William F. Harrah College of Hotel Administration
University of Nevada, Las Vegas
Strategic Plan, 2011-2015

April 29, 2011
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Letter from the Dean

I am pleased to present the Strategic Plan of the William F. Harrah College of Hotel Administration, 2011-2015. Its purpose is to serve as a "road map" to guide and direct the major efforts of the College for the next three to five years.

Never has there been an effort of this type launched against a more challenging fiscal back drop for the University and for the College. But, these fiscal challenges make it even more important to have a clear strategic plan to guide us forward.

This is an exceptional document thanks to the involvement of students, faculty, staff, alumni, advisory boards and other stakeholders of the College. We have made a significant effort to get a cross section of feedback from individuals, groups and organizations that are interested in the College and are critical to our long term success.

What the Strategic Plan does best is build on the outstanding history, reputation and tradition of the past. Simultaneously, it provides a path and direction to a future that will maintain and build on those things which made us great.

It does this by using a framework that makes explicit the Vision, Values, Mission, Goals and Strategies of the College. We've worked hard to organize and present a very complex process in a simple and straight-forward manner.

Success of a strategic plan can never be measured in terms of its development. It has to be measured in terms of its execution and results. While we are proud of this "road map", we know that success is based on how well we follow through. In fact, the hard part starts now.

I am committed to provide the leadership, the structure and the support necessary to achieve the strategic goals of the College. As we begin this process, we will align our financial and operational resources to implement the Plan. We will develop the key actions and tactics, engage a broad group of faculty, staff, students and other stakeholders to ensure success. I will communicate and report progress on a systematic basis.

I am especially proud to be serving as Dean of the College and I am determined to provide the leadership necessary to navigate through our challenges. But, no one can do it alone. I ask for your help as we work together to advance our College to an even higher level of achievement.

Donald Snyder,  
Dean
I Introduction/ Overview
Developing the Strategic Plan

The process of developing the Strategic Plan began in October, 2011. A timeframe of seven months was established by Dean Don Snyder. This allowed for the process to begin and be completed during the academic year; 2010/2011. Six steps were established to formulate the Plan, a seventh step to prepare for transition to the implementation phase.

Step 1. Preparation/ Coordination          October 2010
Step 2. Interaction/ Collection of Data    Nov./ Dec. 2010
Step 3. Analysis/ Organization of Feedback January 2011
Step 4. Present Initial Draft/ Get Feedback February 2011
Step 5. Revisions/ Build Consensus and Support March 2011
Step 6. Completion/ Communication          April 2011
Step 7. Transition to Implementation       May/ June 2011

One of the most important considerations in developing the plan was to get broad and comprehensive feedback from all major stakeholders. This included students, faculty, professional and clerical staff, advisory board members, alumni, industry leaders and other individuals and groups involved in the College.

The information was gathered using surveys, interviews, questionnaires, focus group discussions with classes of students. In addition, the extensive work developed on previous strategic planning efforts was reviewed and some elements were incorporated into this Plan. The strategic focus of other leading colleges, schools and programs of Hospitality were examined to assess their strategic approach and position in the industry.

This Strategic Plan uses a framework that is simple and straightforward. It has an environmental scan examining political, economic, social and technology factors (PEST) and strengths, weaknesses, opportunities and threats (SWOT).

There are six major components of the Strategic Plan:

**Vision** is the aspirational or directional statement. **Values** are the principles that clarify standards and behavior. Both the Vision and the Values are timeless statements. **Mission** is the statement of purpose. **Goals** are the major targets or key result areas. They are the “whats.” The mission and goals are for the next three to five years.

**Strategies** are the means or major approaches to achieve the goals. They are the “hows.” **Tactics** are the details or actions identifying “who, when, where, how long, how much.” Strategies are typically in place for months, and tactics can change daily, weekly or monthly. Monitoring and measuring progress usually occurs at the strategy/ tactic level.
History and Background

From the beginning, there has been a close collaboration between educators and representatives of the resort industry supporting training for professionals in the hotel and gaming industry. Although the idea of offering hotel industry related courses had been around for a while, changes in the Las Vegas hotel and gaming industries in the 1960’s clearly indicated the timing was right.

As “corporate” leadership replaced the “old time” structure, hotels became increasingly complex with capital growth, multiple properties and the need for better trained professionals and executives. Gamblers alone could no longer provide the leadership and management expertise for the ever-expanding casino gaming and hotel world. Professionally trained managers and executives were needed to ultimately create the resort destinations that were evolving in Las Vegas.

In 1966 the Nevada Resort Association and Nevada Southern University (as UNLV was then named) entered into a joint venture to begin providing the Las Vegas resorts with locally trained executives. Nevada Southern’s Division of Business began offering a few classes in hotel administration. Howard Meek, retired dean of Cornell University's hotel school, and Jerome J. Vallen, a Cornell graduate with extensive experience in hotel management helped develop the new program.

The initial program was funded by the Nevada Resort Association, and the hotel program began with 16 students in 1967 with Vallen serving as director. A fact finding group visited Hotel schools of Denver University, Michigan State and Oklahoma State as a way to begin organizing their curriculum. A number of the faculty worked second jobs in the industry, establishing the initial link between the needs of the hotels on the Las Vegas Strip and the education developed for the students. In 1969, the program's growth led to the establishment of the College of Hotel Administration.

The College has had significant expansion over the decades. In the 1970’s thousands of hotel rooms were built in Las Vegas increasing interest in the College. In the 1980s, the College created departments - food and beverage management, tourism and convention administration and hotel management. It added a master's degree, a hospitality research and development center and an office of external affairs for fundraising and outreach. The Holiday Corporation and William Harrah's widow donated $5 million to the College, which was renamed William F. Harrah College of Hotel Administration in honor of the legendary Nevada hotel and casino operator.

In 1989, the College added a doctoral program and created the International Gaming Institute, a source of information and training for the gaming industry. A donation of more than $6 million from Stan Fulton, chairman of Anchor Gaming, led to the construction of a building in his name. Through the 1990’s and into the 21st century the College continued to grow, most notably with the opening of a hospitality campus in Singapore enhancing the reputation and brand of the College.
Business Overview

The William F. Harrah College of Hotel Administration is consistently recognized as one of the leading hospitality programs in the world.

Since it was established in 1967, it has produced over 11,000 alumni world wide with more than 5,000 in the State of Nevada. Alumni work at the leading hotels and resorts around the globe, they are in every major hotel chain, as well as small and boutique properties. They are employed in every facet of the hospitality industry.

The College has 2,800 students, 2600 are undergraduates and 200 are graduate students of which nearly 20 are pursuing their Doctoral Degrees.

The College also has a thriving campus in Singapore where there are 220 undergraduate, 25 graduate and 165 non-degree students. This program was established to increase the College's global impact and enhance its reputation.

The College is composed of 50 full time and 20 part time faculty. They teach a comprehensive curriculum, do extensive research and provide outstanding service to the community.

The professional staff numbers 15 including deans, directors, advisors, career services and 12 classified employees. Together the staff provide a wide range of very important support services. The staffs’ dedication and hard work contribute significantly to the reputation of the College.

Currently the College offers four degrees with nine majors including; Hospitality, Culinary Arts, Beverage Management, Gaming Management, Lodging and Resort Management, Recreation, Professional Golf Management, Meetings and Events Management.

The College will transition over the next year to a simpler and less complex structure. There will be one degree and one major, Hospitality Management. There will be four concentrations: Gaming, Restaurant Management, Meeting and Events and Professional Golf Management.

The College is recognized for its leadership in many areas of the industry and particularly in hospitality management operations. Similarly, the faculty consistently distinguish themselves for their high quality teaching, excellent research, for publishing articles in the leading journals of the profession as well as producing some of the most respected text books in the profession.
Strategic Plan Highlights

**Vision**
Be the premier school in the world for hospitality education and research.

**Values**
- **Hospitality**: Create an environment of outstanding hospitality.
- **Integrity**: Reflect integrity and accountability in all we do.
- **Respect**: Foster respect, diversity, and inclusion.
- **Excellence**: Adhere to standards of rigor and excellence.
- **Sustainability**: Support and become a highly sustainable organization.

**Mission**
Develop students into leaders of the hospitality industry, contribute to the advancement of the profession and provide service to the community by having an outstanding faculty, challenging curriculum, innovative research, supportive culture and wide range of professional experiences; all in the context of one of the most exciting cities in the world.

**Goals:**
- **Goal 1**: Help students learn and grow through rigorous academics, relevant professional experiences and engaging social interactions.
- **Goal 2**: Support and enhance faculty development, collaboration and performance.
- **Goal 3**: Significantly increase resources to support and reward research, teaching and service.
- **Goal 4**: Develop strong relationships and improve communications with the alumni, industry, stakeholders and community.
- **Goal 5**: Enhance and expand facilities, resources and amenities to maintain a highly professional learning environment.
- **Goal 6**: Establish a strong and sustainable financial structure to ensure stability and long term success.
- **Goal 7**: Improve the organizational and operational effectiveness of the College.
II  Environmental Assessment
Environmental Assessment: Summary

PEST - Political, Economic, Social & Technology
A troubled and difficult recovery of the economy has contributed to an deep concern about the future of the University and the College. The struggle over State funding of the Nevada higher education system has created an environment of divisiveness and hostility among the governor, members of the State Legislature, and supporters and recipients of the higher education system. Continued budget cuts, vanishing departments, faculty/staff reductions and the threat of rising tuition all have negative effects on the quality of the students’ education and experience.

The expectations and plans for the College, coming from decades of growth and prosperity, will clearly require additional funding sources. This environment makes it more critical than ever that the Board of Regents, University and College leaders are proactive advocates of higher education in the state. The social environment of the College is also a challenge. There is a lack of a hub for networking and social activities and after class faculty/student interaction. Social interaction primarily is focused on major events and is not a continuous process. Inconsistent and ineffective communication between the College and students, faculty, alumni and the industry has made it challenging to build unified and cohesive support. The lack of “state of the art” technology in classrooms and other facilities and minimal IT infrastructure marginalizes the effectiveness of the College, faculty and staff. It’s clear you can’t be a world-class leading College if you have limited, obsolete technology.

SWOT – Strengths, Weaknesses, Opportunities & Threats
The proximity of the College to the Las Vegas Strip, its world-class resorts and the leading hotel brands has historically been a huge advantage in drawing outstanding students to the “living laboratory” of Las Vegas. However, as the city has grown larger and the number of hotels and brands increased, the College has not maintained the high visibility and presence that it once had. It is under utilizing its location and the powerful connections that are readily accessible. Although it has a significant alumni base, only a relative few are members of the alumni association. Industry leaders and alumni are present on campus, but not nearly enough. The presence of a large group of International students is a positive in contributing to diversity and global perspective within the College, but problems of assimilation, language and communication are limitations. There are many opportunities despite these challenging issues, and these include simplifying the curriculum, restructuring the organization, reaching out to the alumni and industry, improving current facilities and developing a new academic building and hospitality campus. The biggest threats include continued infighting, not following through in supporting the Strategic Plan and not seeking other financial options.

Force Field – Supporting and Blocking Factors
Resistance and concerns about change, faculty and staff infighting, fatigue and burnout from unsuccessful Strategic Plan efforts and lack of follow through were identified as major factors blocking the development of the Strategic Plan. The major factors supporting successful completion of the Plan are the Dean’s strong leadership and commitment, use of an outside expert and facilitator, a clear seven month plan, drawing feedback from a broad cross section of stakeholders of the College and recognition that an explicit plan is essential to effectively deal with the challenges the College faces.
Environmental Assessment: PEST Analysis

The PEST Analysis is a specific look at four areas critical to the development of the Strategic Plan. The information draws from the individuals, groups and organizations that provided feedback.

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
<th>Technology</th>
</tr>
</thead>
</table>
| • Significant political battle between the governor and the higher education system over funding  
  • Legislature is seriously divided over funding higher education  
  • Concern that the politics of cutbacks and reductions are driving the agenda of the College and University  
  • Board of Regents support is critical at this time to represent and advocate the value of higher education  
  • Political pressure and tension is creating divisiveness in the University and the College  
  • Proactive leadership at UNLV and the College is important to build political/public support | • Continued weak national economy prolongs recovery of the hospitality industry in Southern Nevada  
  • Protracted recovery mean fewer jobs available for graduates  
  • State budget cuts are having significant impact on students, faculty, course availability, etc.  
  • Rising financial costs for tuition, fees and books will prevent some from enrolling  
  • Decreasing resources are impacting support for the students  
  • The need for other funding sources is critical for long term success of the College  
  • Tremendous growth and prosperity in the past has made adjustment more difficult to the current realities | • UNLV is a “commuter school”- not a lot of social activities to keep students on campus  
  • College has no central area, “hub” to stimulate interaction/gatherings  
  • Many students must work while in school, don’t feel involved  
  • Limited opportunity for faculty/student interaction outside of classroom  
  • Location of offices and organizations that support students, spread out/not effectively located  
  • Communication is inconsistent/ineffective in keeping College community engaged/informed  
  • Limited use of social networks by the College  
  • Alumni and industry leaders not actively involved enough given the location of the College | • Class rooms have limited technology to support student/faculty needs  
  • College has a minimal IT infrastructure  
  • The industry is utilizing state of the art technology, but the College does not have resources to support similar efforts  
  • Use of technology and web based tools is increasingly important to the hospitality industry  
  • Lack of state of the art technology marginalizes effectiveness of the College, faculty, staff  
  • You can’t be a world class College if your technology is limited, obsolete |
Environmental Assessment: SWOT Analysis

The SWOT Analysis is a specific look at four areas critical to the development of the Strategic Plan. The information draws from the individuals, groups and organizations that provided feedback.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong>&lt;br&gt;Proximity to leading hotels/ brands&lt;br&gt;Direct involvement with industry&lt;br&gt;The “living laboratory” of Las Vegas</td>
<td><strong>Location</strong>&lt;br&gt;Underutilizing location and proximity</td>
<td><strong>Location</strong>&lt;br&gt;Increase profile/ visibility&lt;br&gt;Improve interaction with leading hotels</td>
<td><strong>Location</strong>&lt;br&gt;Failure to make changes will continue to erode support</td>
</tr>
<tr>
<td><strong>Students</strong>&lt;br&gt;Motivated and dedicated&lt;br&gt;Significant diversity&lt;br&gt;Global perspective</td>
<td><strong>Students</strong>&lt;br&gt;International students poorly assimilated&lt;br&gt;Course schedules, curriculum overly complicated/not user friendly&lt;br&gt;Advisors often unavailable</td>
<td><strong>Students</strong>&lt;br&gt;Can significantly increase their involvement with the industry</td>
<td><strong>Students</strong>&lt;br&gt;Lack of rigor will erode quality&lt;br&gt;Poor assimilation of international will impact all students</td>
</tr>
<tr>
<td><strong>Faculty and Staff</strong>&lt;br&gt;Strong and committed&lt;br&gt;Extensive industry experience&lt;br&gt;Leaders in the profession&lt;br&gt;Knowledgeable and respected</td>
<td><strong>Faculty and Staff</strong>&lt;br&gt;Divisiveness, bickering, “turf wars”&lt;br&gt;Lack of faculty development</td>
<td><strong>Faculty and Staff</strong>&lt;br&gt;Develop more training&lt;br&gt;Provide more resources/ support</td>
<td><strong>Faculty and Staff</strong>&lt;br&gt;Continued divisiveness /resistance to change erodes credibility</td>
</tr>
<tr>
<td><strong>Research/Teaching/Service</strong>&lt;br&gt;Excellent reputation&lt;br&gt;Authors of leading publications</td>
<td><strong>Research/Teaching/Service</strong>&lt;br&gt;Inconsistency in teaching effectiveness&lt;br&gt;Research not well funded&lt;br&gt;Not enough “hands on” learning.</td>
<td><strong>Research/Teaching/Service</strong>&lt;br&gt;Research support could be significantly increased</td>
<td><strong>Research/Teaching/Service</strong>&lt;br&gt;Continued cutbacks prevent attracting new quality faculty</td>
</tr>
<tr>
<td><strong>Financial</strong>&lt;br&gt;History of Donations&lt;br&gt;More affordable than many other schools / colleges&lt;br&gt;Facilities/Space&lt;br&gt;Have Strip to use as annex to campus&lt;br&gt;Organizational effectiveness&lt;br&gt;Over 40 years of delivering quality education in the field</td>
<td><strong>Financial</strong>&lt;br&gt;Weak financial base, over reliance on eroding State budget&lt;br&gt;Facilities/Space&lt;br&gt;Facilities dated/not professional&lt;br&gt;Few places for interaction among students/faculty/ Poor technology</td>
<td><strong>Financial</strong>&lt;br&gt;Increase resources/ support funding, less dependence on State</td>
<td><strong>Financial</strong>&lt;br&gt;Continued bad economy will effect programs / curriculum</td>
</tr>
</tbody>
</table>

- **Failure to make changes will continue to erode support**
- **Lack of rigor will erode quality**
- **Poor assimilation of international will impact all students**
- **A lack of focus on quality will prevent significant improvement**
- **Continued divisiveness /resistance to change erodes credibility**
- **Continued cutbacks prevent attracting new quality faculty**
- **Potential loss of existing facility**
- **Alumni and industry leaders might continue to feel uninvolved**
- **Continued bad economy will effect programs / curriculum**
- **Bad economy limits jobs**
- **Failure to build new academic building will be a limiting factor**
- **Lack of new organization structure will impede effectiveness**
Environmental Assessment: Industry/Organization Life Cycle

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>GROWTH</th>
<th>MATURITY</th>
<th>REINVENTION/DECLINE</th>
</tr>
</thead>
</table>
| • Start-up Phase  
  • Establishing Yourself  
  • Clarifying Direction-products/services, etc.  
  • Building Infrastructure  
  • Identifying Customers’ Needs | • Keeping up phase  
  • Matching Resources to Demands  
  • Adjusting Systems/Process to Needs  
  • Dealing with Challenges of (accelerated) Growth  
  • Increased Levels of Building, Hiring, etc. | • The Plateau Phase  
  • People/Things Start to Settle In  
  • Bad Habits/Complacency Evolves  
  • Tend to do what You’ve Always Done  
  • Resistance to Change  
  • Infighting Increases | • Change or Regress Phase  
  • Need to Take Real Action  
  • Avoid Protracted Analysis  
  • Adjust to Shifting Markets/Industry  
  • Leadership Required  
  • Organization Needed |

WFH/CoHA  
Hospitality Industry  
UNLV

WILLIAM F. HARRAH COLLEGE OF HOTEL ADMINISTRATION
Environmental Assessment - Force Field Analysis

Factors identified that would block and Support and Block Development of the Strategic Plan

### Blocking Factors

- Egos/ belief that we don’t need to change
- Divisiveness among faculty/staff/ “turf battles”
- Faculty burnout from previous strategic planning processes with marginal results, no follow through
- Failure to get a broad cross section of feedback from students, alumni, industry, professional, clerical staff, etc.
- Lack of support to complete process in a timely fashion
- Day to day workload/ too many other things occurring
- Too much administrative red tape/ inconsistencies
- Poor morale from cuts/ lay offs, previously and coming
- Ineffective and inconsistent communication

### Supporting Factors

- Dean’s leadership and commitment
- Desire and support by many faculty/ staff
- Utilizing an outside consultant to facilitate process
- A clear plan to complete process in seven months
- Student interest/ support/ positive and enthusiastic
- Advisory boards, alumni, industry very supportive
- Poor economy/ fiscal crisis necessitates clarifying the strategic direction
- An opportunity to better position College for success in the era of the “new normal”
III Goals and Strategies
Goals and Strategies

Goal 1:

Help students learn and grow through rigorous academics, relevant professional experiences and engaging social opportunities.

Strategies:

Academics/ Curriculum
- Establish and adhere to rigorous standards for admission and classroom performance.
- Revise, consolidate and simplify the academic curriculum to be responsive to industry/consumer needs.
- Stimulate the classroom experience by having teaching be more engaging, interactive and fresh.

Professional Experiences
- Improve and expand the opportunities for work experiences and internships.
- Increase involvement of industry executives in classroom and College activities.
- Align professional development of student activities with the curriculum.

Social Opportunities
- Create more opportunities for interaction among students, faculty, alumni and industry professionals.
- Enhance and improve communication with students and stakeholders of the College.
- Increase support and better integrate student services, clubs and organizations.
Goals and Strategies

Goal 2:

Support and enhance faculty/staff professional development, collaboration and performance.

Strategies:

**Development**
- Provide more funding/resources for programs and training in areas designated for improvement.
- Create a development plan tailored to each faculty/staff member aligned with an evaluation process.
- Communicate and support the development activities of all faculty and staff.

**Collaboration**
- Create opportunities for faculty/staff to work jointly on programs and projects through financial incentives.
- Promote events, programs and opportunities to bring faculty and staff together.

**Performance**
- Clarify the respective performance standards for faculty and staff.
- Establish consistent measures to assess faculty and staff performance.
- Recognize and reward performance; hold people accountable.
Goals and Strategies

**Goal 3:**

Significantly increase resources to support and reward research, teaching and service.

**Strategies:**

**Research:**
- Develop the infrastructure to support sustained growth in research and scholarly activities.
- Align and coordinate research and scholarly activities in a more focused manner.

**Teaching:**
- Improve the process for reviewing and assessing the teaching effectiveness of faculty.
- Provide training workshops for faculty to improve teaching techniques and practices.

**Service:**
- Clarify the guidelines and standards for faculty service.
- Communicate each faculty member’s service contributions.
Goals and Strategies

Goal 4:

Develop strong relationships and improve communications with the alumni, industry and community.

Strategies

Alumni:

- Engage and connect with the alumni through communication about the College.
- Conduct events and activities that stimulate interest and benefit the alumni.

Industry:

- Build bridges with industry leaders to increase opportunities for interaction with students, faculty and staff.
- Increase involvement of industry leaders as guest lecturers and adjunct instructors on a more consistent basis.

Community:

- Increase awareness and support for the College throughout the community.
- Assess and identify ways to better serve the community.
Goals and Strategies

Goal 5:

Enhance and expand facilities, resources and amenities to create a highly professional learning environment.

Strategies:

- Improve and enhance the quality of existing facilities and resources.
- Commit to the development of a new academic building for the College.
- Aggressively explore the development of a comprehensive hospitality campus.
- Incorporate sustainability standards/practices (*LEED) in all improvement and development efforts.

* Leadership in Energy and Environmental Design. LEED is an internationally recognized certification system established by the U.S. Green Building Council to provide independent third party verification that a building project or process is environmentally responsible.
Goals and Strategies

Goal 6:

Establish a strong and sustainable financial structure to ensure stability and long term success.

Strategies:

Operations

• Align the budget and financial resources to support Strategic Plan, mission and goals.
• Revise current budget and financial resources to focus on the primary needs of the College.
• Eliminate waste, inefficiency and programs/projects that don’t support the mission of the College.

Development

• Assess and identify the strategic goals that have the greatest need or priority.
• Establish a dedicated fund raising group led by the Dean to raise money and resources.
• Engage alumni, industry leaders and other stakeholders of the College in the fund raising process.
Goals and Strategies

Goal 7:

Improve the organizational and operational effectiveness of the College.

Strategies:

Structure/ Organization

- Improve the structure of the College to function in a more efficient and professional manner.
- Review and evaluate all policies, practices, and procedures to increase their effectiveness.
- Assess all major programs and projects to ensure they support the Mission and Goals.

Sustainability/ Operations

- Operate the College consistent with leading sustainability practices and standards.
- Provide training for the classified staff to improve their effectiveness in serving the College community.
- Draw on feedback from previous efforts and incorporate recommendations as appropriate.
VI APPENDIX
William F. Harrah College of Hotel Administration
University of Nevada, Las Vegas

Strategic Plan, 2011-2015
Appendix
Feedback from Meetings, Classes and Surveys

April 29, 2011

A Note on Data Collection:
One of the most important considerations in developing the Strategic Plan was to get broad and comprehensive feedback from all major stakeholders. This includes students, faculty, professional and clerical staff, advisory board members, alumni, industry leaders and other individuals and groups involved with the College. The process of getting feedback was designed to get a cross section of input from these different groups. The information was gathered using on-line and written surveys, interviews, questionnaires, and focus group discussions with classes of students and meetings with groups of faculty and staff. This appendix contains the feedback from all groups.
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Overview of Meetings, Classes and Surveys: 2010

**September**

Meeting with Executive Committee  
September 29, 2010

**October**

Meeting with Faculty/Staff  
October 8, 2010
Meeting with Professional Staff  
October 27, 2010

**November**

Meeting with Student Leaders  
November 1, 2010
Meeting with Executive Committee  
November 3, 2010
Meeting with International Advisory Board  
November 9, 2010
Meeting with Undergraduate Class (Mehmet Erdem)  
November 15, 2010
Meeting with Graduate Class, (Dan McLean)  
November 16, 2010
Meeting with Classified Staff  
November 17, 2010
Meeting with Graduate Class, (Tony Henthorne)  
November 29, 2010

**December**

Executive Committee Meeting  
December 1, 2010
Meeting with Faculty/Staff  
December 3, 2010
Overview of Feedback from Meetings, Classes and Surveys: 2011

January
Second Meeting with Classified Staff
Meeting with Undergraduates Class (Bobbi Barnes)
Meeting with Undergraduate Class (Jean Hertzman)
Meeting with Ph.D. Students

February
University Relations/Recruiters
Meeting with Faculty – Feedback on First Draft
Executive Committee
Town Hall Meeting

March
Meeting with Alumni Board
Meeting with Faculty/Staff, Review Feedback on Revised 2nd Draft
Preparation and Distribution of Survey Monkey to Alumni

April
International Advisory Board Meeting
Compilation of Feedback from Alumni Survey Monkey
Executive Committee
Faculty/Staff Meeting Review/Feedback on Final Draft