

## Student panelist stands behind 'recommendation'

by Uri Clinton

The questions that were raised by the editors as well as other concerned students, in regard to the student panel's choice for regent, are questions that can only be answered by a member of the panel. The panel members were able to see first hand the legitimacy of the process by which it reached its decision. These members of the panel not only showed the vast diversity of the student population, but have been committed to the improvement of UNLV for the majority of their collegiate lives.

This article is not an apology or an excuse for the decision reached by the student panel; however, this article is intended to establish the legitimacy of the process by which it reached its decision. With this as the basis I would like to provide the following answers to questions that have been asked in regard to the decision reached by the panel.

1) The panel was not in violation of any state/university rule regulation or law. The panel served in total legitimate purpose.

2) The recommendation given by the panel was just that, a recommendation, not an endorsement. There is not only a denotative difference that any college student or high school graduate should know, there are also distinct political differences that must be understood. The most important of which is the fact that an endorsement is issued solely for the purposes of political advancement of a preferred candidate. Recommendations

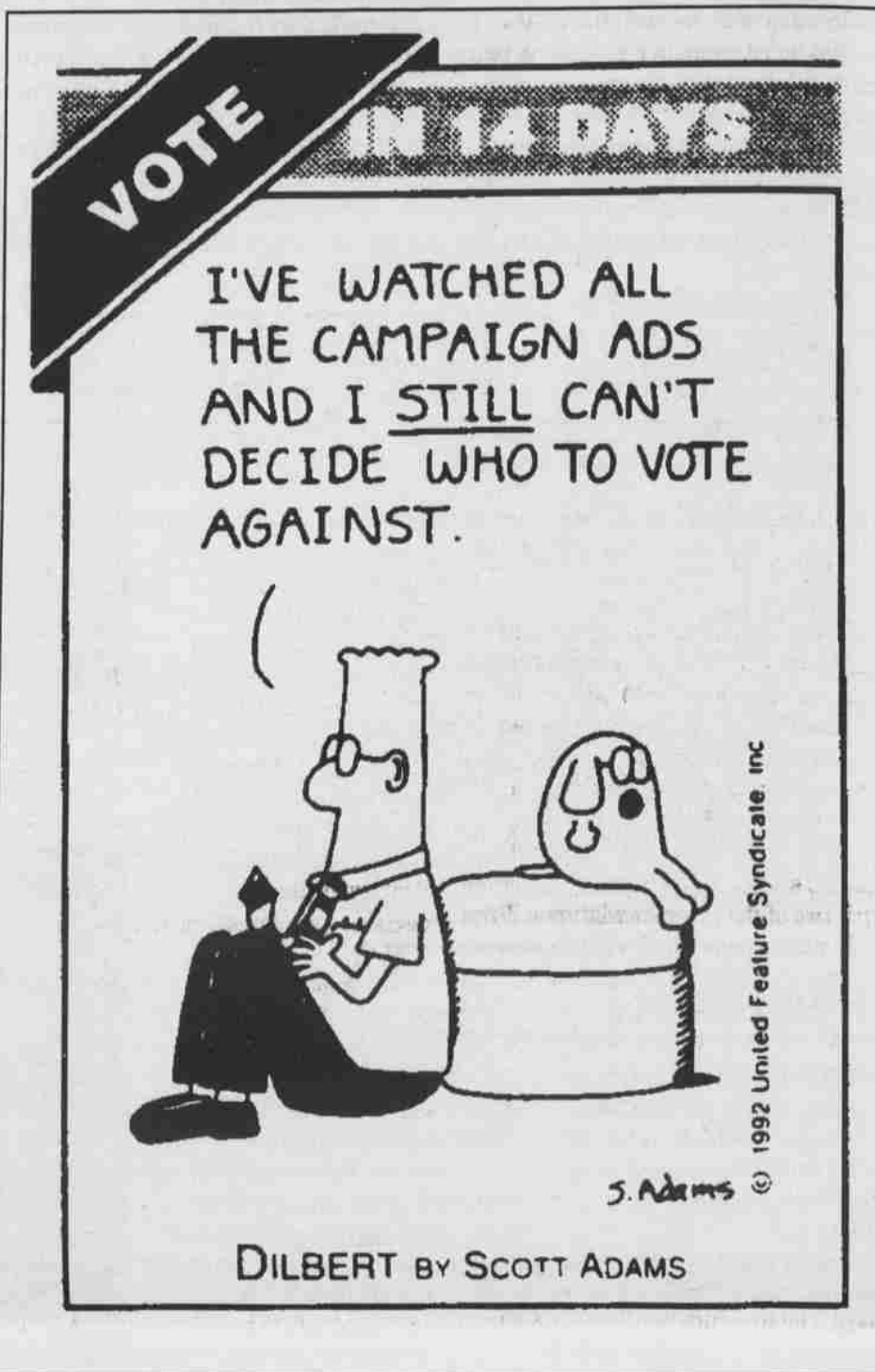
are used solely for the expression of a political opinion. In the world of politics there tends to be a tangible difference between the two.

3) The decision made by the panel was not reflective of every member of the panel. However, the majority of the panel did feel that the ideology of William Shields would be (more) beneficial to the student population of UNLV (than his opponent, Regent Shelley Berkley).

4) Even though there may be some disagreement with the decision reached, the process shows the administration and the Board of Regents that the students of UNLV have elected a government that will do what it feels to be most beneficial for the student body, and not what people think they should do.

5) The interviews were open to the press which has always been the eyes and ears of the public. This was not a secret inquisition. In an effort to keep the public informed of the actions taken by the panel, the student body president formulated a press release that included the full results of the panels process.

6) The 20-year effort of the UNLV graduate and faithful regent, Shelley Berkley, were not forgotten or cast aside by the panel. Shelley's work has been recognized by many members of the panel. Now is not the time to throw uninformed, untrue and unfounded accusations against the panel members as a whole or on an individual basis. Now is the time to stand behind the candidate whom you feel would be most beneficial to the future of UNLV.



## Faculty member walks toward UNLV presidency

by Evan Blythin

Years ago a UNLV president resigned and the regents selected an acting president. In a moment of dark humor I declared that if one person could act like the president, so could two. I began what has turned into a lifetime understudy of the UNLV presidency through a series of campaign letters in the university newspaper, *The Rebel Yell*. This is my 16th letter. If I were president.....

I'd try to get past being young, proud and growing, in order to obtain a mature, intelligent and developed university. While we've been patting ourselves on the back, and while students, faculty, administrators, regents and legislators have been busy with the athletic circus, two critical internal problems have developed in the University of Nevada System. The UNLV president should be doing something about the teaching/research and the north/south divisions in our educational system.

The division between research and teaching in our university is an obstacle in the development of a first-class, world-class university. Our system waffles on the commitment to research and reneges on its commitment to teaching.

Most of the published faculty at UNLV began their careers with full teaching loads and little in the way of basic support. This year, for example, our faculty received an average of \$17 for research travel and while faculty are expected to have long-term research agendas there is no institutionally guaranteed system of release time for research and publication. Despite little support, the faculty must publish in order to remain at the university and so

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they work late night hours and weekends, they spend their own money for research projects and they do publish. It's only fair that they should get rewarded, and it is only natural that they should see themselves as the Jesuits of the system, upholding the research demands supposedly found in the the University Code.

Published faculty get tenure, merit, and promotion. And they should since they have given up families, hobbies and community service in desperate attempts to publish rather than perish. In many respects, published faculty are a pathetic lot.

Teaching faculty are even more pathetic than the publishers. They don't seem to have obtained the official code ring and one of the great ironies of the contemporary university system is that all too often faculty who receive awards for their teaching do not get tenure, do not get merit and are not promoted to full professorship.

Because administrators and publishers are considered part of the faculty, when someone moves into publication or administration other teachers must take up the extra students. The teaching loads get larger and the teaching faculty have even less chance of doing the "Godly thing" that publishing faculty do. A faculty member can work nights and weekends to serve students, but teaching doesn't result in tenure, or promotion

to full professorship. Teaching is infragig at the big U.

The system only half supports its missions. The funding equation for the university is based on the number of students per teacher, but the equation does not offer rewards for teaching tasks. The teaching faculty get supported but not rewarded; the publishing faculty get rewarded, but not supported. It's a strange and divisive system, perpetrated, often, by its own victims who bovinely support a disgusting university management system that would exclude the likes of Socrates (no publications), Aristotle (no focused research agenda) and Gibbons (not enough publications). As I tell my colleagues, I don't think a genuine intellectual could stand or advance in the contemporary American university system. UNLV is a microcosm of national problems in higher education. We should be ashamed of ourselves. The split between teaching and research faculty is a national shame and one that we are going to have to deal with if we are to reach our fullest potential.

The split between the north and the south is another divisive problem in Nevada. Currently we are running two major universities in Nevada. When the southern campus built a \$30 million basketball facility, the north had to have one, also. The "also" part is the stupid part. Why not do football in the north and basketball in the south? The south

could cheer and be the playing ground for many of the University of Nevada football games, and the north could cheer and be the site of many University of Nevada basketball games.

The same idea can be applied to all speciality high-cost programs. Now that the state has dorms in the north and south, the programs of the University of Nevada System can be shared equally by students from any locale in Nevada. If we divided our resources between the two campuses, we could maintain strong rather than mediocre programs in Northern and Southern Nevada.

The policy changes that would move us to one state university do not have to be quick. If one advanced degree program in the north is competing with one in the south, a time frame can be determined for the changes to come with retirements and, once in a while, moving expenses as the faculty from one area willingly migrate to join their colleagues on the other end of the state.

The lack of basic research assistance and our lack of reward for teaching functions diminishes our potential. The division between the north and the south has us duplicating programs and trying to make two great universities when, at best, we are capable of one great university. We need to get ourselves together, to resolve the divisions between the north and the south and between the teaching and research faculty. And then, maybe, we could be something more than eternally up and coming.

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