process.

For tenure track faculty, a formal mid-tenure review is conducted in the third year after hiring. This review process is considered a rehearsal for the tenure decision. The procedures used by departments follow as closely as possible the actual tenure consideration process.

Application for tenure and promotion is a rigorous process that entails comprehensive examination of all aspects of the candidate's teaching, research, and service record. Letters from external reviewers, who are experts in the candidate's field, are required. The objective of these letters is to provide an objective assessment of the activities and the candidate's impact on the discipline. Voting members of the department deliberate on the merits of the application and forward a recommendation to the College Dean indicating the voting results. All materials are reviewed by a college committee who votes on the application. All relevant materials, in addition to the Dean's recommendations, are sent to the Faculty Senate Tenure and Promotion Committee for review and recommendation to the Executive Vice-President and Provost. UNLV Bylaws describe the process of appealing for those denied tenure or promotion.

Several opportunities exist for faculty to seek assistance in improving their overall performance. For example, some academic units offer mentoring programs which include workshops, seminars on advising, classroom video feedback, training in classroom technologies, and assistance with curriculum design. Additional university activities include grant-writing seminars, chair workshops, and classroom

technologies training. The UNLV Teaching and Learning Center has been a leader in this particular area, offering individual, group, and campus-wide programming to support the teaching community's awareness of pedagogical developments in research and practice.

4.A.6. The institution defines an orderly process for the recruitment and appointment of full-time faculty. Institutional personnel policies and procedures are published and made available to faculty.

The policy describing the recruitment and appointment process appears in the NSHE Board of Regents Handbook, Title 5, Chapter 6, Chapter III, Section 15, Appendix 4.19. An overview of this policy is presented in Section 4.A.1. The Office of Human Resources also publishes an extensive set of guidelines for the search and appointment process. These guidelines are included in Appendix 4.26 in addition to being posted online at: http://hr.unlv.edu/forms/Faculty_Search_Guidelines.pdf. These guidelines affirm the University's commitment to equal employment opportunity, affirmative action and the promotion of campus diversity by promoting the employment of a larger number of minorities and women in disciplines in which they are underrepresented relative to market availability. Included in these guidelines are the delineation of the roles and responsibilities of all faculty administrators and units participating in the search process, issues related to confidentiality, position descriptions, credentials verification and specific conditions for appointments not subject to a search requirement. The Vice President for Diversity works closely with the EEO/AA Officer on this process.

Since the last NWCCU accreditation, the Office of the Executive Vice President and Provost has developed a new,

comprehensive, online and hard copy Faculty Handbook that provides easily available and clearly arranged information for all faculty on a wide range of campus policies and faculty resources. This handbook is dynamic and updated and refined on an ongoing basis. The handbook is posted at: <http://provost.unlv.edu/>

Personnel policies and procedures, including benefits, are communicated to the faculty through various methods. As a start, all new faculty must also attend a comprehensive Benefits Orientation. In addition, they are required to attend a basic Risk Management safety training which covers topics such as Nevada Workplace Safety, Safety Contact Information, Emergency Procedures, Fire Protection, Hazardous Communications Program, Cart & Utility Vehicle Safety and General Safety Measures. Other training classes, such as blood-borne pathogens and chemical/biological safety training, may be required by regulation depending on the individual faculty member's job responsibilities. Part of the Benefits Orientation is a review of the Sexual Harassment policy and signing the acknowledgement of the policy.

Announcements are made of new policies or procedures through two types of email communications that are sent to everyone on campus: UNLV Today and/or UNLV Official. Offices that issue policies and procedures have web sites, which are updated when a new policy is issued. The University Policy Committee maintains a website: <http://provost.unlv.edu/committees/policy/>. All proposed policies requiring the signature of the President are posted for a 30-day campus community comment period. In addition, proposed policies may be communicated by the unit proposing the policy in a variety of ways. A recent example was the three public forums held to allow students, faculty, and other interested parties the opportunity to voice

their opinions about the proposed Bias Incident/Hate Crimes policy.

In the recent faculty survey, Appendix 4.11, a large percentage of administrators and all-campus respondents considered NSHE and UNLV policies available and accessible, Table 4.10.

Table 4.10 Summary of Responses to “NSHE & University Policies Are Available and Accessible” Question

	Administrators %	All Campus %
POSITIVE	82.3	66.0
NEGATIVE	4.4	13.6
NEUTRAL / CAN'T ASSESS	12.3	20.8

4.A.7. The institution fosters and protects academic freedom for faculty.

Through its policies and practices, the University is committed to maintaining an atmosphere in which intellectual freedom and independence exists. NSHE Board of Regents Handbook, Title 2, Chapter 2, Appendix 4.27, asserts both academic freedom and academic responsibility, as well as its commitment to the solution of problems and controversies relating to academic freedom.

The Faculty Senate considers the protection of academic freedom one of its most important functions and is fully committed to the proposition set forth in the 10th edition of the Policy, Documents and Reports (2006) of AAUP, “Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.” The University’s commitment to academic freedom is also enacted through the activities of the Faculty Senate’s Academic Freedom and Ethics Committee whose mandate is to investigate

complaints of violations of academic freedom and ethical conduct of academic faculty or professional staff.

In the past three years only two complaints have been filed with the Academic Freedom and Ethics Committee and both were resolved procedurally. Neither of the complaints related directly to academic freedom per se.

Standard 4.A.8. Part-time and adjunct faculty are qualified by academic background, degree(s), and / or professional experience to carry out their teaching assignment and / or other prescribed duties and responsibilities in accord with the mission and goals of the institution.

A total of 664 part-time faculty were appointed during the 2007-08 academic year. Appointment procedures for those part-time faculty vary across colleges and departments, as do academic qualifications required. Many departments require a terminal degree while others look for industry experience in instructors. The College of Hotel Administration is one example of a college that hires instructors with industry credentials rather than terminal degrees.

A university-wide quality control mechanism for part-time instructors requires that they all be evaluated via the uniform course evaluation system. These evaluations provide data used for the review and consideration of reappointment of these positions to ensure that the individuals in them are providing high-quality instruction. Over and above that requirement, the supervision and ongoing evaluation of part-time instructors varies considerably across departments and colleges. Departments that rely heavily on part-time instructors such as English (primarily in relation to Composition) have more extensive

supervisory and evaluative procedures such as direct supervision by full-time faculty, regular in-class observation and yearly course-specific orientations and syllabi review. However, a fair number of departments leave the supervision and evaluation of part-time instructors to the discretion and judgment of the Chair.

Standard 4.A.9. Employment practices for part-time and adjunct faculty include dissemination of information regarding the institution, the work assignment, rights and responsibilities, and conditions of employment.

Notification of part-time appointment, reappointment and information about the position comes from the department. The Office of the Executive Vice-President and Provost has a comprehensive website devoted to part-time instructors: <http://provost.unlv.edu/pti/>. The website provides links to NSHE regulations, financial topics, Human Resources, student regulations, technology, professional development opportunities and the library. It also covers a wealth of information regarding administrative details, parking, mail service, telephone and voice mail and general information about UNLV. The Human Resources Department also has a website devoted to benefits available for part-time instructors. In addition, the online Faculty Handbook is easily available to part-time, as well as regular faculty.

The Teaching and Learning Center (TLC) offers a Part-Time Instructor Teaching Certificate Program to enhance the instructional effectiveness of part-time instructors: <http://tlc.unlv.edu/programs.html#pit>. The TLC also offers workshops for part-time faculty on topics such as preparing syllabi, classroom management, grading and assessment, and teaching large classes. In addition, the University has instituted “Outstanding Teaching by Part-Time Faculty Awards” given to five part-time

faculty each year as way to acknowledge excellence in teaching by part-time instructors.

4.A.10. The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the institution.

The Faculty Senate recommended the creation of an ad hoc committee to review institutional policy regarding part-time instructors (PTI) and to develop means to facilitate their integration into the University and the enhancement of their competencies. As a result, several initiatives were started such as those described in Section 4.A.9.

In addition, the Executive Committee of the Faculty Senate convened a Task Force in 2006 to examine issues concerning full-time non-tenure track faculty and part-time instructorships. Their 2007 report emphasized the need to recognize the role of part-time instructors in the mission and goals of the institution with competitive pay and benefits as well as uniform institutional rights. The assessment of institutional policies regarding part-time instructors is an ongoing endeavor as budgetary and enrollment conditions change.

STANDARD 4.B – SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

4.B.1. Consistent with institutional mission and goals, faculty are engaged in scholarship, research and artistic creation.

UNLV has placed an increasing emphasis on scholarly activities (research and artistic creation) as evidenced by the UNLV Mission Statement, Appendix 4.28. As such,

UNLV identifies itself as a research institution. The institution’s faculty, students, and staff strive to address the challenges of economic and cultural diversification, urban growth, social justice, and sustainability within this region as well as the national and international communities. UNLV is committed to ensuring that its research programs engage both traditional and innovative areas of study. This commitment is demonstrated in this section of the self-report.

The University’s retention, promotion, and tenure criteria require that all regular faculty engage in the three traditional aspects of faculty work: teaching, research or artistic creation, and service. Individual academic units determine the criteria for their faculty and evaluate faculty engagement in these three areas through annual reviews.

The results of a review of the vitae of tenured and tenure track faculty from 2004 to 2007 is shown in Table 4.11. The data show that the scholarly activities of UNLV Faculty have steadily increased by about 10% over this period. The table also indicates that UNLV faculty are gaining national and international visibility through increased participation in national and international professional conferences. Further data can viewed at Appendix 4.29.

Table 4.11 Faculty Involvement in Activities Related to Scholarship⁵

	2004	2005	2007
Number of Tenure/Tenure Track Faculty Responders	646	662	704
Number of Journal Articles and/or Book Chapters Published	946	1,142	1,169

⁵ Data are collected by UNLV’s Institutional Analysis and Planning. The data reflects a decision to collect the data every other year after 2005.

Number of Single-Author or Joint-Author Books or Monographs Published	128	115	111
Number of Books, Collections, and Monographs Edited	163	207	73
Number of Juried Shows, Commissioned Performances, or Competitive Exhibitions Presented in a Physical or an Electronic Venue.	475	454	581
Number of Formal Presentations Made at Professional Meetings	1,683	1,968	2,089

In terms of funded research activities, the data of Table 4.12 represent a 15% increase in proposal submission and a 5% increase in newly-awarded grants, contract or fellowship awards from 2004 until 2007. Faculty also designed or developed 508 digital programs and/or applications related to their discipline as well as had fifty provisional or issued licensing agreements or patents registered. These figures demonstrate UNLV's faculty commitment to scholarly activities across tenure or rank divisions. Furthermore, hiring strategies aimed at achieving the doctoral extensive designation over the past ten years are manifested in the relatively higher levels of research-related activity in newly tenured faculty.

Table 4.12 Faculty Involvement in Funded Research⁶

	2004	2005	2007
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⁶ Data are collected by UNLV's Institutional Analysis and Planning

Number of Tenure/Tenure Track Faculty Responders	646	662	704
Number of External Grant Proposals Submitted	719	721	827
Number of Newly-Awarded External Grants Awarded to the Institution	293	361	309
Number of Active External Grants	539	548	588
Number of Developed Digital Programs and/or Applications	227	138	143
Number of Provisional or Issued Licensing Agreements or Patents Registered	14	20	16

The increase of scholarly productivity of faculty at UNLV was matched by similar growth in funded research as seen in Table 4.13, Appendix 4.30. The difference between the FY 2007 and FY 2008 can be attributed by major single awards to entities like the UNLV Institute for Security Studies and the elimination of some congressionally-directed appropriations. Research expenditures, Appendix 4.31, at UNLV have experienced an increase of 238% between 2000 and 2008, Figure 4.1. Additional details can be found at Standard 7, Section 7.A.2.

Table 4.13 Sponsored Activity and Research Total Awards in Millions of Dollars⁷

	FY04	FY05	FY06	FY07	FY08
Sponsored	68.7	73.2	67.4	106.7	73.7

⁷ These figures do not include funds obtained by the UNLV Research Foundation.

Activity					
Research Activity	42.8	51.6	43.5	78.0	44.0

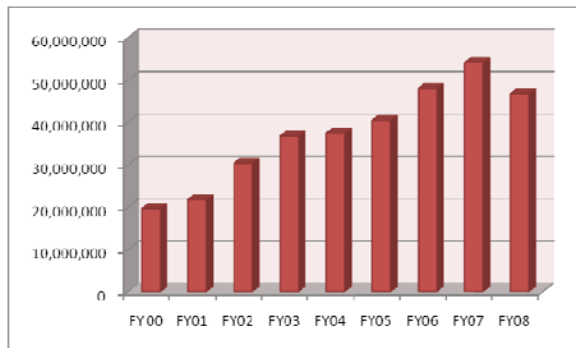


Figure 4.1 Research Expenditures at UNLV

This funding changes described above were anticipated by UNLV administrators. The Office of the Vice President for Research and Graduate Studies is intensifying efforts to promote and facilitate faculty acquisition of competitive grant funding and interdisciplinary research opportunities and activities. Below are the results of some of these initiatives:

- The President’s Research Award (PRA) has produced several proposals for such grants and has resulted in one faculty member obtaining a \$300,000 grant from the National Park Service. PRA recipients have authored ten journal publications and presented six conference papers.
- The Research Infrastructure Award Program was designed to provide funds to enhance facilities and/or provide equipment in support of research and scholarly/creative activity. The awards resulted in the acquisition of major pieces of equipment and other materials purchased for lab development and field work in several disciplines. This equipment supported research projects resulting in:
 - Twenty-five conference presentations
 - Sixteen grant submissions, seven of which have been funded
 - Twenty-eight articles in peer-reviewed journals

- Development and production of a film that debuted at the CineVegas International Festival in 2008
- The Research Development Award was designed to support faculty initiating new university research projects and creative pursuits. Ten projects were funded for a variety of purposes. Several recipients traveled to collaborate with other scholars and gather data in support of their research. Additionally, five presentations were made at scholarly conferences and professional meetings, two grant proposals were submitted, and five articles were published in peer-reviewed journals.
- The Urban Sustainability Initiative (USI), established in 2007, was created to support sustainability research and outreach across all campus disciplines. The USI has organized several conferences and workshops, established a graduate assistantship program for graduate students focusing on sustainability, and hired a Director of Sustainability and Multidisciplinary Research.

Multidisciplinary research initiatives are prevalent on campus. One example of a project that involves multiple researchers from multiple departments is the NSHE Department of Energy Experimental Program to Stimulate Competitive Research (EPSCoR) that focuses on climate change project. In addition to involving other NSHE institutions, the project involves UNLV faculty from the departments of physics, civil engineering, electrical engineering, and environmental studies, as well as the Hank Greenspun School of Journalism and Media Studies and the School of Life Sciences. Similarly, extensive multidisciplinary collaboration is underway in the research of solar and hydrogen power with researchers involved from numerous departments within the science and engineering colleges.

In addition, the majority of the faculty are engaged in community outreach activities related to their field of expertise as can be seen in Appendix 4.32. This level of involvement remains steady as shown in Table 4.14. However, in 2007, the percentage of faculty across colleges reporting being engaged in community services ranged from a low of 39% in the College of Business to a high of 79% in the School of Public Health.

Table 4.14 UNLV Faculty Involvement in Community Outreach Activities⁸

	Faculty Surveyed	Faculty Involved	Activities Reported
2004	645	410	1807
2005	662	404	1588
2007	704	422	1801

During the same period, the percentage of faculty reporting the mentoring of undergraduates in research and creative products was close to an average of 35% as can be seen in Table 4.15. This ratio varied depending on the nature of each college with colleges of Science and Engineering having the highest percentages of faculty involved in mentoring undergraduate students as shown in Appendix 4.33.

Table 4.15 UNLV Faculty Involved in Mentoring Undergraduate Students⁹

	Faculty Surveyed	Faculty Involved	Activities Reported
2004	645	232	1072
2005	662	236	1034
2007	704	233	976

4.B.2. Institutional policies and procedures, including ethical considerations, concerning scholarship, research, and artistic creation, are clearly communicated.

⁸ Data are collected by UNLV’s Institutional Analysis and Planning

⁹ Data are collected by UNLV’s Institutional Analysis and Planning

The University’s policies and procedures are available online to all faculty and staff at the University at various online sites, as previously mentioned. The Conflict of Interest Policy and Research Misconduct Policy all contain pertinent provisions. An extensive list of research-related policies is available on the website of the Office of the Vice President for Research and Graduate Studies: <http://research.unlv.edu/policies/>.

The UNLV Conflict of Interest, Compensated Outside Services and Research Misconduct policies as well as training opportunities are communicated via the research compliance website. These policies have also been presented at various campus meetings. Training regarding these policies occurs by various methods, including:

- In-person group training sessions provided on a routine basis and available to all members of the UNLV campus
- Departmental training sessions available upon request
- An online responsible conduct of research course that includes training on all three topics and policies
- Individual consultation about the policies is also available through the Office of Research Compliance

Faculty, staff, and students at UNLV who perform human subjects research are required to participate in a training program and receive regular communication. This training and communication includes workshops, presentations, a monthly newsletter, and online education. Individual consultation is also available through the Office for Protection of Research Subjects: <http://research.unlv.edu/OPRS/>. Faculty using animals in research or teaching are required to complete training on the ethical use of animals and training on the specific animal species that they will be using. The Institutional Animal Care and

Use Committee (IACUC) also provides regular communication with involved faculty and administration through meetings and written communication.

4.B.3. Consistent with institutional mission and goals, faculty have a substantive role in the development and administration of research policies and practices.

Faculty influence the development and administration of research policies and practices in a number of important ways:

- The Division of Research and Graduate Studies consults several councils and committees involved in faculty governance to insure that university research policy is supported by the research faculty.
- The Vice President for Research (VPR) appoints the Research Council, a standing committee of research faculty with a representative from each of the colleges with active research programs.
- The Research Council meets several times each semester, and provides input to the VPR on new initiatives. Major new initiatives, particularly in the compliance area, are brought to the UNLV Faculty Senate for full discussion and potential approval.
- Finally, new policies requiring the President’s signature are vetted through the University Policy Committee (<http://provost.unlv.edu/committees/policy/>) processes. The formation of the University Policy Committee in 2008 was an important new step in UNLV’s efforts to standardize policy creation and update processes across campus. The committee has several faculty members on it.

All compliance committees, such as the Institutional Animal Care and Use Committee, Institutional Biosafety Committee, and Institutional Review Boards,

are chaired by UNLV faculty and contain a majority of membership from the UNLV faculty. The faculty members on the committees provide regular input into the implementation of policies related to these important compliance areas. They also review all protocols involving research under the auspices of these boards.

4.B.4 Consistent with its mission and goals, the institution provides appropriate financial, physical, administrative, and information resources for scholarship, research, and artistic creation.

Financial:

The university’s distribution of Facilities and Administration (F&A) funds is determined by the university cabinet. The current distribution percentages are listed in Table 4.16. Almost all of these funds are reinvested in support of research and scholarship activities such as “start up” funds for new faculty, implementing compliance requirements, graduate students (research assistants), high performance computing and networking, facilities, laboratory enhancement and direct program support. In FY 2008, the State of Nevada agreed to permit the university to retain all F&A funds recovered; prior to FY 2008, the state retained 25% of recovered funds. In addition, a number of competitive internal grants are made available for faculty to collect pilot data in preparation for grant proposals. These include the President’s Research Award, the New Investigator Award, and the Stimulation, Implementation, Transition, and Enhancement Award.

Table 4.16 Distribution of Facilities and Administration (F&A) Funds

Research and Graduate Studies	48%
Colleges	40%
President’s Office	4%
Office of the Executive Vice President & Provost Office	4%
Libraries	4%

Physical:

Multiple new laboratories have been built on the UNLV campus over the past decade. While all space models indicate that UNLV operates at a significant research space deficit, the addition of new buildings and renovation of numerous laboratories in existing buildings has significantly improved the research infrastructure of UNLV. The key addition, opened in early 2009, is the new Science and Engineering Building (SEB) which provides 205,000 square feet of multidisciplinary research space. The SEB will house lead research teams from the colleges of Science, Engineering, Health Sciences, Urban Affairs, and Fine Arts. Many labs will house researchers from multiple academic units, making the building UNLV's first truly interdisciplinary research facility. Additionally, significant renovation of former teaching areas has been accomplished to establish new research space in anthropology, health sciences, and life sciences.

The UNLV Harry Reid Research and Technology Park also holds promise for development of research space. In 2002, the university acquired 115 acres of land in the southwestern part of the Las Vegas valley from the U.S. Bureau of Land Management for the purpose of establishing the UNLV Harry Reid Research and Technology Park. The park recently received an allocation of approximately \$2 million from the US Economic Development Administration to develop infrastructure at the site.

Administrative:

The central administration's supportive efforts are coordinated by the Office of the Vice President for Research and his staff. The Office of Sponsored Projects, the Institutional Review Board (IRB), and the Office of Technology Ventures support faculty research efforts in various ways. Department chairs, deans, and the central

administration share the responsibility for helping faculty succeed in their scholarly and creative activities. This includes the provision of appropriate facilities, working conditions and the communication and fostering of research opportunities. Tenured/tenure track faculty and other full-time faculty are entitled to an office on campus. The quality of faculty office space varies and is generally good. Standard 8 section of this Self-Report can be reviewed for a description of the facilities of the university. Faculty workloads are also adjusted to ensure adequate time is available for research and artistic creation, modest financial support for professional development is provided, and physical needs such as lab space are provided as best as possible within the university's budgetary constraints.

In FY 2006, the university combined the Office of Sponsored Programs and the Office of Grants and Contracts under the Division of Research and Graduate Studies under the name Office of Sponsored Programs (OSP). The office provides one-stop pre- and post-award research administration services to the university. The university also hired a new Executive Director and the office reorganized and updated internal policies and procedures. Since FY 2006, the Office of Sponsored Programs has added two new positions to improve compliance, stewardship, and timeliness. Several research policies have been created or updated and business processes have been redesigned for better customer service and efficiency. OSP initiatives currently include enhanced training in research administration topics for campus users of services and the creation of electronic systems such as a web-based effort certification module and a new routing and submission process.

A number of recent changes and improvements have also been made to facilitate scholarship and research. For example, the Human Research Protection

Program (HRPP), including the UNLV Institutional Review Board (Biomedical Sciences and Social/Behavioral Sciences) and the Office for the Protection of Research Subjects (OPRS), has undergone dramatic changes within the last three years to provide an enhanced level of service to UNLV human research investigators. The following is a summary of some of these changes:

- OPRS staff has increased its staff 100% to accommodate more meaningful, effective, and efficient service.
- CyberIRB® electronic protocols submittal system was recently purchased and launched. It provides investigators better security for confidential information; one version of their IRB application is in one location; improved accuracy of the information submitted; reduced potential for error; reduced time for application screening by OPRS staff prior to IRB review; reduction in paper use; and many other time-saving benefits for faculty.
- IRB chairpersons meet monthly for additional information and education related to protocol review to ensure accuracy and consistency in the protocol review process. OPRS meets weekly to discuss ways in which to provide better service to investigators in a more timely and efficient manner.

Information:

In the past two years, the Division of Research and Graduate Studies has made significant new hires to improve support of research activities. A new director of data resources was hired to oversee the conversion of paper-to-electronic processing of faculty requests and training, particularly in the areas of grants and contracts, IRB review, and research compliance. The division has also hired an attorney who interacts closely with the Office of Technology Transfer and various research compliance offices to ensure that campus

research activities operate within all federal and legal guidelines. Also, the aforementioned hire of a director to lead the Office of Technology Transfer supports the university's efforts to build partnerships with the business community through commercialization of intellectual property. A Director of Sustainability and Multidisciplinary Research was also hired to work with faculty and students in developing interdisciplinary research efforts.

University Libraries provide information resources to the faculty that are in keeping with those expected of an emerging research university. As a relatively young institution, the size of the physical collection (1.3 million volumes) will continue to be less of a focus than the electronic resources when compared to other research libraries. One time funding in FY 2006 and FY2007 enabled UNLV to add significant new research collections, continue to build the electronic journal back files, and also add substantial digital collections of books and other texts.

4.B.5. The nature of the institution's research mission and goals and its commitment to faculty, scholarship, research, and artistic creation are reflected in the assignment of faculty responsibilities, the expectation and reward of faculty performance, and opportunities for faculty renewal through sabbatical leaves or other similar programs.

The defining feature of tenured/tenure track faculty at UNLV is that they are expected to contribute to all three areas: research, teaching, and service. Faculty members are evaluated on all three areas for retention, tenure, and promotion and in post-tenure reviews.

Faculty workloads are adjusted to enhance faculty performance. Exceptional performances in these areas are rewarded by

merit, when budgetary conditions permit, and through a series of college, university and system monetary prizes in addition to the merit pay that is described in Sections 4.A.4 and 4.A.5.

The University’s sabbatical and faculty development leave programs offer opportunities for renewal and for advancing faculty members’ research and creative activity. Sabbatical and faculty development leaves are intended to enhance the faculty member’s value to the university. The number of sabbatical and faculty development leaves available is not always sufficient to ensure the approval of every merit-worthy application, but it comes very close to meeting actual demand as shown in Table 4.17.

Table 4.17 Summary of Sabbatical Leave Results

	2006-07	2007-08	2008-09
Authorized by NSHE	20	20	21
Applications	31	19	26
Approved (full year and one semester leaves)	27	19	26
Granted	27	18 ¹⁰	26

4.B.6. Sponsored research and programs funded by grants, contracts, and gifts are consistent with the institution’s mission and goals.

The University has various units that ensure research is conducted in appropriate, safe, and effective ways that are consistent with the institution’s mission and goals. The Office of Sponsored Programs (<http://research.unlv.edu/osp/>) reviews each research proposal for compliance with University, state, and federal regulations. The Institutional Review Board must approve any and all research involving human subjects to ensure the safety of those

subjects and compliance with a host of governmental regulations. The Institutional Animal Care and Use Committee oversees animal-based research. The Conflict of Interest Committee addresses potential conflicts of interest in the conduct of research. The Research Misconduct Policy addresses the maintenance of integrity in all research endeavors.

The University does not determine or police the content of research projects in relation to the institution’s mission or goals, as this is a matter of academic freedom. Research proposals, however, are reviewed by the Institutional Review Board to ensure that they do not violate any ethical principles. Some proposals are, or could be, part of a particular strategic initiative upon which the University is embarking. One such initiative is UNLV’s current focus on research that examines the interaction of a rapidly growing metropolitan area with unique desert climates and landscapes, including research on water resources, renewable energy development, transportation, and architectural innovation in desert environments. Some research projects related to these topics are more likely to receive encouragement from the Office of Technology Transfer (<http://research.unlv.edu/techtransfer/>), whose aim is to integrate institutional research and teaching into the economy and social fabric of the region, nation, and the global community.

4.B.7 Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution’s mission and goals.

The University of Nevada, Las Vegas is committed to academic freedom through internal faculty processes and administrative support. One measure of this commitment is the lack of serious complaints of administrative interference with a faculty member’s pursuit of scholarship, research,

¹⁰ One faculty member withdrew application

or artistic creation to the Faculty Senate's Academic Freedom and Ethics Committee.

The university's institutional commitment to this principle is made explicit in all governing documents and in the prominence of a Faculty Senate Standing Committee mandated exclusively to review any related complaints. All members of the University community, however, need to remain vigilant of potential challenges presented by legislators, litigators, the media, and social opinions and trends. Although academic responsibility is deeply valued by the University, the potential erosion of academic freedom remains an unacceptable outcome that must be guarded against.

STANDARD 4 SUMMARY

Strengths

- Toward the goal of becoming a doctoral extensive institution, UNLV has worked hard to attract first-rate scholars and researchers from across the country and they have been carefully selected for their ability to contribute to the University's mission. Evaluations for tenure and promotion are rigorous and annual evaluations are comprehensive for both tenured and tenure track faculty.
- Workload policies have been adjusted to achieve a balance between the teaching and research goals of UNLV and the recent growth in doctoral and master's programs of study.
- Scholarship, research, and artistic creation have blossomed over the evaluation period. The faculty scholarly output continues to grow and the scholarly reputation of the University is being enhanced by their efforts. Their engagement of undergraduate students and the community in their areas of expertise is also notable.
- The university has invested significant resources toward the promotion of interdisciplinary research. It has also

streamlined applied research initiatives with the potential of generating competitive funding. Many of these initiatives are relatively new and have yet to achieve their full potential. The university has experienced a significant change in its research culture due to the investment in these research initiatives. It is expected that many of these initiatives will achieve fruition and self-sustainability in the near future.

- UNLV has introduced several changes to enhance research infrastructure such as the improvements to the Institutional Review Board and Office of Sponsored Program's support activities, as well as the design and revision of policies and procedures to provide an optimal research environment for UNLV scholars.
- UNLV has also considerably improved communication with faculty on all matters that concern them, with a number of websites delineating new information and providing easy-to-download forms for various purposes, handbooks, as well as the creation of the University Policy Committee.
- Faculty are in full control over the curriculum. They play a major role in strategic planning. The Faculty Senate is involved in all major policy changes.

Challenges

- The greatest current challenge is related to the shortfall in state revenues and the consequent budget cuts that the university is facing. UNLV is determined to negotiate this issue without compromising the quality of teaching or research mission. Some creative problem-solving techniques as well as faculty, staff and administrative solidarity will be needed to achieve this goal.
- Ongoing attention will be paid to the ways in which UNLV can continue to

facilitate and promote the gains achieved during this decade.

- There is a trend to increase the number of student credit hours (SCH) taught by full-time faculty. While the institution has several mechanisms for ensuring quality control of part-time and graduate student instructors, the university believes that increasing student contact in the classroom with active scholars and researchers will enhance the educational experience of students. As UNLV moves toward the doctoral extensive status, it is important to maintain the balance between the teaching and research missions. This is a perennial challenge for institutions with similar funding structures and missions.
- Surveys have been conducted irregularly so far. It is recommended to systematically conduct faculty surveys to assess their opinion regarding several issues including:
 - Process of tenure and promotion
 - Importance and state of academic freedom
 - Importance of research and the factors that can promote it
 - Climate survey
- The university intends to do more in terms of formalizing the periodic assessment of institutional policies concerning the use of part-time faculty. The objective of these reviews will be ensuring that these policies are in concert with the mission and goals of the institution.
- While gathering faculty data, it was noted that 66% of faculty who left UNLV since 2001 did so because of “personal reasons.” The university also lacks an easy and reliable way to track faculty retention currently. UNLV is planning to investigate how to do this systematically.