



UNLV

**TOP TIER
STRATEGIC
PLAN**

2015-2025



08/24/2020

UNLV is a thriving urban research university on the rise, and is making a significant impact through outstanding education, meaningful research, and innovative community partnerships that enhances lives. We are on the path to realize our vision of a vibrant, world-class university that our region needs and deserves.

Herein you will find our 2015 strategic plan, which was developed through the collaborative efforts of numerous internal and external constituents. Approved by the Nevada System of Higher Education Board of Regents, this plan outlines our goals, objectives and metrics, measures, and other indicators of success through 2025.

We're proud of the progress toward achieving our goals and remain focused on moving the needle in every category. Our upward momentum is a direct result of the spirit and drive of the UNLV family—faculty, staff, students, alumni, donors, business leaders, and supporters—across our campuses and in our community. We are united in our commitment to UNLV's success.

As the most diverse university in the country in the most enterprising city in the world, UNLV's work is more important than ever and requires the ongoing, collective efforts of every one of us. Our vision and goals are key to how together we will continue making meaningful contributions that benefit the people of UNLV, Nevada, and the world.

Keith E. Whitfield, PhD
President

Christopher L. Heavey, PhD
Interim Executive Vice President and Provost



OUR TOP TIER PLAN – ORGANIZATION OF THIS DOCUMENT

This written strategic plan consists of four sections.

Top Tier Plan Summary

The summary provides the context for the Top Tier strategic plan and explains the processes for developing the plan. The summary identifies and defines the foundational goal of improved infrastructure and a healthy shared governance system, and the four core themes/pathway goals. In addition, the summary includes a description of the annual process for continued review and facilitation of the plan.

Vision, Mission, Objectives, and Metrics

The vision and mission were used to identify our primary objectives and metrics. These metrics are used to evaluate the institution's success as a research university.

Secondary Objectives, Measures and Additional Indicators

Although much work still must be done, secondary measures (metrics) and other additional indicators of success were developed in order to assess further. These measures and indicators supplement the objectives and metrics and consist of a mix of hard and soft metrics that help offer a more complete picture of year-to-year progress, provide more detailed information for the individual core theme/pathway goal areas, and create opportunities for an improved decision-making processes.

Appendices

The appendices provide definitions and data sources for primary metrics, as well as data sources for secondary metrics,. The original strategies document that informed the core theme/pathway goals and broad actions are also included.

The strategic plan, in the current format, is based on the original document, "Top Tier Vision, Mission, Goals, and Objectives (May 4, 2015)," but has been updated to establish broad objectives with annual goals and to include current performance on metrics.

INTRODUCTION: TOP TIER PLAN SUMMARY

UNLV has always been an ambitious university with a longstanding mission to serve its growing and dynamic region. The UNLV Top Tier Initiative is an extension of the institution's vision of being a top American research university, as designated by the Carnegie Foundation, as a Very High Research Activity (R1) University.

The best way to envision the difference is that becoming a R1 University is a necessary, but not sufficient, condition of becoming a fully-functioning, Top Tier University. Top Tier means:

- a superb student educational experience;
- faculty members engaged in high-quality research, scholarship, and creative activity, whether or not that research, scholarship, or creative activity leads to increases in research expenditures or the graduation of more PhD students;
- an academic health center that has fully integrated health science units, including an accredited medical school, as well as faculty members whose research overlaps with the health science division;
- a clearer gateway to facilitate community partnerships with UNLV; and
- a significantly better functioning infrastructure that provides meaningful opportunities for shared governance.

During 2014-2015, a comprehensive, data-driven plan was developed that further defined the vision, assessed the current environment, identified needs and the associated costs, and then set forth strategies and tactics for addressing those needs. Through the work of campus and community constituents, the university formally assessed and strategically analyzed what it would take to become a Top Tier Institution. The organizational structure, policies, culture, leadership, and staffing were examined. The process resulted in agreed-upon and transparent goals for moving forward.

The planning process led to amending the mission as the vision, mission, goals, and strategies were defined. The Nevada System of Higher Education (NSHE) approved the mission and Top Tier strategic plan in March 2016. The Top Tier Vision reads, "By 2025, UNLV will be recognized as a top tier public university in research, education, and community impact." The mission states, "UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve." A critical review of the Top Tier plan was conducted during 2017-18 and resulted in the creation of objectives within each goal area with supporting metrics and annual projected metric goals to help inform and monitor our progress.

The university recognizes the importance of **Infrastructure and Shared Governance** in all aspects, and this foundational goal area is measured and monitored as part of the strategic plan. An improved infrastructure and a healthy shared government model are both pivotal in order to accomplish the four pathway goals and core themes. The university continually develops and leverages the conditions necessary for success, which includes an effective organizational structure, an improved infrastructure, a service-oriented culture, meaningful faculty engagement in shared governance, and the capacity for informed decision-making and informed risk-taking.

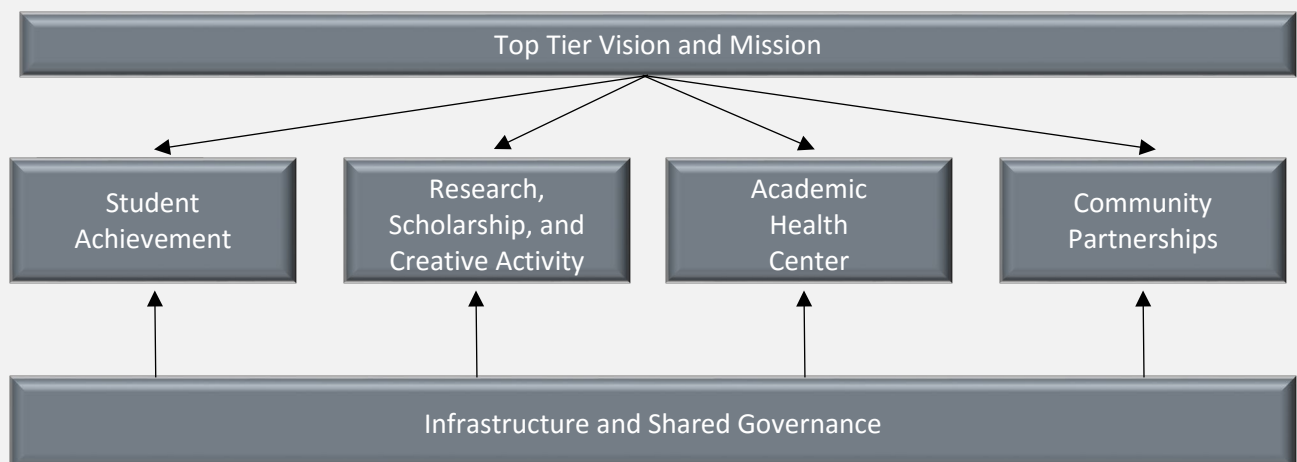
In addition to the foundational goal of Infrastructure and Shared Governance, there are four core themes/pathway goals, each of which is defined.

- **Student Achievement**
 - UNLV recruits, retains, and graduates a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community.

- **Research, Scholarship, and Creative Activity**
 - UNLV fosters a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities.

- **Academic Health Center**
 - The Academic Health Center (AHC) fosters a dynamic, humanistic environment that
 - 1) promotes an innovative curricula that prepares a collaborative practice-ready workforce;
 - 2) advances a synergistic pathway toward excellence in research and scholarship;
 - 3) fosters collaborative, comprehensive person-centered clinical services; and
 - 4) stimulates reciprocal community engagement that enhances the visibility and demonstrates the value of the Academic Health Center.

- **Community Partnerships**
 - UNLV stimulates economic development and diversification, fosters a climate of innovation, and enriches the cultural vitality of the communities that we serve.



The Top Tier Initiative is under the direction of the President with oversight through the Top Tier Executive Committee. The five goal areas (one foundational goal and four core theme/pathway goals) have committee chairs leading these efforts, and these chairs each have appointed committee members tasked with developing and implementing recommendations and best practices, which are reviewed and modified each academic year. These recommendations and practices are based on each goal's definition, objective, metrics and measures, and other indicators of success, in conjunction with the mission at UNLV. Recommendations and best practices help guide activity. To monitor progress, key metric data is broken down by college to the department-level for evaluation and is utilized to inform decision making processes within the colleges. While Top Tier covers the university broadly, individual units have their own strategic plans that align with Top Tier.

Evaluation at the university level occurs annually and consists of a multi-layered analysis. Analysis occurs by each person who submits metrics and measures, at the chair level among chairs collectively, and at the Executive Committee level. While 2015 was the year most baseline data was determined, some data was not available; therefore, the baseline number may reflect the first year in which a system was in place to collect such data.

UNLV has established clear metrics with subsequent goals and progress indicators that will allow explicit tracking, ensuring continuous achievement towards meeting Top Tier strategic objectives and demonstrating clear fulfillment of the institutional mission.

The university has established criteria to evaluate the level of attainment and to determine the level of mission fulfillment, based on the following:

Excellent	90-100% of goal met
Good	80-89% of goal met
Fair	75-79% of goal met
Needs Improvement	74% or less of goal met

PART ONE: VISION, MISSION, AND MEASURES

UNLV's Top Tier Vision

By 2025, UNLV will be recognized as a top tier public university in research, education, and community impact.

UNLV's Top Tier Mission

UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

Mission Fulfillment

Success as a leading research university and achievement of mission fulfillment will be evaluated by progress in meeting the objectives and the metrics as defined in each Core Theme/Pathway Goal. An annual progress report has been, and will continue to be, disseminated to the campus, local community, Nevada System of Higher Education, and the state of Nevada. An acceptable level of mission fulfillment is to meet the annual goals set for each specific metric. If an annual goal is not met, additional efforts will be concentrated on that goal in order to meet the next annual goal.

UNLV's Top Tier Key Metrics

We use metrics to guide our efforts and determine priorities. While each core theme/pathway goals has an articulated list of metrics, the following Key Metrics (included within the core theme/pathway goals) guide our efforts at an institutional level, exemplifying our Top Tier vision and guiding activity across all units.

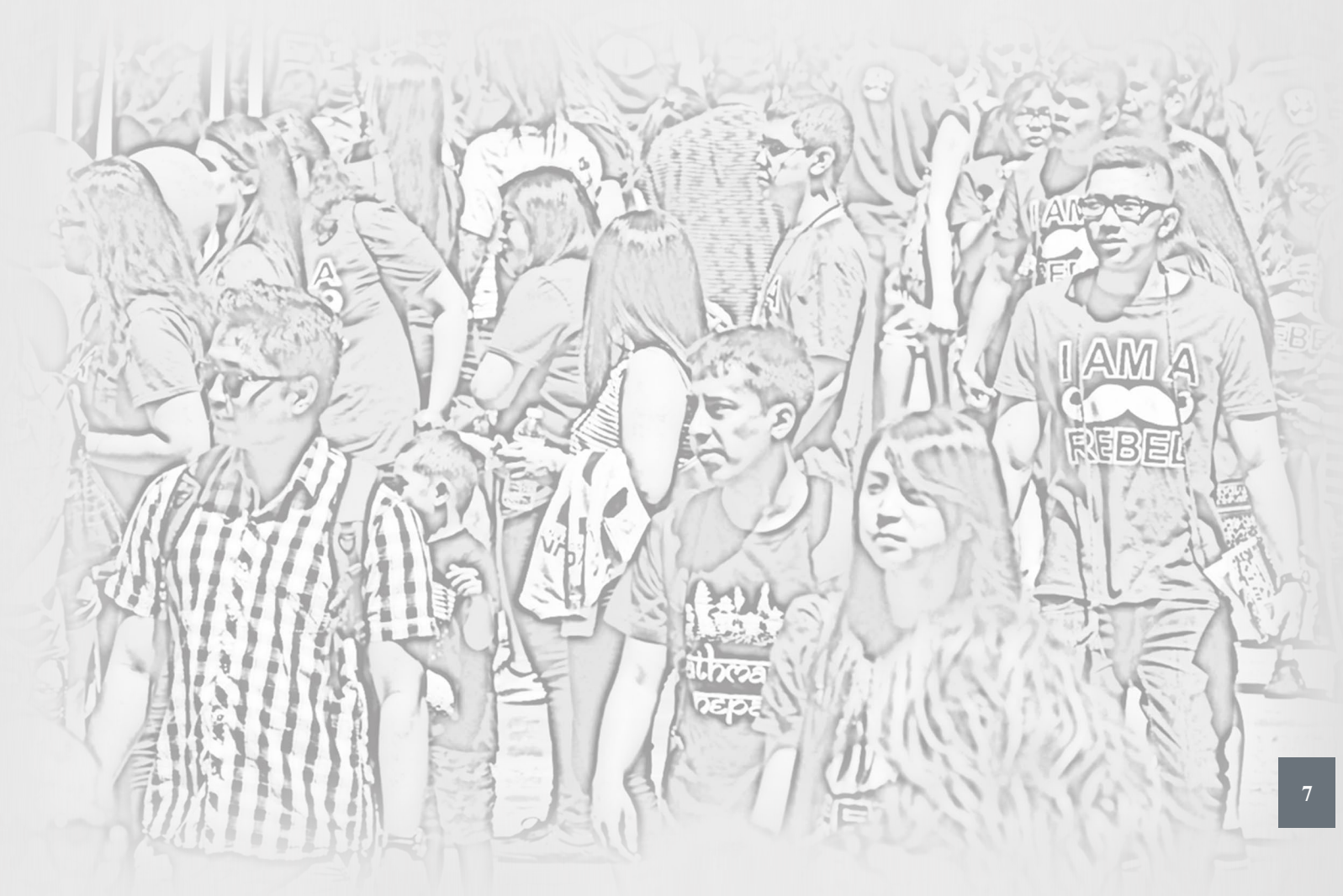
- retention [STA M2A] (see page 9)
- graduation rates [STA M3A] (see page 9)
- research expenditures [RSC M1A] (see page 11)
- non-faculty researchers [RSC M2A] (see page 11)
- doctoral degrees conferred [RSC M2B] (see page 11)
- community impact [CMP M1 and M2] (see page 15)

Diversity, Equity, and Inclusion

Diversity, equity, and inclusion are guiding principles and central to our work. At UNLV, we focus on creating a caring community that supports the successes of our students and faculty. Students educated in racially and ethnically diverse settings perform better academically, are more likely to graduate in four years, and reap great professional and economic success in the workplace than peers from more homogeneous learning environments.

The advantage of a multicultural education extends well beyond a student's time in school and entry into the workforce. Extending the aspirations of democracy is dependent on the capabilities and compassion of our next generation of leaders—leaders who can effectively engage with individuals and groups across the spectrum of human uniqueness.

These factors make any and all diversity, equity, and inclusion efforts beneficial and worthwhile. Important indicators include designations for AANAPISI, HSI, and MSI and applications for additional funding to support our diverse student body. We also use data on student access and success, and on closing the achievement gap for underserved student populations. We continue to collect and analyze employee data that are meaningful indicators in providing direction as we examine deeply the complexities of climate, gender, and race/ethnicity.



Core Theme/Pathway Goal 1 – Student Achievement

Goal:

UNLV recruits, retains, and graduates a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community.

Objectives and Metrics

Objective 1: Improve student outcomes.

Metrics: milestone enrollment, learning outcomes survey, senior exit survey, milestone GPA

Objective 2: Increase undergraduate retention.

Metrics: freshman retention rate, student to advisor ratio, co-curricular student engagement activities attendance, undergraduate research participants

Objective 3: Increase undergraduate graduation rate.

Metrics: graduation rate, online course enrollment

Additional metrics continue on page 18.



Objectives	Metrics		Base-line (2015)	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025
Student Outcomes	Milestone enrollment (progression) [STA M1A]	Goal	-	-	-	-	7,778	7,934	8,093	8,255	8,420	8,588	8,960
		Actual	6,422	6,932	7,246	7,625	7,501	7,667					
	LOS UULO: Inq./Crit. Thinking ¹ [STA M1B]	Goal	-	-	-	-	3.69	3.72	3.76	3.80	3.84	3.87	3.91
		Actual	3.50	3.50	3.66	3.65	3.73	3.78					
	LOS UULO: Written Comm ¹ [STA M1C]	Goal	-	-	-	-	3.60	3.63	3.67	3.70	3.74	3.78	3.82
		Actual	3.40	3.40	3.54	3.56	3.63	3.60					
	SES UULO: Gen Ed Inq./Crit. Thinking ² [STA M1D] ³	Goal	-	-	-	-	-	3.43	3.45	3.47	3.49	3.51	3.53
		Actual	-	-	-	-	3.41	3.43					
	SES UULO: Major/Spec Courses Inq./Crit Think ² [STA M1E] ³	Goal	-	-	-	-	-	4.23	4.25	4.27	4.29	4.31	4.33
		Actual	-	-	-	-	4.21	4.18					
	SES UULO: Gen Ed Written Comm [STA M1F] ³	Goal	-	-	-	-	-	3.58	3.60	3.62	3.64	3.66	3.68
		Actual	-	-	-	-	3.56	3.59					
	SES UULO: Major/Spec Courses Written Comm [STA M1G] ³	Goal	-	-	-	-	-	3.97	3.99	4.01	4.03	4.05	4.07
		Actual	-	-	-	-	3.95	3.93					
Milestone GPA [STA M1H]	Goal	-	-	-	-	3.14	3.18	3.20	3.22	3.24	3.26	3.28	
	Actual	3.01	3.05	3.01	3.11	3.16	3.20						
Undergraduate Retention	Freshman Retention (%) [STA M2A]	Goal	-	75.2	76.3	77.4	78.5	79.6	80.7	81.8	82.9	84	85
		Actual	74.1	74.1	77.1	74.4	75.9	79.4					
	Student To Advisor Ratio ⁴ [STA M2B]	Goal	-	-	-	568	558	548	538	528	518	508	498
		Actual	620	610	578	543	515						
	Co-Curricular Student Engagement Activities Attendance [STA M2C]	Goal	-	-	-	-	125,384	126,600	131,878	135,910	141,429	145,622	153,040
		Actual	106,588	108,614	113,599	122,518	125,493	130,349					
Undergraduate Research Participants [STA M2D]	Goal	-	-	-	730	740	750	760	770	780	790	800	
	Actual	600	600	442	748	894	1,954						
Undergraduate Graduation Rate	6-Year Graduation Rate (%) [STA M3A]	Goal	-	40.7	41.2	41.7	41.8	41.9	42.1	45.2	46.8	48.3	50
		Actual	40.5	40.5	40.7	41.6	42.9	44.8					
	Online Course Enrollment [STA M3B]	Goal	-	-	-	-	49,658	52,858	56,058	59,258	62,458	65,658	68,858
		Actual	34,848	38,719	42,490	46,458	52,034	57,397					

¹ LOS: Learning Outcomes Survey items are average scores on a scale of 1 – 5, with 5 being the highest possible score.

² SES: Senior Exit Survey Items, scale 1-5

³ Revised and edited, former item eliminated; the new items will allow for a clearer comparison of students' perceptions of UULO growth between the LOS and the SES. Goals to be set after two years of review of actual data.

⁴ Lagging data: based on calendar year

Core Theme/Pathway Goal 2 - Research, Scholarship, and Creative Activity

Goal:

UNLV fosters a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities.

Objectives and Metrics

Objective 1: Increase research activity to benefit the local community, state, and nation.

Metrics: research expenditures, faculty publications, faculty supported by grants, patents

Objective 2: Increase scholarly activity to benefit the local community, state, and nation.

Metrics: non-faculty researchers and postdocs, doctoral degrees, graduate student enrollment, graduate assistantships, graduate publications, graduate presentations and poster presentations

Objective 3: Increase creative activity to benefit the local community, state, and nation.

Metrics: publications, presentations, and innovations in artistic disciplines; graduate exhibitions, performances, and public readings

Additional metrics continue on page 19.

Obj	Metrics		Base- line (2015)	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025	
Research Activity	Research Expenditures (millions) ⁵ [RSC M1A]	Goal	-	\$45.0	\$49.0	\$55.0	\$61.0	\$73.0	\$85.0	\$100.0	\$115.0	\$133.0	\$150.0	
		Actual	\$42	\$62.8	\$66.3	\$83.8	\$99.4							
	Faculty – Publications [RSC M1B]	Goal	-	-	1,188	1,223	1,260	1,298	1,337	1,377	1,418	1,461	1,504	
		Actual	1,092	1,092	1,153	1,258	1,542	1,611						
	Research Faculty Supported by Grants [RSC M1C]	Goal	-	-	-	122	128	134	141	148	155	163	171	
		Actual	114	124	116	154	161	165						
	Patents Filed [RSC M1D]	Goal	-	-		35	38	41	44	48	51	56	60	
		Actual	52	64	58	38	30	19						
	Patents Issued [RSC M1E]	Goal	-	-	-	6	7	8	9	10	12	13	19	
		Actual	1	5	5	8	10	14						
	Scholarly Activity	Non-faculty Researchers & Postdocs [RSC M2A]	Goal	-	-	54	62	71	79	87	95	104	112	120
			NFR	42	43	23	45	43						
Postdoc			33	34	31	46	46							
Doctoral Degrees Research/Scholarship [RSC M2B]		Goal	-	-	-	160	166	172	178	184	190	196	200	
		Actual	149	166	155	162	160	209						
Doctoral Degrees Professional Practice [RSC M2C]		Goal	-	-	-	207	209	211	263	265	268	270	272	
		Actual	209	189	205	171	219	204						
Graduate FTE Enrollment [RSC M2D]		Goal	-	-	-	2,937	2,967	2,997	3,037	3,057	3,088	3,119	3,150	
		Actual	2,644	2,738	2,806	2,938	2,898	2,964						
Graduate Assistantships [RSC M2E]		Goal	-	-	-		1,020	1,030	1,040	1,050	1,060	1,070	1,080	
		Actual	931	931	932	1,010	1,009	1,025						
Graduate Publications [RSC M2F]		Goal	-	-	-	-	329	333	336	339	343	346	350	
	Actual	326	-	-	326	417	516							
Graduate Presentations and Poster Presentations [RSC M2G]	Goal	-	-	-	-	953	963	973	982	992	1,002	1,012		
	Actual	944	-	-	944	1,151	891							
Creative Activity	Publications, Presentations, and Innovation in Artistic Disciplines [RSC M3A]	Goal	-	17	20	23	26	30	35	40	46	53	61	
		Actual	15	15	23	15	30	44						
	Graduate Exhibitions, Performances, and Public Readings [RSC M3B]	Goal	-	-	-	-	288	293	297	301	306	311	3 15	
		Actual	284	-	-	284	632	769						

⁵ Lagging data. Research Expenditures reported in the same period as reported to, and verified by, NSF. PDNFR as by the GSS-NSF.

Core Theme/Pathway Goal 3 - Academic Health Center

Goal:

The Academic Health Center (AHC) fosters a dynamic, humanistic environment that

- 1) promotes an innovative curricula that prepares a collaborative practice-ready workforce;
- 2) advances a synergistic pathway toward excellence in research and scholarship;
- 3) fosters collaborative, comprehensive person-centered clinical services; and
- 4) stimulates reciprocal community engagement that enhances the visibility and demonstrates the value of the Academic Health Center.

Objectives and Metrics

Objective 1: Provide health care delivery and community service.

Metrics: patient visits, patient satisfaction

Objective 2: Develop a practice-ready workforce.

Metrics: health-related degrees awarded, diversity and inclusion training

Additional metrics continue on page 20.



Obj	Metrics		Base-line (2015)	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025	
Healthcare Delivery and Community Service	Patients Visits at School of Dental Medicine [AHC M1A]	Goal	-	58,000	62,000	68,000	69,143	70,286	71,429	72,571	73,714	74,857	76,000	
		Actual	55,285	64,748	69,749	72,214	70,291	54,346						
	Patient Satisfaction at School of Dental Medicine (%) [AHC M1B]	Goal	-	95	95	95	95	96	96	96	96	97	97	
		Actual	100	100	99	95	99	99						
	Patient Visits – School of Medicine Clinics [AHC M1C]	Goal	-	-	-	-	125,979	131,978	134,518	137,107	139,745	142,435	145,176	
		Actual	119,980	-	-	119,980	142,698	162,189						
	Ackerman Autism Center Client Visits [AHC M1D]	Goal	-	-	-	-	14,335	14,752	14,925	15,100	15,277	15,456	15,637	
		Actual	13,917	-	-	13,917	11,021	8,305						
	PRACTICE ⁶ and CICFC ⁷ Client Visits [AHC M1E]	Goal	-	-	-	-	7,078	7,432	7,804	8,194	8,603	9,034	9,485	
		Actual	7,428	6,435	6,111	8,656	11,500	8,735						
	Practice Ready Workforce	Health-Related Degrees Awarded, Undergraduate [AHC M2A]	Goal	-	-	-	562	586	611	638	665	694	724	755
			Actual	409	480	494	562	551	615					
Health-Related Degrees Awarded, Graduate [AHC M2B]		Goal	-	-	-	145	156	169	182	197	212	229	247	
		Actual	151	116	135	145	252	277						
School of Dental Medicine DDM & DDS Degrees [AHC M2C]		Goal	-	-	-	78	80	82	84	85	86	87	88	
		Actual	76	76	75	78	86	82						
School Of Medicine MD Degrees Awarded [AHC M2D] ⁸		Goal	-	-	-	-	-	-	58	59	60	60	60	
		Actual	-	-	-	-	-	-						
Student and Faculty Diversity and Inclusion Training [AHC M2E]		Goal	-	-	-	274	292	310	328	346	364	382	400	
		Actual	220	228	256	274	312	350						

⁶ PRACTICE is the Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (a community mental health training clinic)

⁷ CICFC is the Center for Individual, Couple & Family Counseling (training facility for the Marriage and Family Therapy program and provides quality, low-cost therapy to local community residents)

⁸ Degrees awarded to begin with inaugural class – 2021.

Core Theme/Pathway Goal 4 - Community Partnerships

Goal:

UNLV stimulates economic development and diversification, fosters a climate of innovation, and enriches the cultural vitality of the communities that we serve.

Objective 1: Create community connections.

Metrics: community partners and projects, service-learning courses, service hours, cultural activities attendance, arts-oriented community engagement projects

Objective 2: Cultivate a climate of innovation.

Metrics: disclosures submitted, startup (techs), new business starts, Small Business Development Center jobs created and clients served

Additional metrics continue on page 21.

Objectives	Metrics		Base-line 2015	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025
Community Connections	Community Partners [CMP M1A]	Goal	-	-	379	381	384	386	388	391	393	396	398
		Actual	379	-	379	465	478	440					
	Community Projects [CMP M1B]	Goal	-	-	787	792	797	802	806	811	816	821	826
		Actual	787	-	787	967	1,043	983					
	Service-learning Courses [CMP M1C]	Goal	-	-	-	100	105	110	115	120	125	130	135
		Actual	114	-	-	114	118	118					
	Service Hours [CMP M1D]	Goal	-	-	-	25,000	30,000	35,000	40,000	45,000	50,000	55,000	60,000
		Actual	-	-	-	27,428	52,325	166,405					
	Cultural Activities Attendance [CMP M1E]	Goal	-	65,336	65,733	66,131	85,211	85,991	86,778	87,573	88,374	89,184	90,000
		Actual	65,336	65,336	65,434	84,438	94,060	67,000 ⁹					
Arts-Oriented Community Engagement Projects [CMP M1F]	Goal	-	-	-	90	108	130	156	187	206	216	227	
	Actual	-	-	75	146	155	137						
Innovation	Disclosures Submitted [CMP M2A]	Goal	-	-	-	35	38	41	44	48	51	56	60
		Actual	34	57	57	42	39	33					
	Startups Techs [CMP M2B]	Goal	-	-	-	1	1	2	2	3	3	4	5
		Actual	2	1	4	0	1	1					
	New Business Starts [CMP M2C]	Goal	-	-	30	35	41	47	54	60	67	73	80
		Actual	12	14	30	49	52	68					
	SBDC ¹⁰ Jobs Created [CMP M2D]	Goal	-	-	111	115	119	124	128	132	137	143	150
		Actual	59	239	111	207	632	1,173					
SBDC ¹⁰ Clients Served [CMP M2E]	Goal	-	-	248	265	282	300	317	334	352	378	404	
	Actual	92	126	248	328	322	778						

⁹ Estimated; official numbers forthcoming

¹⁰ Nevada Small Business Development Center at UNLV

PART TWO: SECONDARY SET OF OBJECTIVES, MEASURES, AND ADDITIONAL INDICATORS OF OUR SUCCESS

The university recognizes that the Top Tier strategic plan requires ongoing work and reflection. To that end, UNLV leadership initiated both a broad and in-depth review in fall 2017 through summer 2018. In addition to the core theme/pathway goal objectives and metrics, secondary objectives were developed along with supporting measures and indicators that demonstrate success toward progress for completion of the Top Tier plan. These measures provide a clear picture of year-to-year progress, supplement the core themes/pathway goal and their metrics, and consist of both quantitative and qualitative measures.

Infrastructure and Shared Governance

Goal: To accomplish the other four goals, UNLV continually develops and leverages the conditions necessary for success, which includes an effective organizational structure, an improved infrastructure, a service-oriented culture, meaningful faculty engagement in shared governance, and the capacity for informed decision-making and informed risk-taking.

Objective: To enhance essential components of our infrastructure. [ISG M1]

Measures: faculty satisfaction, safety, customer service, process improvements, concierge requests, turnover

Obj	Measures		Base-line	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024	July 2025
Infrastructure	Faculty/Staff Satisfaction ¹² [ISG M1A]	Goal	2.45	2.46	2.47	2.48	2.49	2.50	2.51	2.52	2.53	2.54	2.55
		Actual	2.48	2.51									
	Customer Service Web Views [ISG M1B]	Goal	-			100	130	143	157	173	181	190	200
		Actual	113			113	888	482					
	Staff Turnover ¹³ [ISG M1E]	Goal			17.5	17	16.5	16	15.5	15	14.5	13.5	12.5
		Actual	15.6	15.4	17.5	17.35	19.1						
	Attendance at Police Services [ISG M1Fi]	Goal	-			-	5,836	5,916	5,997	6,079	6,163	6,247	6,333
		Actual	5,757			5,757	6,497	5,925					
	Safety Trainings by Risk-Safety [ISG M1Fii]	Goal	-	10,314	11,345	13,901	14,596	15,326	16,092	16,896	17,741	18,628	19,560
		Actual	9,376	10,949	12,637	14,483	14,329	13,835					

Additional Indicators* That Demonstrate Success

- Annual satisfaction surveys demonstrating progress. [ISG S1A]
 - Climate [ISG S1Ai]
 - Facilities [ISG S1Aii]
 - Leadership Development [ISG S1Aiii]
 - Customer Service [ISG S1Aiv]
- The effectiveness, efficiency, and coordination of data collection, data governance, and data delivery to appropriate constituencies for use in university decision-making. [ISG S1B]
- Depth and diversity of faculty participation in shared governance. [ISG S1C]
- Development and implementation of an effective leadership organizational structure. [ISG S1D]
- Development and implementation of emergency management processes. [ISG S1E]

* Data and information for these indicators are tracked for informational purposes to show support of the overall area.

¹² Survey items are average scores on a 1 – 4 scale, with 4 being the highest possible score.

¹³ Reflects the previous year (i.e., July 18 measures the fall 2017 cohort and their turnover rate one year later). Data lags 1 year.

Student Achievement

Secondary objectives were developed along with supporting metrics to help assess progress. These measures provide a clear picture of year-to-year progress, supplement the core themes/pathway goal and their metrics, and consist of both quantitative and qualitative measures.

Secondary Objectives and Measures

- **Objective 4:** Increase participation in post-secondary education (access).
 - Percentage of 18-24 year olds enrolled at UNLV [STA M4A]
 - Percentage of 25+ year olds enrolled at UNLV [STA M4B]
 - Percentage of new enrollees direct from high school [STA M4C]
 - Percentage of new enrollees scoring a 3 or 4 on ACT College Readiness [STA M4D]

- **Objective 5:** Enhance the student experience and success.
 - Yield statistics (demonstrating UNLV is a school of choice) [STA M5A]
 - Student engagement, as measured by the National Survey of Student Engagement and Student Satisfaction Inventory [STA M5B]
 - Student educational experiences in teaching and learning, as measured by the Student Satisfaction Index [STA M5C]
 - Student satisfaction survey related to student services, campus environment, and safety [STA M5D]
 - Student wellness metrics related to services and academic impact. [STA M5E]
 - Graduation plus transfer rates [STA M5F]
 - Number of students earning a degree [STA M5G]

- **Objective 6:** Close the achievement gap among underserved student populations.
 - Enrollment distribution (percentage) by race/ethnicity [STA M6A]
 - Distribution of degrees (percentage) by race/ethnicity [STA M6B]
 - Number of students earning degrees by race/ethnicity [STA M6C]
 - Graduation rates (percentage) by race/ethnicity [STA M6D]
 - % of Minority Students at UNLV earning a 3 or 4 ACT [STA M6E]

- **Objective 7:** Contribute to the workforce.
 - Degrees produced in high-demand fields [STA M7A]
 - Career outcomes [STA M7B]

Additional Indicators* That Demonstrate Success

- Student athletes who continue to meet and exceed Academic Progress Rate (APR) requirements. [STA S1A]

* Data and information for these indicators are tracked for informational purposes to show support of the overall core theme/pathway goal area.

Research, Scholarship, and Creative Activity

Secondary objectives were developed along with supporting metrics to help assess progress. These measures provide a clear picture of year-to-year progress, supplement the core themes/pathway goal and their metrics, and consist of both quantitative and qualitative measures.

Secondary Objectives and Measures

- **Objective 4:** Create and sustain an environment that supports research, scholarship, and creative activities.
 - Office of Sponsored Programs: staffing and certification, newly awarded contract and grant budgets and counts, budget changes and modifications, award close-out and final reports [RSC M4A]
 - Institutional Review Board: exempt, expedited, and student reviews; full committee reviews [RSC M4B]
 - Purchasing: laboratory and research equipment, purchasing approval authority [RSC M4C]
- **Objective 5:** Impact of research, scholarship, and creative activities in the academic and artistic communities.
 - Commercially sponsored research [RSC M5A]
 - Citations [RSC M5B]
 - Commissioned and/or juried exhibitions or performances [RSC M5C]
 - Philanthropic support for our research, scholarship, and creative activities [RSC M5D]
 - Master's, professional, and doctoral degrees granted per year, as appropriate for individual academic units [RSC M5E]
 - Tenure and tenure-track faculty members [RSC M5F]
- **Objective 6:** Create and sustain an environment that supports, encourages, and produces high-impact undergraduate and graduate student activities. [RSC M6]
 - Undergraduate publications [RSC M6A]
 - Undergraduate presentations [RSC M6B]
 - Supervised research and research internships [RSC M6C]
 - Graduate student opportunities: grant funded GAs, CGRAs (Community Graduate Research Assistants), and graduate fellowships, Student Success Institute engagement and participation in Grad Advance [RSC M6D]

Additional Indicators* That Demonstrate Success

- Rankings by the Carnegie Foundation for Advancement of Teaching, federal agencies, and other organizations (i.e., NSF, National Research Council, etc.), particularly Doctoral Universities: Highest Research Activity (R1) status. [RSC S1A]
- Increase breadth and depth of economic and cultural impact of the university's activities in the community. [RSC S1B]

* Data and information for these indicators are tracked for informational purposes to show support of the overall core theme/pathway goal area.

Academic Health Center

Secondary objectives were developed along with supporting metrics to help assess progress. These measures provide a clear picture of year-to-year progress, supplement the core themes/pathway goal and their metrics, and consist of both quantitative and qualitative measures.

Secondary Objectives and Measures

- **Objective 3: Education and Research/Scholarship:** Increase the capacity and productivity in research scholarship, innovation, and creativity to address the workforce challenges and opportunities of the future.
 - Grants [AHC M3A]
 - Publications [AHC M3B]
 - Presentations [AHC M3C]
 - Interprofessional Team-Based Learning [AHC M3D]
 - Professional Learning Communities [AHC M3E]
 - Turnover [AHC M3F]
 - Faculty Promotion [AHC M3G]
 - Awards (\$) [AHC M3H]

- **Objective 4: Health Care Delivery and Community Service:** Provide comprehensive, person-centered care that enhances the quality, accessibility, scope of clinical services, and expands community engagement toward improved collaboration and population health.
 - Exam Pass Rates [AHC M4A]
 - Students Remaining in Nevada after Graduation [AHC M4B]
 - Master Affiliation Agreements [AHC M4C]

- **Objective 5: Wellness and Health Promotion:** Develop and implement prevention initiatives that work to improve the health and wellness of UNLV AHC faculty, students, staff, and the surrounding community.
 - Health and Wellness Survey [AHC M5A]
 - Programs [AHC M5B]
 - Campus and Community Partnerships [AHC M5C]

Additional Indicators* That Demonstrate Success

- Annual Health Sciences Newsletter [AHC S1A]

* Data and information for these indicators are tracked for informational purposes to show support of the overall core theme/pathway goal area.

Community Partnerships

Secondary objectives were developed along with supporting metrics to help assess progress. These measures provide a clear picture of year-to-year progress, supplement the core theme/pathway goals and their metrics, and consist of both quantitative and qualitative measures.

Secondary Objectives and Measure

- **Objective 3:** Engage with the community.
 - Community engagement tracking and satisfaction surveys [CMP M3A]
 - Inclusion of community members in activities sponsored by the UNLV Foundation and the Alumni Association to advance development and fundraising [CMP M3B]

- **Objective 4:** Increase start-up activities and discoveries.
 - Commercially sponsored research [CMP M4A]
 - Revenues [CMP M4B]
 - Capital infusion [CMP M4C]

Additional Indicators* That Demonstrate Success

- Enhance the success of UNLV's major athletic programs. [CMP S1A]
 - Measures: student-athletes academic performance, student-athlete community outreach, fan experience surveys, operations
- Help solve community problems. [CMP S1B]
 - Measures: annual report addressing issues surrounding annual community problem selected (e.g., homeless, domestic violence, children's health, smart decarceration, etc.)
- Communicate UNLV's brand and strengths.
 - Measures: annual reports on advertising and branding campaigns [CMP S1C]

* Data and information for these indicators are tracked for informational purposes to show support of the overall core theme/pathway goal area.



APPENDIX A: DEFINITIONS AND DATA SOURCES FOR PART ONE

The strategic plan utilizes metrics that are paramount to the university’s success and are aligned with reporting to federal, state, and other key internal and external entities. The order of priority for selecting the metrics used in our strategic plan is to use data based on federal requirements where applicable, followed by state, and then local data. We continually seek to report data efficiently and consistently across all areas.

Metric	Definition and Source
Student Achievement	
Milestone enrollment (progression) [STA M1A]	Milestone enrollment is the enrollment of students in their first upper-division required course. This is an introduction to their major coursework, and the course encompasses all five UULOs. Milestone enrollment is obtained from a Decision Support dashboard. Enrollment is tracked by Milestone course (BIOL 351, etc.), course level (100, 200, etc.), subject (COM, ANTH, etc.), department, college, and as an overall enrollment tally. Calculated through Academic Assessment, reported annually.
LOS UULO – Inquiry/Critical Thinking [STA M1B]	Learning Outcomes Survey items are average scores on a scale of 1 – 5, with 5 being the highest possible score. LOS are administered to students enrolled in First-Year Seminars (FYS) each semester, and contain items related to student success/UULOs. The UULO block that is identical to that in the Senior Exit Survey. Survey responses are collected, analyzed, and reported annually by the Office of Academic Assessment.
LOS UULO – Written Communication [STA M1C]	Learning Outcomes Survey items are average scores on a scale of 1 – 5, with 5 being the highest possible score. LOS are administered to students enrolled in First-Year Seminars (FYS) each semester, and contain items related to student success/UULOs. The UULO block that is identical to that in the Senior Exit Survey. Survey responses are collected, analyzed, and reported annually by the Office of Academic Assessment.
SES UULO – Inquiry/Critical Thinking [STA M1D]	Senior Exit Surveys are administered to undergraduate seniors as they apply for graduation. SES contains approximately 60 items around satisfaction and educational attainment, and a set of UULO items. Items are average scores (1-5, with 5 highest). The range of satisfaction and educational attainment references their university experiences and includes a set of items covering the University Undergraduate Learning Outcomes (UULOS). All graduating seniors are invited to participate in the online survey. A link is emailed to students who then complete the survey if they wish to do so. Survey responses are collected, analyzed, and reported annually by the Office of Academic Assessment.
SES UULO – Major/Spec Courses Inquiry/Critical Thinking [STA M1E]	Senior Exit Surveys are administered to undergraduate seniors as they apply for graduation. SES contains approximately 60 items around satisfaction and educational attainment, and a set of UULO items. Items are average scores (1-5, with 5 highest). The range of satisfaction and educational attainment references their university experiences and includes a set of items covering the University Undergraduate Learning Outcomes (UULOS). All graduating seniors are invited to participate in the online survey. A link is emailed to students who then complete the survey if they wish to do so. Survey responses are collected, analyzed, and reported annually by the Office of Academic Assessment.
SES UULO: Gen Ed Written Comm [STA M1F]	Senior Exit Surveys are administered to undergraduate seniors as they apply for graduation. SES contains approximately 60 items around satisfaction and educational attainment, and a set of UULO items. Items are average scores (1-5, with 5 highest). The range of satisfaction and educational attainment references their university experiences and includes a set of items covering the University Undergraduate Learning Outcomes (UULOS). All graduating seniors are invited to participate in the online survey. A link is emailed to students who then complete the survey if they wish to do so. Survey responses are collected, analyzed, and reported annually by the Office of Academic Assessment.
SES UULO: Major/Spec Courses Written Comm [STA M1G]	Senior Exit Surveys are administered to undergraduate seniors as they apply for graduation. SES contains approximately 60 items around satisfaction and educational attainment, and a set of UULO items. Items are average scores (1-5, with 5 highest). The range of satisfaction and educational attainment references their university experiences and includes a set of items covering the University Undergraduate Learning Outcomes (UULOS). All graduating seniors are invited to participate in the online survey. A link is emailed to students who then complete the survey if they wish to do so. Survey responses are collected, analyzed, and reported annually by the Office of Academic Assessment.
Milestone GPA [STA M1H]	Milestone enrollment is the first upper-division requirement, which is where GPAs are captured, and is designed to be students’ introduction to their major coursework. Milestone experiences encompass all five UULOs, and GPAs demonstrate UULO attainment. Decision Supports provides GPAs down to the college level. Reported annually by Academic Assessment.
Freshman Retention Rate [STA M2A]	As reported to IPEDS: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. Calculated through Decision Support, reported annually.
Student to Advisor Ratio [STA M2B]	The number of active students enrolled in individual colleges and the number of advisors within the college assigned to provide support, expressed as a ratio. Calculated through Academic Advising, reported annually.

Metric	Definition and Source
Co-Curricular Student Engagement Activities Attendance [STA M2C]	Total headcount of participants in co-curricular opportunities organized by Division of Student Affairs – Campus Life offices. Includes participants for “Get Involved” events, service events, leadership programs, student government events, campus activities, student diversity and social justice events, residential life activities, and campus recreational programs. Headcount is redundant/additive instead of unique. Calculated through Student Affairs Assessment, reported annually.
Undergraduate Research Participants [STA M2D]	The total number of undergraduate students conducting supervised research (high impact undergraduate student research activities are those supervised by research mentors) and directly participating in research activities which includes professional development and career training workshops, presentations at UNLV conferences and competitions, and applications for funding. Calculated through Office of Undergraduate Research, reported annually.
6-Year Graduation Rate [STA M3A]	In accordance with IPEDS. The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. Calculated through Decision Support, reported annually.
Online Course Enrollment [STA M3B]	The online course enrollment represents the number of web-based and web-based with meeting courses (WB and WM) that have been taken by students in Summer, Fall, and Spring of the current reporting year (academic/fiscal year). Calculated through Decision Support and reported annually by Online Education.
Research, Scholarship, and Creative Activity	
Research Expenditures [RSC M1A]	Funds spent to conduct research as based on National Science Foundation (NSF) criteria for the Higher Education Research and Development (HERD) survey. Reported annually by OSP on behalf of the VPR.
Faculty Publications [RSC M1B]	Publications count is from both the Web of Science and Scopus with duplicates eliminated, reported annually by UNLV libraries.
Research Faculty Supported by Grants [RSC M1C]	Faculty who are named as Principal Investigator or Co-Principal Investigator leading a research project on a funded sponsored research program. Reported annually by Office of Sponsored Programs.
Patents Filed [RSC M1D]	A patent filed is an application that is a request pending at a patent office for the grant of a patent for an invention described in the patent specification and a set of one or more claims stated in a formal document, including necessary official forms and related correspondence. Reported annually by Office of Economic Development.
Patents Issued [RSC M1E]	A patent for an invention is the grant of a property right to the inventor, issued by the United States Patent and Trademark Office. Reported annually by Office of Economic Development.
Non-faculty Researchers & Postdocs [RSC M2A]	As reported on NSF General Social Survey (GSS) survey and the NSF Survey of Graduate Students and Postdoctorates in Science and Engineering, reported annually by Decision Support.
Doctoral Degrees Research/Scholarship [RSC M2B]	As reported on IPEDS enrollment by CIP Code, matching Carnegie Classification of subject area, data provided annually by Decision Support.
Doctoral Degrees Professional Practice [RSC M2C]	As reported on IPEDS enrollment by CIP Code, matching Carnegie Classification of subject area, data provided annually by Decision Support.
Graduate FTE Enrollment [RSC M2D]	FTE is a measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. Data provided annually by Decision Support.
Graduate Assistantships [RSC M2E]	A salaried student employee completing post-graduate education. Includes state only funded, grant only funded, gift funded, campus only funded, state and grant funded, and state and campus funded. Data provided annually by Graduate College.
Graduate Publications [RSC M2F]	Graduate Student Scholarship is defined as the number of scholarly and creative activities reported by students in the Graduate Student Annual Review survey. Graduate Publications include the number of publications. Data provided annually by Graduate College.
Graduate Presentations and Posters [RSC M2G]	Graduate Student Scholarship is defined as the number of scholarly and creative activities reported by students in the Graduate Student Annual Review survey. Graduate Presentations and Poster Presentations include the total number of conference presentations and conference poster presentations. Data provided annually by Graduate College.
Announcements – Creative Activity [RSC M3A]	Announcements pertaining to creative activity as published by UNLV Today. Creative activity includes: exhibitions, honors, notable, performances, and presentations. Data provided annually by IMB Web Communications.
Graduate Exhibitions, Performances, and Public Readings [RSC M3B]	Graduate Student Scholarship is defined as the number of scholarly and creative activities reported by students in the Graduate Student Annual Review survey. Data include the total number of graduate exhibitions, performances, and public readings. Data provided annually by Graduate College.

Metric	Definition and Source
Academic Health Center	
Patients Visits at SDM [AHC M1A]	Total number of patient visits recorded through the electronic health management system (EHR). Reported annually by Dental Medicine.
Patient Satisfaction SDM [AHC M1B]	Satisfaction surveys collected from patients regarding quality of service and the overall experience. Survey items are on a Likert-scale from 1 to 5. Reported annually by Dental Medicine.
Patient Visits at SOM [AHC M1C]	All completed patient visits in the school of medicine clinics. Reported annually by School of Medicine.
Patient Visits – Ackerman [AHC M1D]	All completed patient visits by the Ackerman Autism center. Reported annually by School of Medicine.
PRACTICE and CICFC Patient Visits [AHC M1E]	The total number of attended clinical (face-to-face or tele-health) psychotherapy, individualized case management, or psychological assessment appointments. Reported annually by The PRACTICE and Center for Individual, Couples, and Family Counseling, with numbers aggregated by President’s Office for final count.
Health Related Degrees Awarded, Undergraduate [AHC M2A]	Based on CIP codes; Health-related degrees are those offered by Integrated Health Sciences, School of Nursing, and School of Public Health. Reported annually by Decision Support.
Health Related Degrees Awarded, Graduate [AHC M2B]	Based on CIP codes; Health-related degrees are those offered by Integrated Health Sciences, School of Nursing, and School of Public Health. Reported annually by Decision Support.
Dental Medicine DDM and DDS Degrees Awarded [AHC M2C]	Number of DDM and DDS degrees awarded. Reported annually by Dental Medicine.
School of Medicine MD Degrees Awarded [AHC M2D]	Number of MD degrees awarded. Reported annually by School of Medicine.
Diversity and Inclusion Training [AHC M2E]	Training in which faculty and students receive regarding diversity and inclusion. These include courses that students participate in, faculty development, continuing education courses, and required sensitivity training relative to patient care. Reported annually by Health Sciences Deans.
Community Partnerships	
Community Partners [CMP M1A]	The total number of partners reported by faculty and staff via the annual, campus-wide community engagement survey. Reported annually by the Office of Community Engagement.
Community Projects [CMP M1B]	The total number of projects reported by faculty and staff via the annual, campus-wide community engagement survey. Reported annually by the Office of Community Engagement.
Service-learning Courses [CMP M1C]	The total number of all identified service-learning courses within the UNLV curriculum. Reported annually by the Division of Student Affairs, Office of Service Learning and Leadership.
Service Hours [CMP M1D]	The total number of both curricular and co-curricular sources of service hours. Reported annually by the Division of Student Affairs, Office of Service Learning and Leadership.
Cultural Activities Attendance [CMP M1E]	The total number of attendees at Barrick Museum of Art, Performing Arts Center, Donna Beam Fine Art Gallery, University Libraries Events, and Barrick Lecture Series (does not include Athletic, TMC, Cox, or SBS events). Reported annually by the UNLV Libraries.
Arts-Oriented Comm Engagement Projects [CMP M1F]	The total number of Arts-Oriented Community Projects reported by faculty and staff via the annual, campus-wide community engagement survey. Reported annually by the Office of Community Engagement.
Disclosures Submitted [CMP M2A]	The total number of disclosures reported annually through Office of Economic Development and Tech Transfer.
Startups Techs [CMP M2B]	The total number of startups, based upon a university owned piece of intellectual property, calculated through Office of Economic Development and Tech Transfer, reported annually
New Business Starts [CMP M2C]	The total number of companies UNLV helped to form and start in the community. Calculated through Office of Economic Development and Tech Transfer, reported annually.
SBDC Jobs Created [CMP M2D]	The total number of jobs created from new business starts, calculated through Office of Economic Development and Tech Transfer, reported annually.
SBDC Clients Served [CMP M2E]	The total number of individuals that come into the Small Business Development Center to inquire and/or engage with services. Calculated through Office of Economic Development and Tech Transfer, reported annually

APPENDIX B: DATA SOURCES FOR PART TWO

Measures	Source
Infrastructure and Shared Governance	
Faculty Satisfaction [CMP M1A]	Calculated through Climate Survey, reported after survey results disseminated
Customer Service Webpage Views [CMP M1B]	Calculated through University Communications, reported annually
Staff Turnover [CMP M1E]	Calculated through Human Resources, reported annually
Safety Trainings – Police Services [CMP M1Fi]	Calculated through Police Services, reported annually
Safety Trainings – Risk Safety [CMP M1Fii]	Calculated through Risk Safety, reported annually

Measures	Source
Student Achievement	
Access % 18-24 enrolled [STA M4A]	Calculated through UNLV Decision Support, reported annually
Access % 25+ enrolled [STA M4B]	Calculated through UNLV Decision Support, reported annually
Access % direct HS [STA M4C]	Calculated through UNLV Decision Support, reported annually
Access % 3 or 4 ACT [STA M4D]	Calculated through UNLV Decision Support, reported annually
Yield Statistics [STA M5A]	Calculated through UNLV Undergraduate Education, reported annually
Student Engagement [STA M5B]	Calculated through UNLV Division of Student Affairs, Campus Assessment, reported every 3 years
Student Educational Experiences [STA M5C]	Calculated through UNLV Division of Student Affairs, Campus Assessment, reported every 3 years
Student Satisfaction [STA M5D]	Calculated through UNLV Division of Student Affairs, Campus Assessment, reported every 3 years
Student Wellness [STA M5E]	Calculated through UNLV Division of Student Affairs, Student Wellness, reported annually
Graduation plus Transfer Rates [STA M5F]	Calculated through UNLV Decision Support, reported annually
Number of Students Earning a Degree [STA M5G]	Calculated through UNLV Decision Support, reported annually
Enrollment Distribution (%) [STA M6A]	Calculated through UNLV Decision Support, reported annually
Distribution of Degrees (%) [STA M6B]	Calculated through UNLV Decision Support, reported annually
Number of Students Earning Degrees [STA M6C]	Calculated through UNLV Decision Support, reported annually
Graduation Rates (%) [STA M6D]	Calculated through UNLV Decision Support, reported annually
Minority Students Earning a 3/4 on ACT [STA M6E]	Calculated through UNLV Decision Support, reported annually
Degrees High-Demand Fields [STA M7A]	Calculated through UNLV Career Services, reported annually
APR [STA S1A]	Calculated through UNLV Athletics and ASC SAAS, reported annually
Research, Scholarship, and Creative Activity	
OSP Certified in Research Administration [RSC M4Ai]	Calculated through UNLV Office of Sponsored Program, reported annually
Contract and Grant Budgets and Accounts [RSC M4Aii]	Calculated through UNLV Office of Sponsored Program, reported annually
Award Close-out and Final Reports [RSC M4Aiii]	Calculated through UNLV Office of Sponsored Program, reported annually
IRB Exempt, Expedited, and Student Rev. [RSC M4Bi]	Calculated through UNLV Office of Research Integrity, reported annually
IRB Full Committee Reviews [RSC M4Bii]	Calculated through UNLV Office of Research Integrity, reported annually
Purchasing Lab/Research Equipment [RSC M4Ci]	Calculated through UNLV Division of Research, reported annually
Purchasing Approval Authority [RSC M4Cii]	Calculated through UNLV Division of Research, reported annually

Measures	Source
Research, Scholarship, and Creative Activity	
Commercially Sponsored Research [RSC M5A]	Calculated through UNLV Office of Sponsored Programs, reported annually
Faculty - Publications [RSC M5B]	Calculated through Scopus and Web of Science by UNLV Libraries, reported annually
Faculty - Citations [RSC M5C]	Calculated through Scopus and Web of Science by UNLV Libraries, reported annually
Juried Exhibitions [RSC M5D]	To be calculated through Faculty Affairs upon implementation of Interfolio (July 2020)
Philanthropic Support [RSC M5E]	Calculated through UNLV Foundation and reported annually by the UNLV Graduate College
Master's and Professional Degrees [RSC M5F]	Calculated through Decision Support, reported each semester
Grad Articles [RSC M6Ai]	Calculated through UNLV Graduate College, reported annually
UG Articles [RSC M6Aii]	Calculated through UNLV Office of Undergraduate Research, reported annually
Grad Presentations [RSC M6Bi]	Calculated through UNLV Graduate College, reported annually
UG Presentations [RSC M6Bii]	Calculated through UNLV Office of Undergraduate Research, reported annually
Graduate Supervised Research [RSC M6Ci]	Not in place; will begin 2019 through UNLV Graduate College
UG Supervised Research [RSC M6Cii]	Calculated through UNLV Office of Undergraduate Research, reported annually
Grant Funded GAs [RSC M6Di]	Calculated through UNLV Graduate College, reported annually
Non-grant Funded GAs [RSC M6Dii]	Calculated through UNLV Graduate College, reported annually
CGRAs [RSC M6Diii]	Calculated through UNLV Graduate College, reported annually
Graduate Fellowships [RSC M6Div]	Calculated through UNLV Graduate College, reported annually
Student Success Institute – Attendance [RSC M6Dv]	Calculated through UNLV Graduate College, reported annually
Student Success Institute – Workshops [RSC M6Dvi]	Calculated through UNLV Graduate College, reported annually
Grad Advantage [RSC M6Dvii]	Calculated through UNLV Graduate College, reported annually
Graduate Student Enrollment [RSC M6Dviii]	Calculated through UNLV Graduate College, reported annually
Rankings [RSC S1A]	As shared by individual units, rolling reporting (when notice received)
Economic and Cultural Impact [RSC S1B]	See CMP 1, CMP 2, CMP 3, CMP 4, CMP S1

Measures	Source
Academic Health Center	
Grants [AHC M3A]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Publications [AHC M3B]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Presentations [AHC M3C]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Education and Research/Scholarship- Inter-professional Team-based Learning [AHC M3D]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Education and Research/Scholarship-PLCs [AHC M3E]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Education and Research/Scholarship- Turnover [AHC M3F]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Education and Research/Scholarship- Faculty Promotion [AHC M3G]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Education and Research/Scholarship - Awards (\$) [AHC M3H]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Delivery and Service- Total Exam Pass Rates [AHC M4A]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Delivery and Service-Students in NV [AHC M4B]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Delivery and Service-Master Affiliation AGTs [AHC M4C]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Delivery and Service-Patient Visits [AHC M4D]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Wellness and Health - Survey [AHC M5A]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Wellness and Health - Programs [AHC M5B]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Wellness and Health Campus And Community Partnerships [AHC M5C]	Compiled by Asst. Dean for Academic Affairs, Assessment, and Instruction, SDM, reported annually
Community Partnerships	
Community Partner Satisfaction [CMP M3A]	Calculated through UNLV Office of Community Engagement, reported annually
Inclusion of Community [CMP M3B]	Calculated through UNLV Alumni Relations, reported annually
CSR Contracts (x \$100,000) [CMP M4A]	Calculated through UNLV Office of Economic Development and Tech Transfer, reported annually
Revenues (x \$10,000) [CMP M4B]	Calculated through UNLV Office of Economic Development and Tech Transfer, reported annually
Capital Infusion (x \$100,000) [CMP M4C]	Calculated through UNLV Office of Economic Development and Tech Transfer, reported annually
Fundraising (millions) [CMP M4D]	Calculated through UNLV Foundation, reported annually
Athletics [CMP S1A]	Reported through UNLV Department of Athletics, reported annually
Community Problems [CMP S1B]	Reported through UNLV Department of Social Work, reported annually
Marketing [CMP S1C]	Reported through UNLV Division of Integrated Marketing and Branding, reported annually

APPENDIX C: STRATEGIES¹⁴

To accomplish these goals, we will:

Student Achievement

- Become a national leader in undergraduate, professional, and graduate education, with an emphasis by all academic units on effective teaching and the achievement of measurable learning outcomes, as well as by undergraduate engagement in research and creative activities and with the community, as measured by accepted benchmarks and implemented through: [STA A 1]
 - Motivating teaching excellence through teaching incentives (either as a bonus or an award added to base salary). [STA A1A]
 - Incentivizing the adoption of teaching methods that promote learning among socially and culturally diverse students. [STA A1B]
 - Incentivizing the nascent and promising collaborations among student services units and instructional/faculty development units by aligning unit-specific goals and resources more directly with shared student-success goals. [STA A1C]
 - Gathering and analyzing university-wide learning assessment and outcomes data, including achievement of University Undergraduate Learning Outcomes, and using those data to make appropriate programmatic changes. [STA A1D]
- Increase the quality and quantity of UNLV graduates: [STA A2]
 - At the undergraduate level by: [STA A2A]
 - Reviewing and changing, as appropriate, financial aid and use of merit awards to attract those students whom UNLV particularly wants to recruit and retain. [STA A2Ai]
 - Re-evaluating key student recruiting geographic areas, especially those in the Western region (including Hawaii) and internationally. [STA A2Aii]
 - Reviewing and changing, as necessary, student mentoring and advising to ensure satisfactory retention, time-to-degree progress, and graduation rates. [STA A2Aiii]
 - Developing and implementing a comprehensive retention strategy and appointing a “retention czar” empowered to oversee and manage the implementation of and adherence to UNLV’s overall undergraduate program,¹⁵ including systematic review of general education requirements to ensure that they are educationally sound and consistent across undergraduate-serving academic units). [STA A2Aiv]
 - Making the registration process more user-friendly and efficient, as measured by student feedback, registration waiting times, class waitlists, and similar measures. [STA A2Av]
 - Setting enrollment targets for the next five and 10 years, including in-state and out-of-state metrics. [STA A2Avi]
 - Increasing international student-recruitment efforts that result in increased matriculation, retention, and graduation of international students. [STA A2Avii]
 - Deepening the collaboration with CCSD, Nevada State, and the College of Southern Nevada to ensure seamless transitions into UNLV for qualified students: [STA A2Aviii]
 - By developing pipeline programs.
 - Through the use of contingent admission programs.
 - Expanding the Honors College to increase the number of, and the UNLV opportunities for, outstanding undergraduate students. [STA A2Aix]
 - Developing a tracking metric for becoming the “university of choice” for Clark County School District graduates. [STAA 2Ax]
 - At the graduate and professional student level by: [STA A2B]
 - Increasing doctoral stipends (cash amount, benefits, and duration), especially in those areas of targeted research strengths and competitive necessity. [STA A2Bi]
 - Developing a plan for strategic increases in master’s-level enrollment, both on-site and online, where appropriate. [STA A2Bii]
 - Using academic unit financial aid and merit to recruit and retain high-quality master’s-level and other professional degree students. [STA A2Biii]
- Ensure that all student-related offices provide superior responsiveness to the needs of individual students by: [STA A3]
 - Enhancing professional development, with an emphasis on customer service. [STA A3A]
 - Rewarding and recognizing superior customer service. [STA A3B]
 - Implementing an evaluation system to gauge customer service and providing sufficient incentives to secure participation in these evaluations. [STA A3C]
- Enhance the campus environment through a range of social and cultural opportunities on campus to promote an active 12-month/year, seven-day/week campus community—in part by increasing on-campus student housing and related facilities. [STA A4]
- Implement a consistent set of tools to evaluate teaching effectiveness, such as student surveys of teaching performance, pass/retention rates by course, and alumni surveys five years after graduation, and specify how teaching excellence counts toward promotion and tenure. [STA A5]

¹⁴ Wording from the original document established in 2015; these should be considered suggested strategies as action plans incorporate strategies based on needs and priorities.

¹⁵ The Provost, through the “retention czar,” will hold deans accountable for retention in their units.

Research, Scholarship, and Creative Activity

- Promote a productive, vibrant, diverse, and collaborative faculty and a robust administrative support system to enhance the productivity of research, scholarship, and creative activity across university and academic units by: [RSC A1]
 - Increasing successful competitive grant applications and program-level funding resulting in externally funded research, as well as other competitive and entrepreneurial research funding opportunities. [RSC A1A]
 - Developing an enhanced reward structure for highly productive researchers, including research incentives (either as a bonus or as an award added to base salary). [RSC A1B]
 - Expanding seed funding for faculty research, scholarship, and creative activity at both the university and academic unit level. [RSC A1C]
 - Providing appropriately flexible teaching loads for research-productive faculty by ensuring the availability of release time from teaching when the release time supports significant research and publishing productivity. [RSC A1D]
 - Increasing the number and graduation rate of a diverse group of doctoral students who are supporting research, as well as monitoring the quality of the graduates' post-UNLV careers (e.g., tracking academic and other appropriate institutions where PhDs are employed in their respective areas and tracking the amount and quality of research produced). [RSC A1E]
 - Increasing the number of terminal degrees and/or professional doctorate degrees in congruence with relevant market demands and UNLV's mission. [RSC A1F]
 - Increasing the number of non-faculty research PhDs and post-docs. [RSC A1G]
 - Developing the university-wide infrastructure to support research, scholarship, and creative activity. [RSC A1H]
- Create and sustain an environment that rewards high-impact scholarly publications and creative activity by: [RSC A2]
 - Aligning promotion and tenure standards with the Top Tier initiative through: [RSC A2A]
 - Employing consistent, transparent promotion and tenure language, policies, and procedures across campus and within departments. [RSC A2Ai]
 - Placing appropriate emphasis, as part of a faculty member's overall portfolio, on rigorous, highly selective, and impactful research, scholarship, and creative activity standards in promotion and tenure and in merit guidelines, recognizing the challenges of publishing in multidisciplinary, interdisciplinary, and emerging field research. [RSC A2Aii]
 - Recognizing how faculty diversity can affect assessment and evaluation tools and developing support structures that work around any inadvertent roadblocks to success. [RSC A2Aiii]
 - Allocating the merit pool based on the total compensation for each unit or college, thus allowing the unit or college to determine how best to allocate the merit money to faculty, with appropriate oversight from the Provost's Office. [RSC A2B]
 - Developing procedures for determining merit raises for those faculty participating in centers that cross departments and schools and other interdisciplinary collaborations. [RSC A2C]
 - Increasing the number of faculty members serving in prestigious academic and professional societies and associations, editorial boards, and grant selection panels for federal agencies by providing funding on a competitive basis for research-active faculty members to support conference presentations and other scholarly activities. [RSC A2D]
 - Increasing doctoral enrollments in order to double the number of doctoral degrees conferred per year by 2025. [RSC A2E]
 - Increasing (to the extent possible) the amount of state funding for graduate assistant stipends (with a priority for increasing the number and amount of PhD graduate student stipends and strategic use of graduate assistant workload assignments). [RSC A2F]
 - Increasing private support for graduate stipends. [RSC A2G]
- Identify and develop UNLV's strength in selected areas to enhance access to competitive research funding and/or lead to national and international recognition by: [RSC A3]
 - Identifying university-wide (and, where possible, multidisciplinary) research themes/clusters/centers of excellence. [RSC A3A]
 - Incentivizing and supporting faculty hiring and retention in areas that support these themes/centers of excellence, including cluster hiring of key faculty members as a hiring and retention initiative. [RSC A3B]
 - Strategically developing new, targeted PhD programs in which future growth and faculty demand look promising. [RSC A3C]
- Consistent with our MSI and HSI missions, recruit and retain a diverse body of high-impact faculty members, excellent staff members, and promising students by: [RSC A4]
 - Identifying and addressing barriers to hiring and retaining high-impact faculty members by providing competitive, market-driven compensation. [RSC A4A]
 - Making UNLV more attractive by providing a welcoming, supportive environment for underrepresented faculty, students, and staff. [RSC A4B]
 - Sustaining a successful mentorship program targeted at assistant and associate professors as well as administrative faculty and classified staff as appropriate. [RSC A4C]
 - Developing a strong mentorship program for graduate students and undergraduate students who are involved in research. [RSC A4D]
 - Hiring, retaining, and supporting high-impact research faculty members who contribute to our research clusters. [RSC A4E]
 - Providing seed grants for early-stage researchers to help new faculty members launch their research and publishing agendas and prepare to apply for early career awards. [RSC A4F]
- Ensure that research infrastructure, processes, and services support the needs of research-oriented faculty and students by: [RSC A5]
 - Increasing the level of institutional support for principal investigators pursuing grants. [RSC A5A]

- Increasing and improving space dedicated for use in research and creative activities. [RSC A5B]
- Enhancing the customer service experience of the purchase and maintenance of research equipment. [RSC A5C]
- Enhance library collections and infrastructure to support evolving methods of research, scholarship, and creative activity across UNLV's disciplines. [RSC A5D]
- Establishing a President/Provost fund to support research innovation, research excellence, and the development of UNLV's research themes/clusters. [RSC A5E]

Academic Health Center

- Develop a multifaceted approach to integrate inter-professional, collaborative experiences across the health professions: [AHC A1]
 - Identify community organizations to define and achieve population health goals and collaborate on population-based research projects. [AHC A1A]
 - Collaborate with community health care advocacy groups (e.g., the literacy group, Boys & Girls Clubs, Ronald McDonald House, Endometriosis Association) to identify research areas for focused approaches to increase research efforts. [AHC A1B]
 - Develop inter-professional opportunities for collaborative eLearning and distance education courses delivered either entirely online or in a hybrid model. [AHC A1C]
- Develop a Scholarship for Teaching and Learning (SoTL) Center or Office on Shadow Lane Campus to assist in collaboration between the health professions (to include an AHC online presence): [AHC A2]
 - Establish and coordinate integrated Professional Learning Communities (PLCs) to enhance research and clinical skills to assist faculty with scholarly endeavors. [AHC A2A]
 - Expand graduate and professional post-graduate training programs. [AHC A2B]
 - Conduct a curriculum assessment of all health professions to identify gaps and / or overlaps between the programs. [AHC A2C]
- Establish an infrastructure for an Office of Sponsored Programs presence on Shadow Lane Campus, to include a satellite office: [AHC A3]
 - Develop opportunities that focus on building and disseminating collaborative research of both faculty and students / residents. [AHC A3A]
 - Open discussions about distribution of indirect costs from grants and other funding sources. [AHC A3B]
 - Complete a Shadow Lane Campus Feasibility Study, develop a priority capital improvement program plan for necessary upgrades to facilities and property; update the 2009 Shadow Lane Campus Master Plan. [AHC A3C]
- Develop and implement recruitment process to attract faculty and hire individuals in key jobs that produce and implement innovations that support UNLV's Top Tier initiative: [AHC A4]
 - Launch a mentorship program for junior faculty that includes seed grants for research. [AHC A4A]
 - Manage academic workloads to ensure sufficient protected time for research. [AHC A4B]
 - Establish a financially viable reward and recognition system that ensures compensation equity and increase AHC's ability to attract and retain top talent. [AHC A4C]
- Investigate educational partnerships / affiliations to support the growth of our educational programs and ensure optimal choice, quality, diversity, and "best-fit" for our learners: [AHC A5]
 - Conduct a state-wide workforce study focusing on the AHC and the health professions needs within the community. [AHC A5A]
 - Establish new degree and certificate programs that target workforce shortage areas within the health professions with the goal of attracting trainees and improve student satisfaction. [AHC A5B]
 - Develop a multifaceted approach to integrate inter-professional, collaborative experiences across the health professions. [AHC A5C]
- Build partnerships with diverse organizations, institutions, and businesses that are positions to increase the AHC impact in the community: [AHC A6]
 - Creation of an AHC Office for Public Service Activities designed to maintain, and publish a living inventory of public service initiatives; effectively measure and maintain data regarding the impact of public service initiatives; and identify commonalities, gaps, and opportunities in public service initiatives. [AHC A6A]
 - Identify community of providers, employers, and consumers to help define changing competencies, knowledge, and skills required of health professionals. Examples of data collection would be surveys, focus groups, phone interviews, etc. [AHC A6B]
 - Establish a methodology for launching and tracking workforce needs, leading to a workforce analysis. [AHC A6C]
- Conduct a branding strategy effort involving critical stakeholders of the AHC and develop a brand that articulates the desired identity: [AHC A7]
 - Increase media coverage in all forms of media (TV, radio, newspaper, journals). [AHC A7A]
 - Regularly update and publish market strategy analysis and provide direction to help AHC Dean's Council evaluate external opportunities for growth and collaboration (ongoing). [AHC A7B]
 - Identify appropriate opportunities to increase community awareness of available programs and services offered by members of AHC. [AHC A7C]
- Expand high-impact, evidence-based health promotion strategies to ensure students, faculty, and staff can be confident they are supported in their efforts to lead healthier lives: [AHC A8]
 - Develop quantitative and qualitative instruments that will assess the wellness culture using health-culture audits or surveys, focus groups, and environmental surveys as a best-practice strategy. [AHC A8A]

- Offer academic leaders and administrators incentives or recognition for providing a supportive wellness culture. [AHC A8B]
- Develop incentive challenges for faculty, students, and staff to enhance campus culture and environment. The plan should also include suggested award recognitions to reward campus leaders who support a wellness culture and faculty, students, and staff for exceeding wellness thresholds. [AHC A8C]
- Develop and implement tools to gather preliminary data using health risk appraisals, and knowledge and interest surveys to reveal the specific areas of health needs and interests within the Shadow Lane campus community: [AHC A9]
 - Collaborate with the UNLV Maryland Park Campus to expand services, such as mental health, etc., to the Shadow Lane Campus. [AHC A9A]
 - Investigate collaboration with UMC and Medical District Committee to help increased access to low-cost or no-cost wellness, health, and exercise facilities. [AHC A9B]
 - Establish and improve fiscal health indicators that include per member per year (PMPY) costs of incentive and programmatic spending, annual costs of absenteeism, presenteeism, and disability. [AHC A9C]
- Develop an operating plan for health and wellness starting with the Shadow Lane Campus community that will serve as the roadmap and will guide the institution's efforts and investments in campus-wide wellness: [AHC A10]
 - Assess current internal and vendor resources and identify gaps (e.g., need for dedicated resource for population health management) that will inform a plan to collaborate with external partners. [AHC A10A]
 - Assemble a wellness coalition of community members that includes existing partners, emerging leaders, and volunteers among various demographic groups within the surrounding community that are agents of change. [AHC A10B]
 - Regularly conduct informal reviews (e.g., Plan-Do-Study-Act cycle) of partnership quality to identify any areas for improvement. [AHC A10C]
- Investigate the feasibility of developing an online wellness portal that provides digital resources and interactive tools: [AHC A11]
 - Develop a scorecard that evaluates the wellness of the campus and surrounding community. Targets to include factors such as participation, satisfaction, behavior modification, cost containment, health outcomes. [AHC A11A]
 - In conjunction with the Communication Directors from the individual units, identify successes that can be shared via institutional-related venues, speaking events, and other opportunities. [AHC A11B]
 - Convene taskforce and coalition to focus on execution and continually work to address challenges and barriers and adopt a partnership assessment survey to periodically gauge partnership satisfaction. [AHC A11C]

Community Partnerships

- Establish a sustainable Community Engagement Center at UNLV to serve as a one-stop entry point for individuals and organizations seeking to partner with UNLV. [CMP A1]
- Create and sustain an environment, both on and off campus, where community members and UNLV faculty, staff, and students work together to improve the economic environment and quality of life in Nevada through entrepreneurship, innovation, and an enhanced workforce by: [CMP A2]
 - Incentivizing commercialization of research/tech-transfer and developing an internal support structure for such commercialization efforts. [CMP A2A]
 - Increasing outreach to the business community to promote collaborative research and tech-transfer/commercialization activities. [CMP A2B]
 - Hosting roundtables with selected stakeholders to focus on expanding UNLV's contributions to the regional economy, the key needs of the city and state, and opportunities for UNLV and the community to collaborate in meaningful ways (with participants drawn from the faculty, staff, and students, as well as from the business, non-profit, and arts communities). [CMP A2C]
 - Partnering with organizations throughout Southern Nevada and beyond to provide executive education, continuing education, and lifetime learning opportunities in support of community needs and individual aspirations. [CMP A2D]
 - Identifying students with entrepreneurial potential and finding ways to coach and mentor those students by connecting them with the business community. [CMP A2E]
- Communicate UNLV's strengths to promote the link between progress toward Top Tier and the benefit to the community, the region, the state, the Legislature, and other groups by: [CMP A3]
 - Creating and sustaining advocacy partnerships with the Chamber of Commerce, the Las Vegas Global Economic Alliance, and the broader Southern Nevada community to promote the benefits of the Top Tier initiative. [CMP A3A]
 - Increasing connections with Southern Nevada's media to ensure that the media is aware of the benefits of the Top Tier initiative and UNLV's efforts to connect in more and better ways (see the community dashboard below). [CMP A3B]
 - Creating and sustaining ways for current and new members of the UNLV community (faculty, staff, and students) to interact with community leaders on a regular basis. [CMP A3C]
 - Applying for Carnegie Community Engaged University status. [CMP A3D]
 - Developing better branding and promotional materials. [CMP A3E]
- Deepen transparency and accountability by providing a community dashboard containing specific metrics, including: [CMP A4]
 - Community satisfaction survey data. [CMP A4A]
 - Incoming admission statistics, student learning outcomes, and graduation rate success. [CMP A4B]
 - The diversity of our student body, our faculty, and our staff. [CMP A4C]
 - Hiring and retention of faculty members whose research and teaching are demonstrably excellent. [CMP A4D]
 - Number and types of community partnerships formed. [CMP A4E]

- Number of patents filed, startups created and sustained, and other significant intellectual property developed (other than the standard faculty research, scholarship, and creative activity). [CMP A4F]
- The progress in UNLV's development of a world-class medical school and the availability and quality of its clinical health services as well as the availability and quality of UNLV's other clinical services. [CMP A4G]
- Success of athletic programs and academic success among UNLV's student athletes. [CMP A4H]
- Employment data for UNLV graduates. [CMP A4I]
- Establish three to five key partnerships keyed to identify areas of focus in research in a manner similar to what other benchmark institutions have done. [CMP A5]
- Develop a plan for supporting economic diversification and globalization relevant to the communities that we serve. [CMP A6]
- Creation of a mentoring network of UNLV alumni (both in terms of mentoring UNLV students and of providing a lifelong UNLV connection to UNLV alumni). [CMP A7/original CMP K7]
- Development of a community dashboard and other ways of communicating UNLV's successes to key constituencies. [CMP A8/original CMP K8]

Infrastructure and Shared Governance

- Foster a university environment that is inclusive, welcoming, and supportive for all by: [ISG A1]
 - Fostering diversity, equity, and inclusion of students, faculty members, and staff members through improved policies and procedures guiding recruitment, retention, promotion, mentoring, and continued development of university personnel. [ISG A1A]
 - Ensuring that UNLV's faculty, staff, and students reflect the broader community that UNLV represents. [ISG A1B]
- Increase the quantity and quality of faculty participation in shared governance to secure the faculty's role as a meaningful partner in leading the campus community by surveying the entire faculty to find out what methods best enable faculty members to provide input to the UNLV administration on issues touching upon shared governance and then acting on the data provided by that survey. [ISG A2]
- Instill a culture of customer service throughout the university by: [ISG A3]
 - Further developing and maintaining a service-oriented culture and a high level of performance in all campus activities and services. [ISG A3A]
 - Streamlining and clearly communicating UNLV's processes and procedures, with regular user feedback loops to facilitate improvement. [ISG A3B]
 - Regularly connecting with members of the campus community, formally and informally, to receive input and feedback on improvements needed for superior internal functioning and infrastructure. [ISG A3C]
- Provide high-quality, service-oriented internal functioning and infrastructure that fosters, stimulates, and nurtures academic excellence, discovery, creative activities, entrepreneurship, job creation, and economic vitality throughout the region by: [ISG A4]
 - Providing a high-quality, fully featured, and inclusive campus physical and virtual environment. [ISG A4A]
 - Further investing in and maintaining core campus assets so that these assets best achieve UNLV's Top Tier goals. [ISG A4B]
 - Advancing staff development and excellence by hiring and retaining excellent staff members; recognizing their talent, above-and-beyond efforts, and success; and creating pathways for staff members to excel and grow. [ISG A4C]
 - Managing risk appropriately and supporting reasonable risk in the process of improving and expanding the ability to deliver goods and services efficiently within UNLV. [ISG A4D]
 - Implement new automated administrative systems in Human Resources, Payroll, and Financial areas for the campus (including budget, general accounting, AP/Travel, Purchasing, Sponsored Programs, etc.) under the Workday product and, with that product, create new "best practice" transaction steps and consolidate all data reporting in a centralized manner that interfaces with the current automated student system. [ISG A4E]
 - Determining which functions, if any, should be outsourced to businesses better positioned to deliver superior service. [ISG A4F]
 - Securing sources of funding for effective organization and staffing for internal functioning and campus infrastructure, for both upfront and long-term costs. [ISG A4G]
 - Developing a list of three to five key infrastructure changes that can be made within three months of adopting this plan and then accomplishing those changes no later than October 2015. [ISG A4H]
- Facilitate effective data collection, data governance, and data reporting throughout the university to support informed decision-making by: [ISG A5]
 - Engaging in a continuous quality review of the best practices to improve data collection, data governance, and reporting on a university-wide level and at the unit level. [ISG A5A]
 - Effectively distributing data to the appropriate academic and administrative units. [ISG A5B]
 - Authorizing, training, and empowering UNLV's faculty and staff to transform publicly available data into actionable information in support of data-driven decision-making and informed risk-taking. [ISG A5C]
 - Designating a single office/entity to identify and define the data elements needed to support the Top Tier process. [ISG A5D]
- Review the IT master plan and make revisions as necessary to support the Top Tier vision and mission. [ISG A6] Assess the effectiveness of the university's organizational structure and, to the extent necessary, reorganize that structure to promote achievement of the Top Tier vision and mission within the UNLV culture as informed by best practices and benchmarks from aspirational and peer institutions. [ISG A7]