

Top Tier Weekly Summary Report - New

Last Modified: 7/11/16

1. Name

Text Response

[REDACTED]

Statistic	Value
Total Responses	23

2. Email Address

Text Response

[REDACTED]

Statistic	Value
Total Responses	23

3. My feedback is specific to:

#	Answer	Response	%
1	Research, Scholarship, and Creative Activity	10	29%
2	Student Achievement	9	26%
3	Academic Health Center	2	6%
4	Community Partnerships	4	12%
5	Infrastructure and Shared Governance	7	21%
6	Top Tier Plan	13	38%
7	Other	11	32%

Other
Athletics
Quality of Faculty
Graduate Rebel Gateway Program
Is UNLV a tier 1 school?
Public accountability
Bringing diversity, transparency and open-ness in all university awards
Global Teaching-Research-Partnerships
Top Tier Roll Outs - Classified Staff Council
Faculty children at work regularly
UNLV Delivery Services

Statistic	Value
Min Value	1
Max Value	7
Total Responses	34

4. I am (check all that apply):

#	Answer		Response	%
1	An undergraduate student		1	3%
2	A graduate or professional student		5	14%
3	A professional staff (administrative faculty) member		10	29%
4	A classified staff member		11	31%
5	A tenured professor (full)		5	14%
6	A tenured professor (associate)		1	3%
7	A tenure-track professor		1	3%
8	A faculty in residence		1	3%
9	An adjunct faculty member		1	3%
10	An alumnus/alumna (UNLV undergraduate)		4	11%
11	An alumnus/alumna (UNLV graduate or professional program)		2	6%
12	A donor		5	14%
13	A community member		8	23%
14	A research-intensive faculty member		0	0%
15	A teaching-intensive faculty member		0	0%
16	A visiting faculty member		0	0%

Statistic	Value
Min Value	1
Max Value	13
Total Responses	35

5. If you are an alumnus or alumna, please indicate the year(s) you graduated and the degree(s) you received:

Text Response

[REDACTED]

Statistic	Value
Total Responses	11

6. What do you like about the action plan/Top Tier plan?

Text Response

Fast moving, and structured path to becoming a top tier school.

improving customer support & UNLV attitude

I like that we are doing it -- focusing on research and duly climbing in status -- and I like that we have abandoned the "Tier One" terminology, which was rather arbitrary and fake sounding.

I like that we are finally addressing the need to have a higher standard of education for our community. I appreciate the community-driven partnerships and interactions. I like that everyone on campus is aware of the drive for excellence and the need to be better for ourselves, our students, and our community.

I like the concept of Top Tier however I don't believe everyone on campus is working for the same goal

The goal of achieving top tier is worthy.

There are many attractive parts to the action plan and I don't want to list all of them.

I like that it is a community effort. I like that we are using/engaging resources in our community in order to improve our school. I like that we are finding ways to increase student involvement. I like that everyone is on the same page.

Very comprehensive, easy to read

It is open and inclusive so far in terms of deliberations.

I'm excited for the future of UNLV to become more integrated with our community

It covers lots of bases--from community to students

It is well co-ordinated and openly engaging

I think it's pretty good with great ideas. Hopefully they can come to fruition.

I like the emphasis on student achievement, and I especially like it when we frame that issue in terms of social justice. I think that is the most compelling way to frame the issue and is far more powerful than talking about retention and graduation rates in terms of Nevada's funding formula.

Increased funding for doctoral students to complete research projects as well as increased faculty to support those projects

Statistic	Value
Total Responses	16

7. What don't you like?

Text Response

I kinda get it -- you gotta market it to get everyone on board. But I do hope we pull back the promotion of it ... because every time I see something about our commitment to becoming a "top tier" university, it's a reminder that we're not. Look at the universities that truly are already "top tier" ... they don't go around promoting it, they just do it! You don't see Harvard screaming from the rooftops that it is the oldest/best/richest ... whatever. We should be the same. We need to get over the inferiority complex this messaging conveys and start playing up our assets. Let's begin to let it be known that we are tops in drones, robotics, genetics, hotel admin, gaming, basketball, water polo, whatever ... that's what the community needs to know -- what we're committed to being true leaders in.

I truly believe there is a misguided approach in the solutions to student success. Money, time, efforts, and RESPONSIBILITY is thrown at the wrong end. For example, success is measured in retention, progression, and completion, but not in admissions. We cannot keep cranking out "the largest incoming freshman class" every year and expect our RPC rates to go up. Guess what? Crap goes in and crap goes out. 1/3 of our admits are underprepared for this university. It is not our job to back-pedal and prepare them for college once they are already in. Do you know what these students' chances of graduating are? 10-15%!! That's it! So, yes, we might have large numbers of students coming in, but these students are not going to be successful....which brings me to the largest ethical issue of this entire scam... We are STEALING, ROBBING from these children. We are knowingly admitting them to an institution that they will not be successful in. We are giving them hope, feeding the entitlement beast, and taking their money. Yes, everyone deserves access to higher education, but at what cost? We are just going to be an extension of the shitty school district if we keep letting students in who are not going to make it. Forget what it does for our RPC rates (trash), it is unethical to take money from them and from the government knowing that they cannot and will not be successful here. The second biggest issue is not just what students you admit, but also WHEN you admit them. Stop admitting students in July and August. It does not allow them to get everything ready in order to meet with an advisor. Advisor schedules are already full for July and August by the time JUNE rolls around. We cannot keep admitting students late (especially transfers), expect them to have all their credits articulated and meet with an advisor, and still enroll into courses by the time August comes around.

Until we have mastered the art of successful communication between colleges and programs here at UNLV it will not matter if we are tier one or not. Just a larger spot light on what doesn't work at UNLV

The lack of discussion at the department level. This is coming from a top down approach again. While planning is going on departments are being left in the dark. The faculty will be the ones that are expected to bear the burden of the top tier goals and they are the last to be consulted. Why not start with asking department how they fit into the plan, how they might achieve the metrics being discussed. Finally stop talking about a 10 year plan when everyone knows that a 20 year plan may not provide enough time to fix all of the infrastructure issues that exist that will block this goal.

The only issue I have is faculty workload. In the Greenspun college and other colleges as well, but not all colleges the workload is 3 courses per semester. This is not a workload acceptable for a research university. The faculty should teach 2 courses per semester or 3 and 2 as many other research institutions do.

I don't like that we are working backwards. I don't like that we are increasing admissions

in order to increase funding for infrastructure. We should create the infrastructure first, or admit fewer students (that we can handle). I don't like that there isn't customer service training for classified staff annually. I don't like that RPC issues fall mostly on advising centers, instead of departments, admissions, and resource centers. I don't like our preference for quantity over quality when it comes to admissions. We are actively working against our completion rates when we admit under-prepared students.

It is far more externally driven by consultants rather than driven internally by faculty, students and alumni in the sense optimizing their strength.

Nothing so far, but would like to learn more

The community engagement piece sounds very top down and very "lip-service" like on paper. I hope it works out to be a REAL community engagement. In order for that to happen, I believe working with the community has to come from the faculty level and be supported by the administration. I have been at UNLV since 1990. During that period, I have seen the upper administration fail to support a number of community-university engagements. Just recently, for example, the World Affairs Council (of which I am a part) reached out to UNLV to partner on a U.S State Department Study Group of delegates from Japan who were interested in how to work with diversity in their corporations and government. Since UNLV is a state government agency and we work well with diversity, I thought UNLV would be interested in sharing its knowledge with the US State Department's study group. Alas, no. This is but one example of how (in the past, I hope) UNLV has failed to engage when it was an obvious thing to do.

It is not reviving, rewarding and mining the strengths of the existing faculty who have given their sweat and blood to UNLV. UNLV cannot hire traditional 5-star faculty, but can push some of its existing to become new kinds of 5-star faculty! Not a whole lot in there pertaining to the classified staff. I feel there is more that can be done.

Specifically within the Department of Educational & Clinical Studies, doctoral students are expected to teach courses; however, there is no support for them to attend and present at conferences. There is also limited faculty support for doctoral students to write grants to support their dissertation and research activities.

Statistic	Value
Total Responses	13

8. What are the issues that you believe will affect UNLV with these action plans or from reaching the Top Tier Vision, Mission, and Goals?

Text Response

Low graduation rates, low retention rates.

What is UNLV's strategy to engage the distinct national and regional level programming that is designed for American Indian & Alaska Native students? (Nevada has 25 Federally Recognized tribes) The National Indian Education Association -NIEA conference will be held in Reno Nevada 2016. The regional mechanism hosting the national conference is Indian Education Advisory Committee IEAC, which is the state level entity that represents the unique educational needs and interests of these Nevada Tribes.

Bad copy editing can make us look amateur.

Admission standards are so low. With academically under-prepared and low achieving students, we just will not see higher rates in RPC. Unfortunately, at UNLV, we value quantity over quality.

My concern is with the new Rebel Gateway Graduate Program. I don't think all things were considered when selecting this new program. For example each department is receiving 2 log ins. However our department has 25 faculty members who require access along with 2 admins. So now the department must pay almost \$5000.00 to get enough log ons for everyone to be able to do their job. Again an example of poor communication.

I'm concerned because Accounts Payable and Human Resources don't answer emails in a timely manner and they always seem to be far behind in their work. If they are unable to handle the volume right now, what will happen when the Medical School actually opens? I think this could seriously affect the progress toward the goal of becoming a Tier One school.

Infrastructure is the number one issue. Nothing will happen without proper leadership at the Dean level, the Graduate college level, and the infrastructure to improve what is currently lacking at UNLV. The GA issue is paramount. We have a dean of the graduate college that is far over her head and continues to hand out GAs as if every unit should receive a quota. Top tier institutions do not provide GAs to all colleges unless there is a return on the investment. Specifically they use them to teach a large amount of classes for departments that provide large service loads for the University. In addition, resources are based on return investment from research dollars. Specifically colleges that provide the largest amount of research overhead are rewarded with GAs to grow their success. There is a complete lack of investment at UNLV based on success and return of investment.

I am very curious about what UNLV is planning to do to recruit "research intensive" faculty and how these people will be defined and treated. At the moment being a research faculty member is a pretty miserable endeavor. For example, in the list of various identities above there is no check box for Research Faculty (which is what I am). I find this type of non-existence pretty typical for my interactions with UNLV. When we are recognized as existing we are clearly defined as second class citizens (e.g. grad college policies for graduate faculty status). Compared to regular faculty the "deal" we get from the university is vastly inferior. Our access to resources meant for faculty (internal grants, research space, awards) is limited, forbidden or at the mercy of 'real' faculty. The big one of course is that we have no job security (which is a big deal if your not 30 anymore) and no path for advancement or salary increases (regular faculty have

a variety of career paths available to them including moving into administration).

Workload issues and not having Ph.d. programs.

Admissions standards. Conflict between registrar's and departments. Lack of communication and transparency with financial aid. Poor deadlines/timelines for admissions and for submitting documentation to financial aid.

We need to clearly define team teaching. There should be a policy that states when it can occur and it should not be happening on a regular basis. We have had professors who only teach one class be allowed to team teach with a GA or an untenured faculty member. The tenured professor gets credit for teaching the class but they don't always show up, don't grade, don't hold office hours, etc. This is another issue of integrity that needs to be resolved before we can become Tier One.

I think we need to look at what we are getting for the money we are paying. Since the Finance and Business Concierge Office opened a few months ago, I have written or phoned them for assistance with various questions but they don't know policy, they often don't answer their phones, and they have not been useful in getting the information I seek. I can get what I need faster by contacting various people in various departments by trial and error. It concerns me greatly that this office seems to be well staffed and I imagine that they are well paid. But they are not producing or contributing to the goal.

1) Seems like UNLV has been working on some version of an IT Master Plan, without releasing it, for five years. 2) Looking forward to a longer, stable, Provost tenure that will assist with culture of excellence.

Encouraging senior faculty to become creative again. It is spelled out in a reflective note.

Raising the potential of the 'senior' faculty in every personnel consideration. A few scenarios are given in the box below.

There are units on campus that do not function properly. These should all be reviewed to improve customer service. Example: I just had a phone conversation with someone from the new Finance and Business Concierge and was told that when I find out the answer to my question they would appreciate me letting them know.

Taking our eye off the ball and letting up on the effort that has begun in earnest

The professors in my department do not hold regular office hours.

There has to be BIG buy in from faculty, departments, and colleges on working with the community to share actionable research. If we only worry about publishing in top tier journals, we won't get support from our Nevada population. We need to make a difference in the lives of our citizens--from medicine to water use to diversity.

During the classified staff meeting yesterday afternoon regarding progress toward Top Tier, it was said that there is a plan to "catch people doing something right" and give a small (taxable) gift to those who are identified. I believe it's also very important to make sure that our faculty understand that there are consequences/penalties for blatantly breaking policy, showing disrespect to the office staff, and using grad students for personal tasks. When these things are brought to the attention of the Chair, we are told that it's being taken care of but it obviously isn't because the behavior continues unchecked. (In some cases, for years.)

I'll have to get back to you on this one.

I think resources (or lack thereof) are key. At a recent Top Tier event, I mentioned my concern about a lack of Financial Aid staff. I'm worried that this is a serious barrier for most students, especially vulnerable low-income and first-generation students who don't have the wherewithal to keep calling or visiting a less-than-responsive office. If students are having trouble resolving financial concerns, let's face it: they're going to drop out.

This is an issue I often notice in my work as an academic advisor.

Funding, faculty buy-in

I believe there needs to be a clear directive stating that faculty cannot bring their children to work with them on a regular basis. We have little people in our department much of the time and it's very stressful. This is a workplace for us and what happens if the child gets hurt or damages something or eats something to which they are allergic? Our department offices and common areas are not substitutes for daycare.

I run a biology research lab located at SEB. Often, the reagents and items that we order are shipped express or 2-day. Shipping and Receiving has told me that their procedure is to guaranteed same day delivery for "express items" (1-2 day shipping). For "ground" shipping items, it can be up to 3 days. This policy is rather inflexible and fails to take into account that vendor shipments from California or nearby states sometimes use "ground" shipping for 1-2 day deliveries. (Examples would include Amazon Prime service or VWR). Thus we are paying for express shipping but not receiving the deliveries from UNLV within that time frame. This policy is quite frustrating because: 1) the fee paid for express shipping is wasted because we don't actually receive express shipping, and 2) it hampers our research productivity due to time spent tracking (and/or personally picking up) packages and communicating with UNLV Delivery Services. Based on my experience at top tier research universities, the normal procedure is for same-day deliveries of all packages - especially for research labs.

Statistic	Value
Total Responses	25

9. Do you have some constructive suggestions?

Text Response

Hello. I run an experimental research lab and I think UNLV needs to change its policies and practices surrounding research participant payment. For some studies in my lab, we pay participants and to do this, a check has to be made out to me that I have to cash (rather than being able to store it in some sort of savings account) and then store the money in my lab. I usually have to sign a form saying I'm responsible for all this money in case its lost or stolen. This makes me feel unsafe when I go to the bank to cash the check and it makes me worried that I am on the line for all the money if it's lost or stolen. I don't think this is the best way to do things.

Eliminate teachers that are simply not teaching correctly. Many teachers ramble on about off-topic subjects, instead of teaching the required curriculum.

why is this engagement not identified as an issue separate from UNLV diversity restructuring? considering that these 25 Nevada tribes maintain a sovereign governmental status, and seek separate designations regarding national, regional, and local educational programming as such.

Yes, "top tier" isn't the problem and it isn't something we should necessarily abandon. But this should be more of an internal message (hopefully by year's end), and externally we should be putting out a message of #1 in x, or a global leader in y. Also, non-doctored professionals can and should work in "adjunct" with Ph.D.s, and encourage academic activities that mix with the community. That's how they do it in "top tier" programs around the country. For a case study of this, simply look at the journalism programs from Columbia, Northwestern, and Missouri. UNLV is THE intellectual hub of Southern Nevada ... and that's an important role we should play up.

In order to function at the "top" level and to provide better service, UNLV needs to create a position in the Office of Financial Aid & Scholarships that is solely dedicated to monitoring, administering, and processing aid strictly for student-athletes.

My suggestion is in regards to student-athletes and financial aide. With the changing dynamics of the NCAA and financial aide for student athletes it is important for us to have knowledgeable assistance with how to compete with top programs with regards to the recruitment of student athletes. Financial aide is a big part of this so I believe that it would be extremely beneficial to have one person who is hired to solely to address the needs of student athletes and financial aide needs.

UNLV needs to create a position in the Office of Financial Aid & Scholarships that is solely dedicated to monitoring, administering, and processing aid strictly for student-athletes. At the current time, there is not such a position. Instead our liaison for OFAS does Athletics, among other responsibilities.

Do not have alternate admits. Offer college prep courses for students who do not meet the requirement. Higher the math and English test score requirements. Stop admitting students by June. Having the "largest" class is not impressive or something to boast about when 1/3 of them are not college ready. Plus, even if they were all college-ready and high-achieving, we just don't have the infrastructure to support them (whole other story).

I note that on this form I am identified as "Adjunct Faculty", a title to which I believe I am entitled since I have a Ph.D. in Computer Science form Florida Institute of Technology. My actual title, however, is "Part Time Instructor". My office is in a bull pen with graduate students; when faculty comes here, they assume I am a graduate student. I believe that if this university wants to attract quality faculty, there should be appropriate recognition by means of titles and other forms of recognition. (I have just filed a provisional patent application for a solution to the floating point error problem. More to

follow.)

UNLV needs to do a better job of communicating to all departments who will be effected by a change and allow them to voice their concerns and possible solutions to the challenge. Brainstorm before a decision is made

There should be napping rooms and enough tables and chairs/ sitting areas throughout the university.

Yes, with a business president, evaluate your strengths in terms of money coming in and invest in these programs. There is currently 2 M dollars for GAs, they will be handed out again based on a quota system. Regardless of the forms that were filled out, regardless of return on investment, they will be handed out in a manner that everyone gets some and the net impact will be diluted.

Think about ways to make your regular faculty more research intensive instead of relying on a new under class of researchers in under paid dead end positions.

Lower teaching loads for faculty and reward grant writing. I have asked this before but it does not seem to happen.

Alternate Admits should only be allowed to declare exploring majors. They have very low graduation rates and the colleges should not be punished with low completion due to low admissions standards. Since the ASC is not a degree granting college, they should have all alt admits first, with a student only declaring a major when they meet the admissions requirements. The EDU department should put mass effort into improving the school district in our community. All HON students should have a research/community engagement project that impacts our local schools. By giving back to CCSD, we can positively impact our future students and our future RPC rates.

Create a firm policy on team teaching and make it approvable under very limited circumstances. Then require the Chairs and the Deans to STICK TO THE POLICY.

Eliminate this office and place the employees in Accounts Payable, Human Resources, Purchasing and other support departments that are perennially understaffed but who, unlike the F&B Concierge, actually work to get people paid and hired and reimbursed.

Yes. I'd like to suggest that the workday@unlv project manager onto the infrastructure committee workday to give direct updates and provide a conduit to answer outstanding questions about coming solutions for workflow.

BRIGHT & DARK SPOTS Merit list has been out for a few days now. Over the years, my immediate reaction to it has undergone a sea of changes. Mathematically speaking, it has moved away from 'local' to 'global'. Local means that as soon as one gets the list, one looks at the awards of one's colleagues, and then of the so-called friends in other departments and colleges, which is global. It creates a lot of heart burn. But, in the long run, it may be a good neurological stimulant! This year, I went off the track. Incidentally, I have completed 40 years at UNLV. Yes, I joined it in 1974. I said to myself - let me measure my 'productivity' with respect to the faculty in other departments who have completed at least 30 years. If there was none in a department, then I took the number closest to 30 – all in the College of Sciences only. Here are eight more faculty members. The administrative faculty are not included: In Biology: Penny Amy (1985); Chemistry: Vernon Hodge (1982), Larry Tirri (1976); Geoscience: Steve Rowland (1978); Mathematical Sciences: Sadanand Verma (1967); Physics: Lon Spight (1970), Victor Kwong (1984) and James Selser (1981). According to the merit list, my getting an award of \$3000 to nothing \$\$ for each one of them seems incongruous – an anomaly! That raises a few questions: What incentives are being offered to the 'senior' faculty from not turning prematurely into proverbial fossils or deadwoods? For the last 25 years, the pendulum of faculty development has swung to one extreme – focusing on the new hires and young faculty. They get huge start-up funds, various college and university awards (often multiple dipping), and even premature equity adjustments etc. It must be

added that I have nearly missed them all! If this small sample suggests that overall performance does start waning after the age of 60, say, then some incentives and award structure can definitely slow it down – like, giving them consideration for sabbatical and faculty development leave, Regents', University and Barrick awards, etc. Without such incentives, imagine numerous consequences of such relatively 'unproductive' faculty staying on the job beyond the age of 60 for another 15-20 years. What is their return to the institution, and to the taxpayers? By bringing this to attention of the campus community, I hope my sample observations at the Science College level is tested at least across the University. This is my way of re-building UNLV faculty at ground zero level. It surely would help UNLV achieve Carnegie Top Tier status. Let me stress that this year's data on merit is very unique in the sense that it covered academic records for six long years at least in these nine cases. That is all.

Yes, I sent an e-mail to President Jessup offering several concepts that would generate millions of dollars for the school by utilizing the appropriate departments and the students. I sent the e-mail to him 2 weeks ago. I have not heard back either way and feel that his assistants may have discarded the e-mail without giving me the opportunity to be specific about what I am offering to the school.

FACULTY AWARDS & RECOGNITIONS (A Reflective Note to the Provost and President) A human life is measured by rewards and punishments. In academe, there are mostly awards, though smaller and fewer. At UNLV, since the 1980s, the number of awards has increased arithmetically! For instance, when I joined it in 1974, there was not even a single faculty award - whatsoever, in my department, college; and to the best of my memory, none at the university and system levels too. UNLV, founded in 1957, even the Alumni Association had not established its first award then. The 'universal' sabbatical leaves, being no longer automatic in the seventh year, are based on scholarship. In 1984, the College of Sciences instituted its first award, and it was for distinguished teaching, which I won it in 1986. The College then included the engineering faculty too. Subsequently, College research (1990) and service (2000) awards were added. Again, on a personal note; the Service award came to me in 2004, but the Research award is on a wait list! The prestige of any award and its awardees are equally enhanced, if the selection process is unbiased, transparent, and its criteria and selectors are fully known in advance. For example, the criteria and process of sabbatical awards are very clear - including the committee membership and its intense deliberations. However, in most university awards, nothing seems open. It does not look good for UNLV aspiring to rise to a Tier One university. For example, last year, I applied for a senior Barrick award for the first time. It is prestigious enough that generally full professorship follows it, or conversely. It may be viewed as double dipping. In extreme scenarios, the same portfolio may win even 3-4 awards - including merit and sabbatical. In my case, full professorship is 20+ years old. I thought my creative record would win Barrick award 'hands down', as I had four books published in four different genres in two years, though in the making for several years. However, utter confusion set in during the application process – mainly between nominators and referees, etc. Its unheard feature is that the committee is formed after the application deadline! The bizarre finale was that the committee formation, portfolio evaluations, and intimation of awards by the Provost office were all done within one week after the deadline! It is a joke on the awards and awardees - based on my recent experience on sabbatical leave committee - its month-long meetings and thorough deliberations. Many eyebrows were raised when a college dean (ineligible) and former senior advisor to the President got one of the two senior awards. The other senior award went to an engineering faculty member, who served as Graduate Coordinator - a time consuming position. I know it as my research suffered when I was the Associate Dean of the College (2003-06) and Math Dept. graduate

coordinator in the 1990s. This Barrick award scenario is topped by the 2013 university distinguished professorship conferred upon a department chair serving for over three years. On the other hand, my Department Chair has put his full professorship on hold for at least six years. A distinguish professor being elected as department chair is laudable; but a sitting chair getting distinguished professorship is questionable – if not deplorable. What does it tell all? A lot – including no disciplinic diversity amongst the awardees – based on the examination of all the awardees. After six months of these thoughts playing over my mind, I felt it was time to share the entire enchilada of awards. The Provost in his first year into the job has already started looking into many ‘small’, but important things, which were not attended to before. Do I have an axe to grind? Yes and No. Raising the academic integrity is foremost. Bestowing Barrick Award on me could also herald recognition to interdisciplinary scholarship at UNLV. Likewise, University Teaching award could recognize my unprecedented record of having taught of 60+ different courses and honors seminars. In a current academic culture, faculty retire after teaching only 6-8 different courses in lifetime. There is a statistical ‘theorem’: For a professor, the sum of the number of published research papers and the number of different courses taught is constant. By the nature of the academe, faculty thrive in narrow strips of professionalism - as measured by research, teaching and service. Interdisciplinary research and teaching would remain a buzzword, as its very foundation in doctoral work remains narrow. However, it took me 20+ years to break away from the conditioning of doctoral student mindset and discover my potential as a writer of innovative books. Above all, any kind of diversity is strongly linked with recognition of intellectual diversity. Rounding it up, it is not easy for committee members to think out of the box. Thus, I may be a victim of my uniqueness! At a short end of my professional life, the inner satisfaction of my work eventually overrides any short-term disappointment. At the same time, I do not want any other multi-dimensional scholar going unrecognized in future. It is worth correcting it. These ideas welled up in my mind while attending the Annual Recognition function a month ago. May 24, 2013/Dec, 2015/March 16, 2016 Review and possibly eliminate units or areas within these units to improve efficiency and cut drains on the budget.

Not yet, but as I learn more, I will have additional input. I cannot attend the two upcoming alumni top tier forums next month, but I would like to be invited to future forums. Thank you.

I believe that holding office hours each week should be mandatory. Students should be able to speak with a professor during those designated times.

Make community activism our TOP priority

UNLV READY TO GO GLOBAL! Generally, people understand the economic impact of export goods and services to foreign countries - like that of US meals, movies, medicines and machines. However, higher education is the biggest US export. If a foreign country is sold on the higher education, then they are likely to buy anything American. Historically speaking, what the church missionaries did for the colonial expansion of the European countries during the 18th - 20th century, it is presently being achieved by the US in its economic expansion through education. Most foreign students in the US are potential leaders of their respective countries. Also, good foreign students raise the level of the class performance. We, the Indian students, did it in mathematics at IU in the 1960s! UNLV is in line with large urban universities in the country. Las Vegas is an undisputed destination resort of the world! Is UNLV keeping pace with the cosmopolitan image of Las Vegas? It is dismally behind. My suggestion is to put all the offices that deal with the students and faculty coming to UNLV from overseas or going abroad under one new office, like, the Dean of International Affairs. Since joining UNLV in 1974, I have spent 6-7 years overseas - including assignments run by Indiana

University (IU) and IUPUI. During annual overseas travels, I notice increasing demand and interest in the US education. All Canadian Universities, UK universities (with the exception of Oxford and Cambridge) and Australian ones aggressively market their programs and recruit students from Asian and Middle East countries. However, relatively fewer US universities are in this field. Here is an example of the financial impact of a program in which I taught (1992-94). It was run by IU (in the MUCIA Consortium) in Malaysia. All salary benefits of IU faculty were applied. After a three-year instruction of IU curriculum, students (about 100) were admitted in the top US universities for the next two years for the completion of their undergraduate degrees. In the 1990s, the Malaysian Government spent \$36,000/student/year. Ten such students choosing UNLV brings \$360,000 to UNLV per year! It is besides the students' personal spending. Compare it, for example, with the overhead of a 3-year \$360,000 NSF research grant. UNLV's colleges of Hotel, Fine Arts, Health Sciences, Architecture, and Honors have quality programs, which are globally marketable. Also, cooperative hybrid programs with local colleges and universities can be launched. That would provide UNLV faculty opportunities to teach overseas. Faculty, teaching overseas, bring back freshness in the classrooms. The 'Yellow' teaching is defined when professors continue to teach from the same notes year after year. Furthermore, faculty teaching in foreign countries enhance UNLV's image. Therefore, UNLV should join a consortium of hyperactive universities for marketing its programs worldwide. Finally, faculty participating in overseas programs should be tangibly recognized and rewarded, as it translates into a substantial salary savings for the institution. For example, the salary benefits of a senior professor cost the university nearly \$150,000/year. Its temporary replacement by a visiting junior faculty may not cost more than \$65,000. Thus, it nets at least \$85,000 in salary savings. Therefore, when a faculty member returns after a year or two of overseas LWOP, 10% of the salary savings should be given back to the faculty. It is a formula similar to the one applied to promote funded research at UNLV. Hope it catches the attention of the incoming Provost too. April 20, 2016

Chairs should be required to have hard conversations with their peers who continually cross the line, and if they don't feel they can, the Dean or someone from HR should be present during the conversation. If the behavior continues and it becomes apparent that no conversation took place, if the Chair tells the Dean that the situation is under control when it obviously isn't, the Chair should be counseled by the Dean or HR. I also think that the Administrative Assistants in each office should be allowed to evaluate our Chairs yearly. I have served three Chairs in my tenure at UNLV and despite information being brought to their attention, not one of them has reacted to an issue in which one of their peers has "gone rogue". The last time it happened in our department, I clearly heard our Chair say to the offender, "That's probably not something you should have done, although I can understand why you did it." This is not effective coaching and doesn't even amount to a slap on the hand.

One thing I noticed about the classified staff is; there is too much continuity among them. They do not like change and some refused to change. I don't know if anyone noticed yesterday (5/4) in our meeting, that each unit sat together. No one wanted to mingle with anyone else. Which I found sad. We are all in this together and as a whole unit shouldn't we all know each other and work together. We can all be on the same team instead of separate teams. Let us create some kind of training so we (the classified staff) can learn how to work as a team. Another idea is customer service. The idea you presented about completing a survey similar to what IT has is great, but customer service begins with the person who not only picks up the phone, but talks to the student, faculty, other staff members and the public. Customer service is making sure that the person you are talking to (at that moment), is the most important person

and it is also something that person feels. As a classified staff employee, my customers are everyone on campus I come in contact with, via the phone, email or in person. If we can commit to doing this among ourselves, can you imagine how great we can be. That's all I have to say.

I know we have many initiatives underway, and I'm excited to be involved with our student success efforts. Over the last year or so since we've become very active with EAB and the Student Success Collaborative, I've heard about the work Georgia State has done, and I take inspiration from what they've accomplished. I wanted to share a recent article highlighting ways they raised their graduation rate by 15 percentage points! Here's a link to the NY Times article:

http://www.nytimes.com/2016/05/01/opinion/sunday/what-can-stop-kids-from-dropping-out.html?_r=1 I've provided my contact information in case anyone would like to follow up with me on these ideas, though I don't feel like I absolutely need a response.

[It would be great to see visual changes in comparison, please take a look at this website, it's a modified copy of Top Tier website with before/after slider: http://ir.unlv.edu/toptier/](http://ir.unlv.edu/toptier/)

Please create a policy that states clearly that babies, pre-school, and elementary age children should not be brought to work unless there is an emergency.

Delivery services personnel are professional and courteous. However, current delivery policy needs to be changed. Items delivered to UNLV Receiving Services should be delivered the same day. Alternatively, allow UPS/Fedex to deliver directly to campus buildings. For faculty, delays in delivery greatly hamper our ability to carry out research activities and also require extra time and effort to contact Delivery Services.

Statistic	Value
Total Responses	32

10. Would you like a response?

#	Answer	Response	%
1	Yes (Please provide name and email above.)	17	50%
2	No	17	50%
	Total	34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.50
Variance	0.26
Standard Deviation	0.51
Total Responses	34