



# TOP TIER 2.0

DEVELOPMENT OF THE NEXT ITERATION OF UNLV'S STRATEGIC PLAN

## REGULAR PROCESSES

- Regular review of plan by the [Top Tier Executive Committee](#)
- [Annual metric review](#) (also appendix, page i)
- Feedback [link](#) on Top Tier website available since 2015

## PLANNING PROCESSES (beginning fall 2020)

- President's Listening Tours – Fall 2020 (see appendix, pages 3 – 16)
- Executive Committee Visioning and Planning Retreat – October 2020
- Cabinet Input and Vetting - December 2020 and January 2021
- Sharing and input from Deans and Academic Council Members – Jan 2021
- Top Tier 2.0 vision shared at [SOTU](#) – Jan 2021
- Executive Committee Development – Spring 2021
  - Each core area lead worked to further develop more detailed plans and continued the vetting process through their groups and committees (e.g. Assoc Deans Research, Community Partnerships Committee)
- Draft plan composed – June 2021
- Draft plan posted to website – July 2021
- Draft plan reviewed with Academic Council – August 2021
- Sharing and Feedback from Faculty Senate – October 2021
- Campus-wide Focus Groups for feedback – October 2021
- Vetting of campus feedback with Executive Committee - November 2021
- Vision and Mission approved by Executive Committee – November 2021
- Final Recommendations with Executive Committee – December 2021
- Final Vetting with Cabinet –December 2021
- Submission of Top Tier 2.0 Strategic Plan to NSHE Board Office – January 2022
- Board of Regents Meeting (for approval) – March 2022

## APPENDIX

### Annual Metric Review

- Each metric within the strategic plan (both the original Top Tier plan and Top Tier 2.0) have assigned individuals to report data. (See below for template.)

*Metric Reporting Template*

Strategic Objective	Metric	Number		Jul-20	Jul-21	Jul-22	Jul-23	Jul-24	Jul-25	Jul-26	Jul-27	Jul-28	Jul-29	Jul-30
			Goal											
			Actual											

Goal Met - Type yes or no: if no, explain why	Contact Point	Data Source	Defined	Collection Cycle	Notes

- Data are evaluated to determine if annual goals have been met; if not, insight is provided as to why not.
- Core area leads and university leadership review and evaluate progress. This process allows the continual review of data and progress, as well as helps identify needs and challenges in addition to successes. Adjustments are made as needed based on contextual factors.
- Data progress reports are issued to campus through an annual Progress Report, in-person presentations, and monthly updates via email.

### President’s Listening Tour Fall 2020

President Whitfield began his time at UNLV by engaging campus constituents in a listening tour. During each session participants were asked to share their thoughts and experiences at UNLV that have been most positive. During the course of the ensuing conversations, the open-ended inquiry stimulated a vast array of dialog providing the president with insight into stakeholder perceptions and review of the university strengths and suggestions for areas of improvement. This listening tour was vital for the continued strategic planning process for the university as Top Tier 2.0 was developed. The Executive Summary can be found on pages 4 – 16.

President Whitfield began each session asking the participants to share their thoughts and experiences at UNLV that have been most positive. During the course of the ensuing conversations, the open-ended inquiry stimulated a vast array of dialog providing the president with insight into stakeholder perceptions and review of the university strengths.

## *University Strengths*

### **I. Communication**

- A. All groups appreciate the high priority for factual, direct, and frequent communication with all stakeholders.
- B. Students prefer text messaging over traditional email; Instagram and TikTok most popular.
- C. Graduate students find communications from the graduate college to be excellent.
- D. The use of social media to promote student and faculty accomplishments is popular.
- E. The frequency of communications and sensitivity to the impact of national events are appreciated.
- F. Faculty appreciate the colleges and departments having open door policies for giving feedback and solving problems.
- G. Excellent overall communication and updates regarding the COVID health crisis.

The President's introduction of each listening session included sharing the importance and value he places on factual, direct and frequent communication with all university stakeholders. This priority aligns with those of each stakeholder group, although one variable becomes the different perspectives from which they addressed the topic.

Student commentary included mention of the methods students most frequently use to communicate, and social media platforms "Instagram" and "TikTok" were reported to be most popular. Text messaging is preferred over more traditional email. It was suggested to add more emphasis on using social media to promote student and faculty accomplishments, as this is the medium most students use. Student input was especially complimentary of the frequency and quality of communications they receive from the Graduate College, and they expressed appreciation for the multitude of professional resources available to them. It was mentioned that we should also be cognizant that we have a large number of part-time students who feel that communications aren't often applicable to them, and they would like to know more about events and services which may be targeted to them.

The administrative faculty participating in the listening tour expressed appreciation for the frequency of communications from campus leadership and stated that they have been impressed and motivated by the tone President Whitfield has set. The classified staff echoed this sentiment and mentioned they feel the university is improving on communication regarding cultural heritage month celebrations and that they enjoy hearing about events happening on campus.

The frequency of informative communications from the President's Office and other departments has been very well received by the faculty, and they feel that they are getting a complete and well-informed message from the president. Faculty also appreciate the colleges/departments having open door policies for giving feedback and solving problems.

All of the constituent groups acknowledged and expressed appreciation for the frequency of communications and overall response the university has provided in dealing with the COVID health crisis.

## **II. Covid Response**

- A. There was a good balance between online and in-person instruction.
- B. The online learning experience has been smoother this semester (fall 2020).
- C. OIT has been very helpful assisting people to adjust to online instruction.
- D. Facilities has done excellent keeping campus clean and safe.
- E. Faculty have been very helpful assisting and mentoring students during this uncertain time.
- F. The campus pivoted very quickly to online instruction resulting from the tremendous collaboration across the campus.
- G. Student Affairs and residential life went above and beyond to assist students, especially those who needed to remain on campus.
- H. The campus community is very proud of the united effort to navigate the COVID crisis.

Students reported feeling there is a good balance between online and in-person instruction and that the online learning experience has been smoother this semester (fall 2020) now that faculty, staff, and students are more familiar with the logistical and technical navigation associated with remote learning. They felt that the campus has been kept clean, safe and compliant with COVID policies and that most professors have been flexible, accessible and empathetic. Several students mentioned that they have turned to the faculty for guidance and mentoring during this uncertain time, and they want it known how much this is appreciated. Out-of-state students appreciate the availability of online classes to continue their education while remaining at home. For our new students who have yet to experience campus life, they appreciate seeing video footage and other media of different areas from around the university.

The administrative faculty also were very complimentary of how well departments on campus pivoted to remote work while still showing immense care for our students. They complimented Human Resources for developing remote access work policies and for the flexibility with implementing the transition. It was also noted that the Office of Information Technology (OIT) has worked tirelessly to help bring students and faculty "up to speed" with remote learning technology. Student Affairs was also recognized for the critical role they assumed by helping residential life students adjust to the COVID protocols put in place for their safety.

The overwhelming sentiment voiced by the listening tour participants was one of pride in and appreciation for the manner in which the university community has addressed the COVID crisis. In general, it was noted that faculty, students, staff, and administrators have done an outstanding job of collaborating to guide our institution through this unprecedented health situation. Compliments were expressed for the rapid response by the UNLV Medical School team and our front-line health care workers in addition to acknowledging the numerous efforts by the facilities staff to keep the campus

clean and safe. The entire university community should feel good about the respectful and transparent manner in which we have addressed this challenge.

While the major themes of Communications and the COVID-19 Response emerged in all of the listening sessions, regardless of constituent group, there were numerous other positive aspects of the university which were mentioned and recorded in the following categories.

### **III. Student Success**

- A. Student Success and a strong research university are interconnected.
- B. We elevate the university by having both of these as equal priorities, rather than emphasizing one over the other.
- C. There has been amazing collaboration among faculty and staff to support our students during the COVID-19 crisis.
- D. The residential life staff have worked tirelessly to relocate students and to accommodate and support those who need to remain in on-campus housing.
- E. The academic advisors on campus work very hard to listen and try to understand the concerns of their students.
- F. The Barrick Lecture series is a beacon of the university and provides students with an incredible opportunity to meet and listen to speakers of national and international acclaim.
- G. The UNLV Libraries staff were noted as being especially friendly and helpful to students.
- H. Students would like faculty to know how much they appreciate the mentoring and guidance they provide and that even the smallest interactions they have with students really are valued.
- I. Students appreciate the efforts to keep the campus safe from crime.
- J. Many students find UNLV's commitment to diversity to be both welcoming and supportive.
- K. The Department of Intercollegiate Athletics has been outstanding in helping student athletes with their own personal development.

One of the key topics President Whitfield addressed during the listening sessions is the relationship between a strong research university and its commitment to student success. He stressed the importance of their interconnectedness by emphasizing that a strong R1 university should have both a strong commitment to student success and to its research mission. By connecting these two goals, we elevate the overall reputation and influence of the university through our commitment to educating and graduating successful students and producing top tier research.

There was consensus among the constituent groups that the university community has joined in ways as never before to assist each other, especially during the COVID health situation. Student participants expressed appreciation to the residential life staff for remaining available to accommodate those who have no other viable alternative for housing. Administrative faculty participants mentioned the pride they felt from observing and experiencing the genuine care and concern the campus community was offering to our students.

A commitment to student success continues to advance our university by providing the resources, programs, and opportunities to help our students reach their educational goals. This outcome guides the work that we do. Undergraduate students voiced appreciation for the many opportunities available to engage in research and also for the mentoring that faculty in their field provide. Student athletes appreciate the concern for their overall well-being provided by the personal

development programs offered to them. Community participants in the listening sessions expressed that they are eager to partner with students in multiple ways to enrich students' educational experience.

#### **IV. Diversity**

- A. Students value the opportunity to attend one of the most diverse universities in the nation.
- B. Students appreciate having diverse faculty and the hope provided by seeing successful people who look like them.
- C. We are committed to understanding and valuing difference and the enrichment it brings.
- D. Faculty highly value our diverse student population and the insights and experiences diversity brings to classroom conversations.
- E. Diversity, Equity and Inclusion (DEI) must be included in all that we do.
- F. The removal of the Hey Reb statue is a positive step.

Administrative Faculty praised UNLV's efforts to give a voice to racial concerns and other difficult topics. The formation of the Anti Black Racism taskforce and other social justice committees are appreciated. Specific comments were also made which complimented the addition of more flexible policies to meet the needs of our gender diverse community. Some community participants complimented the way we embrace our non-traditional student community, which helps to create an atmosphere where everyone feels welcome.

#### **V. Campus Culture**

- A. Student Success is our priority, and faculty are found to be genuinely wanting to help students succeed.
- B. There is a spirit of collaboration across the campus.
- C. Faculty talent and expertise is exceptional.
- D. We have a warm, welcoming and enthusiastic culture with a strong sense of camaraderie.
- E. We take pride in being innovative, entrepreneurial and research driven.
- F. We value diversity in all that we do.
- G. We value shared governance and inclusion.

Student participants expressed that UNLV's culture of acceptance and diversity is a major factor many of them valued when choosing where to attend college. Students also mentioned their appreciation for the diverse faculty and staff on campus, as it helps them to view themselves as being in that role someday. They also appreciate the diversity of available curriculum and the opportunities provided by the Office of Undergraduate Research for students to engage in research.

Faculty praised how hard most of their students work and emphasized that they genuinely want to help them succeed. They noted a real spirit of collaboration and support among students, particularly among first generation students and among those who both work and go to school. The faculty are proud of the talent and expertise of their colleagues and of UNLV earning R1 designation and the increased opportunities for greater interdisciplinary research and collaboration. The junior faculty feel there is a good culture here for helping them know what it takes to advance to the Associate level and the non-tenure track faculty mentioned feeling welcomed by their departments.

Administrative faculty participating in the listening sessions described the culture here as enthusiastic, welcoming, and with a sense of camaraderie among employees. They reported feeling

their colleagues are genuinely dedicated to our mission of educating students and that they work very hard to support student success. They also noted that UNLV has an active interest in improving the lives of others and the university is always striving to improve.

The classified staff participants expressed appreciation for the educational benefits available to their dependents and they feel supported by the university to use this an opportunity for their own educational advancement. They also appreciate having the campus wellness center (FAST clinic) available for the employees to receive convenient medical services.

## **VI. Teaching and Research**

- A. Faculty are very accomplished, and their mentoring is highly valued by students.
- B. Students enjoy hearing about faculty accomplishments and the research experience of their peers.
- C. The Office of Undergraduate Research has been a wonderful resource for students seeking research experiences.
- D. Faculty value our recognition as a R1 Research University and the opportunities for collaboration among their highly accomplished colleagues.
- E. Faculty appreciate the benefits of being a young university where innovation and creativity are not as constrained by the long-standing traditions and structures often encountered at older institutions.
- F. The Faculty Development Center is an excellent resource for faculty.
- G. Shared governance is valued, and faculty appreciate the transparency among the administration.
- H. A strong research university brings significant value to the community and it is important for us to promote the contributions we provide and investigate where we can be of even greater benefit.
- I. Being a R1 research university and the problem solving that occurs creates a great learning environment.

Student participants noted our highly accomplished faculty and their willingness to be engaged with mentoring students in their field and to assist them with making professional contacts. Students expressed an interest in hearing more frequently about the research experiences of their peers and their faculty, and they suggest using social media more extensively to highlight these experiences and opportunities. Many of the listening tour participants commented on the wonderful research opportunities available for students and that the Office of Undergraduate Research offers them tremendous support. Students also appreciate the diversity of available curriculum.

Faculty are excited about our R1 designation and are impressed by the talent of their peers and their willingness to collaborate to facilitate research. In particular, the School of Medicine faculty conveyed appreciation for the willingness of faculty from other units to collaborate with them on research. Some faculty noted they feel a nice balance where Faculty in Residence can focus on teaching/service so that tenure track faculty are able to concentrate more on research. It is important that we create an environment to facilitate the success of both, and the Faculty Development Center was noted as having tremendous resources available to assist. Additionally, shared governance is vitally important to the faculty and they appreciate outreach from the administration to include them in our forward planning, especially in the implementation of Top Tier 2.0.



Participants repeatedly mentioned the incredible research opportunities existing at UNLV and that it is important to promote the contributions we make to the Las Vegas community. Our contributions to improving the quality of life for the residents of our state are significant and it is important we help our community recognize the value a strong reach university provides.

### **VII. UNLV Branding**

- A. UNLV is better known at the national and international level than locally.
- B. The UNLV brand at the national and international level is strong.
- C. UNLV is recognized as being a Top Tier university.

Faculty participants reported a perception that the UNLV name receives better recognition at the national and international level for being a R1 university than it does at the local level. Administrative Faculty noted that our national and regional brand is strong. We have created great brand awareness, consistency of messaging, and are presenting ourselves as a Top Tier university. They also praised how we have more recently begun to embrace our location.

President Whitfield concurred and said that we have a strong brand that we want to work on building by letting more people know all the great things we have going on.

### **VIII. Alumni, Philanthropy and Community Engagement**

- A. Donor support has been instrumental in providing scholarship opportunities for our students.
- B. Students appreciate the scholarship support.
- C. Alumni have been tremendous advocates on behalf of UNLV.
- D. We are fortunate to have a large alumni base in Southern Nevada.
- E. Faculty and staff enjoy providing support to our community through research and service.
- F. UNLV partnerships with the community are important to advancing the socio-economic development of our region.

The listening tour participants noted the significant level of donor support and the contributions they have made. Students expressed appreciation for the availability of the scholarships our donors provide and President Whitfield stressed the importance of continuing to obtain more financial resources to help our students. Faculty and staff also mentioned the incredible strength of our alumni association and the value they have provided through advocacy on behalf of the university.

The faculty and staff participants also mentioned the level of outreach and partnerships we have with our community and the mutual benefits gained through these collaborative initiatives. Community participants attending the sessions expressed appreciation for the new collaborative spirit of working together to address the salient needs for workplace and socio-economic development as well as supporting K-12 partnerships. The strengthening of the Office of Economic Development by adding resources will provide further support for economic diversification initiatives.

While this summary offers an overview of the numerous positive comments shared by the participants, it is important to note the overall pride that was conveyed as they spoke about UNLV. This spirit was also reflected in the commentary and observations the participants shared when discussing the areas where improvement could be made.

# *Areas for Improvement*

## **I. Communications**

- A. Students would like to see more campus communications and student success stories posted on social media.
- B. We need better messaging of main campus activities to faculty, staff, and students at satellite campuses.
- C. We need better campus messaging and communications for employees working evenings and weekends.
- D. Groups would like to see additional messaging targeting student success goals.
- E. We should keep in contact with students identifying as food/housing insecure and direct them to resources available for emergency assistance.
- F. We could better communicate to the entire university community that they all have a role in facilitating student success.
- G. We could enlist more faculty to help with recruiting students interested in areas that fall within their expertise.
- H. The frequency of campus communications is appreciated, however briefer messages are preferred for sharing information that needs to be quickly read.

Student participants suggest there should be more communications posted on social media platforms highlighting student success. Classified staff participating in the sessions reminded that it is important to include messaging that is relevant to faculty, staff, and students at the School of Medicine and other satellite campuses. They suggest more communication that could help to inform and connect them to the activities and events on the main campus. There is also a perception that often campus communications do not reach the classified staff, which can add to them feeling less connected to the university community. They also raised the issue of how to communicate better with those who work evening hours and/or do not have frequent access to email (e.g. facilities staff).

Administrative faculty would like to see more messaging targeting student success. It is important for student success to be a university-wide priority, not just a responsibility that often falls to Student Affairs. They also mention that we need to be cognizant of the importance for staying connected to our food/housing insecure students, as they often do not come forward on their own.

The faculty suggested they could help more with admissions recruitment if better communications could link potential students with professors willing to meet and introduce them to UNLV. They also recommended more frequent, but briefer, campus communications are important for staying informed while not being overwhelmed with email reading.

## **II. Online learning**

- A. The use of different platforms for online instruction makes it more difficult for users to become proficient with each one (ZOOM, WebX, Google Meets, etc).
- B. Students miss the personal interaction that occurs during in-class discussions.
- C. Connectivity issues remain for those with limited internet access and for those sharing home computing access.
- D. Conscientious students reported that the repercussions for cheating while learning remote are often emphasized so much that it becomes stressful and anxiety provoking.

- E. It would be helpful if more professors could record their lectures so that students could balance all of their external demands and listen to lectures at a time when they have access to a shared home computer.

Student and faculty participants reported challenges with navigating multiple platforms for remote learning because while ZOOM is generally more user friendly, the university OIT department endorses using WebX. Students also mentioned that they miss the “seminar” component and free-flowing group discussions are easier to engage in when they are in-person. Technology access remains a concern for those students with broadband and connectivity issues.

Students recognize the necessity to maintain academic integrity by the deployment of various software and lockdown browsers to discourage cheating. It is helpful when faculty can be less adamant about the ramifications for cheating, as sometime conscientious students who are new to remote learning become so anxious they will accidentally do something wrong that it causes them to lose focus on the exam they are taking. They also suggested that if more professors could record their lectures, students could access them later. This is very helpful to students who are also working and competing with other family members for computer access.

## **II. Student Success**

- A. The Financial Aid office needs more staffing.
- B. We need better pathways between Financial Aid, Cashiering, and the Registrar to reduce “run around”.
- C. Separate housing for graduate students is a priority for many graduate students.
- D. Development of inner-campus transit to assist physically challenged students to navigate the campus would be helpful.
- E. Students and faculty requested more mental health and wellness services available after-hours and on weekends.
- F. We are a 24/7 community and should offer more instruction during weekends and evenings.
- G. We need to review and update curriculum to better appeal to and meet the needs of our students,
- H. There is a need for a CAPS satellite on the Shadow Lane campus

Student participants frequently commented on the need for more staffing in the Financial Aid office, and President Whitfield advised this is an immediate priority currently being addressed. Students also expressed frustration with “run-around” they often find when being sent back-and-forth between the Financial Aid, Cashiering and Registrar Offices. They asked for a process to link the offices better and consolidate these services into one contact point instead of students having to interact with each office separately to complete their enrollment process.

The graduate students were very complimentary of the staff and leadership for the Graduate College and of the resources offered. The request for student housing designed specifically to support a living environment for graduate students was conveyed as a high priority in addition to the desire of some graduate students to have more resources available for assisting them with locating safe and secure housing in close proximity to the university.

The development of some type of inner-campus transit to assist physically challenged individuals with navigating around the campus is a request. Residential life student participants shared

concerns about needing better vigilance among the residential life security team and for staff to be reminded to ask visitors for identification.

The COVID-19 situation has been very stressful and students would like more after-hour availability of mental health counseling and wellness resources. They also asked CAPS staff to have a better understanding of the issues specific to intersections of identity and racial diversity. The students would also like a better explanation of the pass/fail grade options so they are able to make a more informed choice.

Comments from faculty participants expressing the importance of supporting student success through updated curriculum, better engagement, promotion and access. They suggested that now may be the time to revisit and update the general education curriculum and certain department curriculums

### III. Diversity

- A. Unanimous agreement that recruitment of more minority faculty is needed to better align with the diversity of our student population.
- B. More diversity among the academic advisors is needed to reflect the diversity of our students.
- C. More diversity language regarding age as non-traditional students are becoming the new traditional students.
- D. Build our own pipeline of diverse faculty by engaging more graduate students to become future members of the faculty.
- E. Safety for all members of the university community is vital, and Black women faculty conveyed often not feeling safe or heard and that they appreciate the opportunity to give this feedback directly to the new president.
- F. Social justice and diversity programming is shared by several offices and we need to make certain their priorities are aligned and communicated.
- G. Classified staff asked for additional diversity, equity and inclusion training.

Students expressed the desire for more minority faculty to better align with the diversity of our student population and local community. They also asked for more diversity among the academic advisors as they are one of the first points of contact for the university. Additionally, students asked for more diversity language regarding age as non-traditional students are becoming the new traditional students. These students reported feeling dismissed and not included in many aspects of university.

There is concern that faculty diversity is lagging significantly and that it needs to align much more with our diverse student population. Faculty want better accountability from leadership for more diversity hires. There is a noticeable lack of people of color in full professor positions and we could do more to build our own pipeline by recruiting new faculty from among graduates we have mentored.

The safety of all members in the university community is a top priority at UNLV, although Black women participating in the listening sessions reported not feeling safe or heard on campus. President Whitfield again shared this is his priority and affirmed the value having these listening sessions to hear this input.

A multitude of groups on campus offer social justice programming resources and sometimes this leads to ambiguity for where the leadership accountability resides. The Office of Diversity Initiatives has had frequent leadership transitions leaving support staff with the responsibility for the program

continuity. Despite several offices having social justice and diversity programming, the classified staff asked for more access to diversity, equity, and inclusion training.

#### **IV. Campus culture**

- A. We need to be a more collaborative with more of an inter-disciplinary approach and less silos, while still providing for accountability.
- B. We are all working together as members of one university community and should reduce references to employees by group classification as it separates people into a class culture contrary to our mission of inclusion.
- C. There is a perception on campus that you are limited by (or your value determined) by your job classification.
- D. We need to provide better opportunity for contingent employees to become permanent faculty.
- E. R1 and student success must go hand-in-hand.
- F. The opportunity for professional development should be embedded throughout the campus.

It was suggested for there to be culture shift to one that is more collaborative and less siloed. This culture shift embraces more opportunities for interdisciplinary collaboration on research. Placing employees in silos by separate classifications may lead to some to feel marginalized and de-valued by the hierarchical structure. Contingent faculty also mentioned they would like more opportunity to become members of the permanent faculty. Some of the administrative faculty feel less valued because of their perception that the R1 designation is separate from student success, and President Whitfield affirmed that these two priorities go together and should not be valued separately.

#### **V. Teaching and Research**

- A. Student participants requested more social justice curriculum.
- B. There needs to be more emphasis on helping people to understand the value diversity brings to classroom interactions.
- C. We should develop a consortium among the NSHE institutions for offering more availability of infrequently taught classes.
- D. Some faculty feel pressured to teach large sections; they prefer smaller classes for more engagement.
- E. The Faculty Center is an excellent resource but needs more staffing and funding.
- F. It was suggested for more staff in decision support to expedite the process of applying for grants.
- G. Some Assistant Professors report finding it a challenge to balance teaching with their research.
- H. More infrastructure needed for clinical trial support.
- I. There needs to be a more simplified process in Workday for recruitment and hiring.
- J. Faculty describe the UNLV's management systems (Workday, MyUNLV, and ACE accounts as extremely difficult to navigate resulting in extensive time consuming training to reach a level of basic proficiency.
- K. Faculty In Residence (FIR) would like more support and recognition of the load they carry with providing instruction.
- L. Grant writers embedded within the colleges would help save time and promote more interdisciplinary intersection.
- M. A statistics core would be a great asset for preparing grant applications and there is a proposal developing in the School of Public Health.

Students would like more social justice curriculum and for faculty to stress the value that diversity brings to the classroom by sharing and learning from our differences. They also asked if it would be possible to develop a consortium of other colleges within NSHE to help us offer additionally availability of infrequently taught classes. Administrative faculty echoed this sentiment and asked to see more opportunity for students to cross register for classes offered within the entire NSHE system.

Faculty participants shared the perception of feeling pressured to teach large capacity classes, and their preference for smaller classes with more opportunity for student/faculty interaction and engagement. The Faculty Center has been short-staffed for years and could be an even better resource for faculty if it received more financial support.

Many faculty shared the importance of teamwork relating to the nature of grants and indicated it would be helpful to have more staff working in decision support to expedite the process of applying for training grants. The faculty shared the challenges Assistant Professors find with trying to balance increased teaching demands with time for research. The School of Medicine faculty participants expressed the importance of developing more infrastructure to facilitate clinical trial research.

Many of the listening tour participants expressed continued frustration with the slow process for the approval and onboarding of new hires. The Workday software automates this process, but it is found by faculty and classified staff to include many time-consuming steps and relies on too many back-and-forth interactions to complete the hiring process.

## **VI. Branding**

- A. The letters U-N-L-V are what represents us, not a symbol.
- B. Students would like to participate in the design and selection of the next mascot.
- C. UNLV's brand is weak at the local level; we are better known and recognized nationally and internationally.
- D. Promote our brand more to CCSD students and create more activities that introduce them to the UNLV campus while they are still in K-12.

Student participants mentioned that the letters U-N-L-V are what represents us and not a symbol. They are glad the "Hey Reb" statue was removed and they would like a role in designing and selecting our next mascot.

Several faculty mentioned the UNLV brand is weak at the local level and we should think more creatively about marketing and partnerships to communicate our value to the community. It was suggested for there to be more connections with CCSD students and to provide additional experiences for high school students to become familiar with the opportunities available at UNLV.

## **VII. Alumni, Philanthropy, Community Engagement**

- A. Faculty and staff would like to know more about how the UNLV Foundations alignment with college priorities.
- B. There is a perception among some faculty and staff of a disconnect between the UNLV Foundation Board and the colleges.
- C. We need to engage our alumni more; they can be tremendous ambassadors for UNLV.
- D. We need to create more structure to insure continuity with local partners when the key UNLV liaison is no longer involved in an initiative.

The faculty would like to know more about how the UNLV Foundation resources are matched with college priorities. They feel there is disconnect between some of the colleges and the Foundation and recommended more opportunities for faculty to engage with Board members for mutual benefit.

The Administrative faculty said that our alumni can be valuable ambassadors for UNLV and this was echoed in comments shared later by Stacey Purcell, Alumni Board Chair in which she welcomed more engagement from the university with the alumni. President Whitfield shared the importance of the advocacy the alumni provide for UNLV and that he tries to always remind others of the significant contributions they make and the tremendous support we receive from our donors.

There was concern about the impact on some community partnerships when the UNLV liaison leaves for another job and no one else from the university is connected to the initiative. It was suggested we could do better by creating more hubs to sustain these partnerships through leadership transitions.

## *Conclusion*

This Executive Summary presents the main topics of discussion from the listening tour. Feedback obtained during the tour highlights the university's areas of strength and provides suggestions for areas of improvement. This information will help to assist the university leadership with strategic planning and decision-making.