

UNIVERSITY OF NEVADA, LAS VEGAS

AIZLEY, PAUL

March 11, 1971

SCIENCE TECH CHEM

To: UNLV Faculty and Administrative Staff

From: R. J. Zorn, President

The Final Report of the Ad Hoc Committee on the Developing University is herewith forwarded for your consideration. It represents the results of extensive give and take discussions and essentially it is a compromise of many viewpoints. The original report has now undergone two substantial revisions and conceivably it may generate substantial campus consensus.

At any rate, this document now provides the basis for the concluding phase of discussions and advisory referendum. We need to bring to resolution these long discussed issues, hence I am scheduling a faculty meeting for 12:00 noon, Thursday, March 18 in Room 103, Social Science Building. Thereafter there will be a mail ballot, terminating at 2:00 p.m. March 26, 1971. In addition, there will be a presentation before the CSUN Joint Session, with an opportunity for an advisory voting by the CSUN Senate and a supplementary student plebiscite.

Perhaps it is in order to express appreciation for the arduous and long extended efforts of the Committee on the Developing University. Thanks also are due to the many individuals, both faculty and students, who have contributed to the campus dialogue. Now, after three months of discussion, it is hoped that we can conclude the effort to find a UNLV consensus.

RJZ:dg

Enclosure

University of Nevada, Las Vegas  
FINAL REPORT OF THE PRESIDENT'S AD HOC COMMITTEE  
ON THE DEVELOPING UNIVERSITY

March 9, 1971

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Bruce Adams, student  
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## I. INTRODUCTION

Since the appearance of our Interim Report we have met with each existing college. This has given us the broad exposure to campus opinion that we found lacking in our earlier open forums. In addition we have continued our meetings with interested individuals and groups. As our Interim Report reflected several major modifications of our first proposals, our Final Report also contains several major changes, particularly in the area of administrative restructuring.

The study and discussion initiated with the creation of this Committee does not end with this report or with the Committee's dissolution. Should the proposals contained herein be adopted, much effort will be required of everyone to accomplish their implementation. We wish to thank those who have contributed to the committee's work. Our final report follows.

## II. UNIVERSITY GOALS

We propose the following statement as an expression of goals and strategies which we have attempted to elaborate in the specific recommendations found in later sections of this report:

American universities have sought to transmit human culture and its accumulated knowledge to a new generation through formal teaching; to generate new knowledge through research and artistic creation; and to provide specific services to the supporting society, both on local and national levels.

At UNLV we have a responsibility as a public university to honor these goals by providing modern professional training at both undergraduate and graduate levels in the basic academic disciplines and selected fields of applied practice; by pursuing research and artistic activities within the academic departments and interdisciplinary groups; by providing a cultural focus for the geographically isolated Las Vegas community; and by offering a wide range of continuing education opportunities.

At the same time, we are dismayed at the frequency with which these activities result in a separation between formal education and significant personal learning. Exploding population, decaying urban centers, threats of total destruction, and rapidly changing technology and life style characterize the present era. We believe that a university should lead society in combating these depersonalizing influences. We seek to aid in the development of truly educated individuals—those who are willing to undergo change. Toward this end we must maintain freedom to seek and establish significant personal relationships within a community of learners, whether with "students" or teachers."

Furthermore, meaningful learning cannot be confined arbitrarily to a campus, and must not be divorced from the outside world. Members of the university community need to interact with the larger community outside through off-campus learning experiences and by offering their expertise in the investigation and solution of society's problems. The campus itself should be available to a broad spectrum of students, in terms of age, as well as race and economic status.

### III. CAMPUS PROGRAM PRIORITIES

A particularly recurrent theme throughout the accreditation report was the recognition that programs at UNLV have far outstripped available resources. This is true across the campus, not merely in isolated instances of especially expensive programs. The University's growth to date has been determined in response to a multitude of internal and external pressures, and we see little evidence of widespread participation in the setting of campus-wide priorities.

We believe that an immediate setting of priorities is essential both at the campus level and within the academic subdivisions. In our own recommendations we skirt the issue of possible curtailment or cancellation of existing programs because, first, we do not find ourselves in a position to make informed judgments, and second, we believe that, on the whole, existing programs are basic to a university. Thus our recommendations are addressed to the future growth of existing programs as well as the eventual introduction of new ones.

Rather than delve into the details of a large number of possible programs, we have chosen to recommend adoption of three successive levels of program priorities, with allocation of resources to follow accordingly:

1) We are convinced that first priority in the allocation of UNLV resources must go to remedying deficiencies in staffing, facilities, and operating funds for programs to which the University is already committed. This is essential to developing and maintaining suitable quality in existing programs.

2) Universities typically gain national recognition on the basis of strength in limited fields of endeavor, with the entire university benefiting in turn from such recognition. We believe this is a reasonable strategy for a developing university such as UNLV, since inordinate time and resources are required to establish a broad-spectrum reputation. We therefore recommend as a second priority that UNLV identify and develop preferentially certain fields which appear likely to achieve national prominence, due to their close relation to the special cultural and natural assets of the local community. In this category we suggest Hotel Administration, Biology (desert and environmental studies), the Performing Arts (theatre, music, dance), and Geology.

We have intentionally relegated the preferential development of specified programs to second priority, realizing that budgetary considerations will preclude any definite move in this direction during the coming biennium. Furthermore, we emphasize that we do not recommend such development at the expense of adequate quality in other necessary programs, many of which will surely enjoy excellent reputations. Finally, we recognize that it may well be advisable to review any list of preferential programs regularly and add or delete as appropriate.

3) As a third priority we recommend an orderly and rational development of new programs for this campus. We are apprehensive of a continued, rapid entry into a variety of graduate programs, particularly at the doctoral level. With reference to doctoral programs, we would emphasize the need for careful attention to timing, resources, and demonstrable demand for graduates. We suggest that special consideration be given to the possibilities for graduate programs of an interdisciplinary character.

#### IV. UNDERGRADUATE EDUCATION

It appears unlikely to us that UNLV can expect a level of support during the next few biennia that would allow construction of advanced research facilities or funding of research professorships. Therefore, we maintain that the chief concern of the campus during this time should lie with its undergraduates. In formulating a number of recommendations for improving the quality of undergraduate experience at UNLV, we have been guided by the following aims:

- 1) Increase the flexibility of an individual student's program in order to meet more nearly his personal needs and interests.
- 2) Encourage emphasis upon the interrelatedness of the traditional academic disciplines.
- 3) Focus institutional responsibility for the beginning student, and upgrade the quality of his experience.
- 4) Provide more effective academic advisement.
- 5) Encourage broader intellectual experience for undergraduates.
- 6) Identify shortcomings in a student's basic communication skills at the earliest possible point in his university career, and assist him in remedying them.

A. Adoption of the "4-1-4" academic calendar is proposed. This would involve slightly shortened fall and spring semesters and utilization of the month of January for special concentrated educational experiences. This January term could be used for a seemingly endless variety of workshops, seminars, field trips, laboratory projects, independent study, remedial work, experimental courses, student exchanges, and other experiences which do not lend themselves to the typical semester schedule. A student would concentrate his entire attention upon a single project during this term.

The first step already having been taken in the decision to close the fall semester 1971 before Christmas; a second step should now be taken. Each academic department should make a serious study of the opportunities and/or liabilities offered to it by the 4-1-4 calendar and present a report by early fall 1971. This study should involve not only consideration of the 4-1-4 proposal, but also a thorough analysis of the entire academic calendar, including summer sessions. Consideration of this proposal should also assume that the faculty contractual obligation would not be reduced by any restructuring of the academic calendar. Such reports would provide a firmer basis upon which to make the final decision. We believe that students should be involved in planning this aspect of the academic program.

B. A University College should be established whose main purpose would be to serve as a focal point for activities which cut across a number of departments and disciplines. Among possible functions of this College, we envision the following:

- 1) Stimulation of interdisciplinary courses and programs throughout the university, and administration of those which do not fit effectively into the departmental or college structure.

- 2) Year-round academic advising by faculty drawn from all departments who are particularly interested in providing this service.
- 3) A diagnostic testing program in basic communication skills, with remedial work in reading, writing, and listening for those who require it, until such time as the local community college can more effectively provide the remedial function.
- 4) Provision of the means for satisfying all-University requirements in physical education, constitutions, and English.

We recommend that prospective students not be required to specify interest in an academic major upon application for admission to UNLV. Each entering freshman would matriculate into the University College, where he would receive advisement that aims to put him in contact with representatives of disciplines, if any, that particularly interest him. He would be offered full flexibility and pursue a more generalized exploration of possibilities.

A student would remain enrolled in the University College until he has fulfilled the all-University requirements in written communication, physical education, and the constitutions. New ways of satisfying these requirements would be available, allowing alternatives to the present courses in effect for these purposes. For example, the freshman English program could be replaced by more flexible, personalized instruction through which a student would be allowed to proceed at his own pace. A variety of courses could be available, including such options as team-taught courses in other disciplines which stress effective writing as one of the conscious course objectives. An expanded and diversified version of the present PE 100 activities could be made available to allow completion of this requirement in one year. Various forms of credit by examination could be used to meet the constitutions requirement, as could the more familiar courses now offered for this purpose.

In all aspects of the University College a conscious effort would be made to upgrade the freshman experience. In order to focus responsibility for the quality of instruction offered to freshman, all beginning courses open to freshman would be administered through the University College, although they would continue to be taught by faculty from the respective departments and would continue to be open to any student in the university. There is no intent of isolating freshmen in any way from contact with the academic departments or advanced students, who are sometimes their most effective teachers.

We expect that few, if any, full-time faculty would be assigned to the University College, the bulk of the teaching, advising, and remedial tutoring being handled by faculty and graduate assistants from the other colleges. Student evaluation of faculty performance should be a standard feature of all courses. A faculty member teaching in the University College would retain his primary role in his own department and college, and would be evaluated primarily by his departmental peers, chairman, and dean, with the Dean of the University College having an advisory input, but no veto power. The presence of a body of students uncommitted to a major should provide incentive for all departments to assign their finest teachers to beginning courses.

One of the most open-ended possibilities for the University College is in the realm of interdisciplinary instruction. Hopefully, a number of stimulating, team-taught courses will be developed at the introductory level,

which would enrich the options available in the freshman year and assist uncommitted majors in becoming acquainted with a number of disciplinary fields. But the College's interest in interdisciplinary work would by no means be limited to freshman and beginning courses. Such fields as ethnic, urban, and environmental studies are examples of possible programs that would fit better into a College with an all-University perspective than into any limited department or college. It would be the administrative unit for all interdisciplinary offerings and inter-departmental disciplines.

The University College would exist almost entirely for the sake of the students, and it is therefore appropriate that faculty and students share responsibility for planning and reviewing the effectiveness of activities offered through this College.

C. We strongly recommend that each department be charged with integrating its students into departmental operations. While recognizing the desirability to involve students at all levels of university affairs, we think that student identification with their respective disciplines is strongest and that this is where student-faculty cooperation can be most productive.

D. In order to encourage broadening of a student's contact with various disciplines, he should have the option of enrolling in up to 25% of his academic program on a "credit-no credit" basis. We specify this terminology rather than "pass-fail" in order to make the point that just as there is no grade-point benefit for passing such a course, there should be no grade-point penalty for failing to pass it. Limiting the credit-no credit option during a student's time in the University College to the equivalent of 12 credits could minimize problems which might arise when he later chooses a major field in which he has taken non-graded courses.

E. In addition to optional grading, some of the other rigidities of academic practice should be loosened. It should be possible for any new course proposed by faculty and/or students to be offered once on an experimental basis without the formalities of placing it in the catalog first. This could be done with the approval of the appropriate department chairman and dean. Another means for accomplishing this would be the insertion in each department's catalog offerings of an open-ended course of the "special topics" variety. Especially during the January term, it should be possible to explore contractual independent or group study, in which instructor and student jointly define their goals, regardless of any catalog structure.

We recommend that serious thought be given to removing the rigid time limits now in force in all courses where appropriate, in order to allow students to proceed at an individual pace whenever feasible. The offering of credit by examination should be encouraged on a wider scale. Similarly a means should be found for allowing extended time for completion of a course beyond the customary semester, possibly through redefinition of the grade of "Incomplete."

## V. ADMINISTRATIVE RESTRUCTURING

Attached to this report you will find a chart outlining the proposed administrative restructuring. Our main concerns are existing problems of inadequate funding, an excessively decentralized and fragmented structure, an excessive number of problems which should be resolved at the department and college levels coming to the Academic Vice-President, structural barriers to interdisciplinary cooperation and an absence of funding and staffing for certain university-wide functions.

### Non-Academic Restructuring

Again, organization of non-academic administrative functions remains essentially the same as in our earlier proposals. We emphasize strongly the need for a Dean of Administration who would coordinate the operations of the Registrar and undergraduate admissions, the summer school and continuing education office, computer liaison and institute as soon as possible an Institutional Research function. Certainly the expenditure for this position will lead to economies in operating costs and insure a much smoother operation of the University.

### Academic Restructuring

The proposal for academic reorganization includes eight (8) colleges: the College of Arts and Letters, College of Science and Math, the College of Allied Health Professions, College of Business, College of Education, College of Hotel Administration, University College and the Graduate College. The rationale, operation, and structure of the University College are outlined in the preceding section of this report. The Colleges of Allied Health Professions, Business, Education, and Hotel Administration are strongly urged by this Committee to actively study possible future merger into a larger collegiate structure such as suggested in our earlier report (College of Professional Studies). The Colleges of Arts and Letters and Science and Math are also urged to continue study of a possible future merger into an Arts and Science complex. Although we have not transferred the Social Services program, we recommend full consideration of our earlier proposal to affiliate this program with the Allied Health grouping.

Despite the large number (8) of collegiate units outlined in this final report there are significant changes (listed below) created by realignment of existing units and creation of new units which will facilitate operation of the University.

#### (1) University College

The creation of a University College will give impetus to interdisciplinary courses and programs by providing a separate undepartmentalized unit to house them. The University College will provide better service to the entering student by attending closely to his advisory and remedial needs and by providing a wide variety of interdisciplinary and introductory courses taught by professors especially interested in beginning students.

#### (2) Graduate College

The Graduate College will have a Graduate Faculty drawn from the disciplines in which graduate study is offered. Initially, at least, the criteria for designation of an individual faculty member as Graduate Faculty will be determined by each department which offers graduate work.

The present Graduate Council will be dissolved and the graduate faculty in conjunction with the Dean of Graduate College will determine what manner of Graduate policy-making body they wish to create. This body will then formulate graduate policy, university-wide graduate admission standards, and recommended priorities for new graduate programs. Graduate students will be enrolled in the Graduate College rather than in the college of the discipline as is presently the case. The major effects of the creation of the Graduate College are:

- (a) to place decisions on graduate policy in the hands of the persons directly concerned (the graduate faculty).
- (b) to increase departmental control over the content of graduate study.
- (c) to decrease the amount of needless paper work and red tape involved in admissions of special cases or appeals, by vesting power in the Dean of the Graduate College to attend to these matters in consultation with the department involved. With graduate admissions located in the office of the Graduate Dean, paper work will be reduced. The present rigid lock-step system (as many as 9 paper steps) for advancement through a graduate program will be measurably altered by increasing the discretionary powers of the Dean of the Graduate College and by the creation of the College itself.

### (3) Professional Colleges

Although there remain four separate colleges in the area of professional studies, as mentioned above, the Committee strongly urges these colleges to continue study of the possibility of a future merger. In the meantime this Committee recommends that the present Academic Council be dissolved and that the Academic Vice-President work directly with the Administrative heads of these four colleges. We further recommend that a Four-College Curriculum Council be created for the four professional colleges which would:

- (a) Review curriculum and program proposals from the various colleges and departments.
- (b) Study existing curricula and programs and suggest change when desirable.
- (c) Act as a clearing and review body for curriculum and program proposals from outside the colleges or departments involved.

Other committees would function within each college as at present.

### (4) Arts and Letters, Science and Math

As in the case of the professional colleges, this Committee recommends further study be undertaken by these two colleges concerning a possible future merger. Again the Academic Vice-President will work directly with the administrative heads of the colleges involved. We also recommend the creation of a joint Curriculum Council with duties identical to those outlined above for the professional colleges. Further committee structure would be developed by the faculty of each college.

#### Rationale for Arts and Letters

We believe the Arts and Letters complex is a logical and significant unit. There are many mutual curricular interests and program needs among the disciplines represented.. Such a grouping should foster an increase in interdepartmental communications and ferment. A college of this size and scope will allow many matters now handled by deans to be managed at

the departmental level where faculty and student participation is greatest. In like manner, many items now requiring the Vice-President's attention could be routinely handled by the Dean. This delegation of authority will move many key decisions closer to the students and faculty. The Dean of Arts and Letters will have a broader perspective than the Deans of Social Science, Humanities and Fine Arts can now have, and with the aid of students and faculty should be capable of making more meaningful decisions on such matters as budget distribution and program priorities. Also such a consolidation does reduce the complexities and difficulties of students wishing to change majors in the areas of Social Science, Humanities and Fine Arts.

#### Restructuring of University-wide Bodies

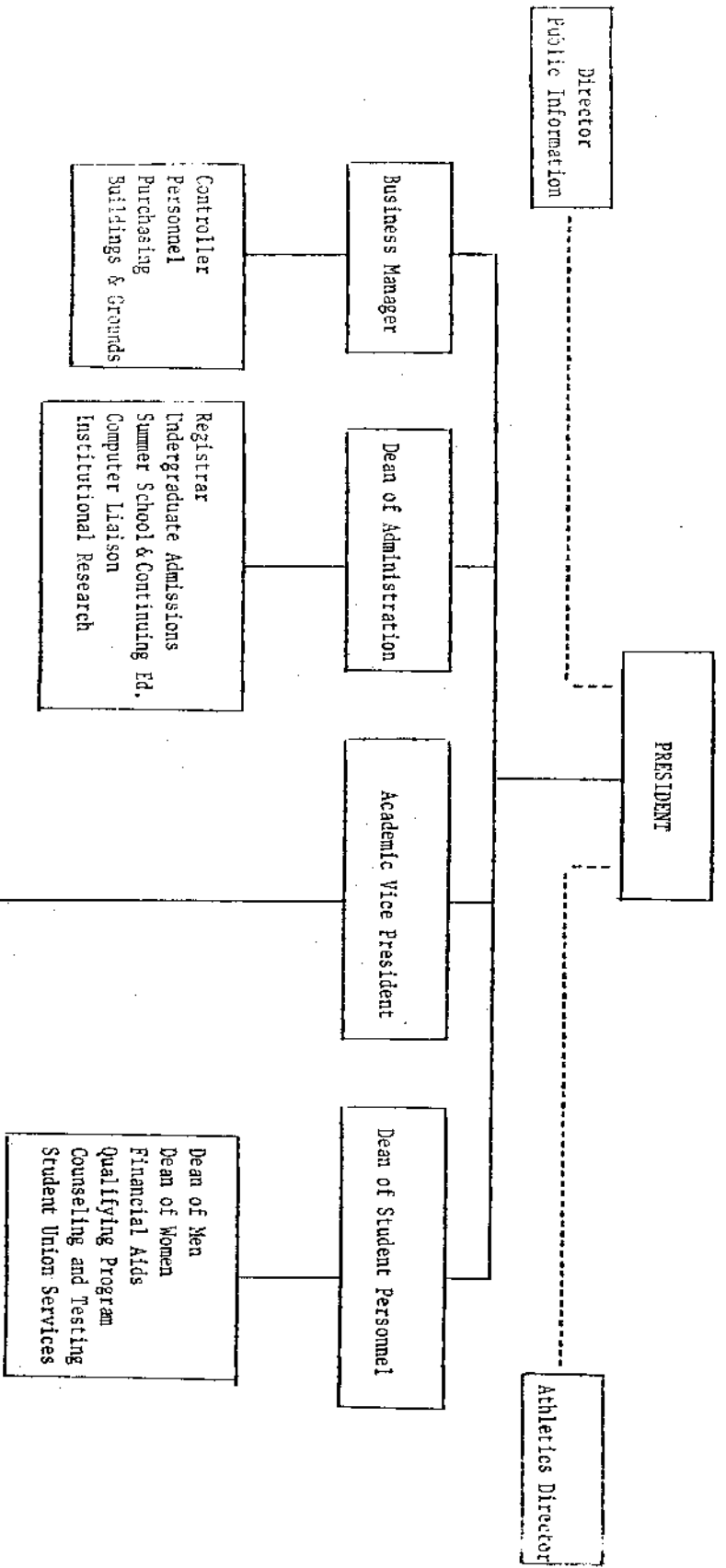
This committee recommends ultimate dissolution of the present Faculty Senate and the creation of a University Senate with representation from the major segments of the University community: the students, the faculty, the administration, and possibly the classified staff. The present Senate will, of course, continue to function, until the University Senate is operational. We recommend that a committee be formed this spring consisting of five students and five faculty elected at large and that this committee be charged with working out the details of the University Senate. The deadline for completion of this committee's work will be January 1, 1972 and the University Senate shall become operational as soon as possible thereafter. In addition to the University Senate each college may develop its own policy-making body if it so desires. We also recommend the creation of a University Council on Campus Priorities representing the major segments of the campus and advising the President on priorities for new programs (both undergraduate and graduate) and other campus needs, and a University Council on interdisciplinary Affairs functioning as an initiating and receiving body, perhaps under the University College.

#### Target Dates:

- (1) University College - operational by fall, 1972
- (2) Arts and Letters - operational July 1, 1971
- (3) Graduate College - operational July 1, 1971
- (4) University Senate - operational by Spring, 1972

Administrative positions will be recruited where existing jurisdictions are significantly redefined and also for newly created positions. These include: 1) Dean of Administration, 2) Dean of Arts and Letters, 3) Dean of Graduate College, 4) Dean of University College. There will be open recruiting for these positions with faculty and student participation.

Should the recruitment process not be complete by July 1, 1971, acting deans for the Graduate College and the College of Arts and Letters will be appointed effective July 1, 1971.



(1)

