

REGULAR PROCESSES

- Regular review of plan by the [Top Tier Executive Committee](#)
- [Annual metric review](#)
- [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 – Dec – 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

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 ~~COM~~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.

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

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 u

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.

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.

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- 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

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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 ~~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~~ hand.
- F. The opportunity for professional development should be embedded through~~out~~ the campus.

It was suggested for there to be a 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~~ me 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~~ 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~~ challenging to balance teaching with their research.
- H. More infrastructure needed for clinical trial support.
- I. There needs to be ~~more~~ 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 with ~~the~~ 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.

