

PERIODIC EVALUATION

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CY 2006 – CY 2008



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Periodic Presidential Evaluation
CY 2006 – CY 2008

INTRODUCTION

Following is the requisite “self-evaluation” of my performance and activities during my first 2 1/2 years as president of the University of Nevada, Las Vegas (UNLV). Timing of this review is dictated by Board policy and the terms of my employment contract. The 8 areas of evaluation are suggested and described in subsection 3 of the policy and serve as the general framework for this submittal.

This presentation varies from a typical self-evaluation in two ways. First, I utilize a primarily evidence-based approach to respond to the questions of performance. Namely, the examples of activities/accomplishments/initiatives serve to demonstrate managerial approaches and effectiveness in most areas under review. Secondly, I use this document as a means to highlight many of the more significant activities and accomplishments of the university, rather than solely concentrate on my own unique efforts -- this is consistent with the prior annual reviews I have submitted. This, I believe, fully matches the intent of a presidential performance review. Most sections thus follow a pattern of first identifying guiding principles or philosophy for each performance area, then highlighting examples of the more significant activities or accomplishments in each area, often describing the work of a broader group such as the senior management team or campus as a whole.

July 2006 through December 2008 is a particularly unusual period to review. It basically covers a period where the campus's and system's budgets were under extraordinary stress. Fall of 2006 was focused on preparing for the 2007 Nevada Legislative Session where UNLV already recognized pending substantial funding shortfalls. Throughout that session and the subsequent 2007-2009 biennium, we have experienced ever increasing budget turmoil such that it has become a much more central feature of our activities than at any time in recent memory. That is the background for this evaluation which, in turn, serves as a key consideration in decision-making and actions taken during this period.

I would sum up the positives in what follows in three brief phrases: 1) stewardship, 2) rigor and quality, and 3) engagement. Each of us in leadership positions builds on our own personal strengths and inclinations, and supplements weaker areas by hiring strong individuals with appropriate expertise. First and foremost, I am a faculty member; my academic experience is my advantage. I listen before I act and value each input in my analytical approach to decision making. My experience in building a new university is quite unique and serves me well in setting future expectations. I insist on excellence, including hiring of faculty and key administrators. Our management team is superb – it provides the university with the full breadth of skills and experience needed to navigate these difficult times. We are all committed to taking UNLV to a higher level, in terms of both reputation and achievement.

BUDGETARY MATTERS & FISCAL MANAGEMENT

I. General Guiding Principle(s) and Philosophy

Budgeting should be a derivative of thoughtful and comprehensive planning. The institution should at the same time serve as a good steward of the collective resources and look for opportunities to invest in moving the university forward. A strategic plan must define or refine the institution's priorities and provide a roadmap for moving beyond the status quo. Arguably, the mission statement should express a vision that has not yet been achieved, and is within potential reach. Annual budgeting and investment decisions must be linked to the planning roadmap and priorities.

Presidents and senior administrators are not all wise, nor are they capable of knowing every detail. Many of the key academic decisions must be pushed down to the deans – they know their college's needs far better than the president or provost. They must be the advocates for investment and their proposals must be synchronized with the strategic plan. Budget reductions follow the same rationale; the deans know better how to reduce sections and offerings while minimizing adverse impacts. Unfortunately, our college leadership has recently experienced much more of the reducing than the investing. Nevertheless, strong deans and an up-to-date, comprehensive plan are both important to academic budgeting.

While 70+% of our total budget is academic focused, the remainder is also important to the effective operations of the university. Similar to deans, the vice presidents have primary responsibility for functioning and budgeting for their units. The split/mix of funding by unit is based on collaborations of the vice presidents, with the ultimate decision being made by the president.

Fiscal management in an era of continuous budget reductions requires special care and some additional processes. Communications become especially critical. Town hall meetings, web-based materials and published newsletters/e-mails keep the community up-to-date. Transparency is paramount. Again, since academics represent the vast majority of state-funding use, modifying allocations or levels requires consultation with the Faculty Senate.

In these times, external donations are necessary to achieve the university's aspirations. Our current \$500 million capital campaign is nearing completion. It will be described more completely later in this review. Private monies should contribute to achieving excellence, while the state should fund the basic educational mission. In times of such severe funding conditions, we must remind our donors that we will not use their gifts to fill holes left by reductions in state funds, but rather be used in strategic ways to create the distinction we seek.

II. Activities/Accomplishments/Initiatives

Based on the principles outlined above, I have included two primary examples of activities in the fiscal management performance area. First, a summary of the campus strategic plan, Focus 50 to 100, is presented including the processes used in developing the plan. The second item is a summary of the multiple budget reductions we have experienced and executed over the last two years.

A. UNLV Strategic Plan

FOCUS: 50 TO 100 - Celebrating 50 Years & Planning the Future

With a new President and a 50th anniversary, it is an ideal time for UNLV to look back on what we have achieved in the past 50 years and focus on what we want to become in the next 50 years. In his April 2007 inauguration speech, President David Ashley offered the campus a bold vision of the university's future and called for a commitment to defining our unique identity and values that could, in turn, guide our investments and inform and improve our education and research programs. He challenged the campus to engage in a comprehensive planning process that would articulate our identity, lay out broad goals to guide us, and lead to implementation strategies to achieve those goals. We hoped that our planning efforts would:

- Create a shared understanding of our current status.
- Address major challenges and identify major opportunities.
- Build community and a common vision for UNLV.
- Enhance our educational effectiveness and improve student learning and success.
- Improve our national and international reputation and rankings.
- Establish select areas to build programmatic excellence.
- Better serve the region around us and aid economic diversification for Nevada.
- Align decision making and budgeting with our educational and research goals, aided by appropriate performance metrics.
- Increase community and legislative support.
- Gain research focus and establish a cooperative research agenda.

Thus, we launched "*Focus 50 to 100 – Planning the Future*" to create a common set of goals and to serve as a template for establishing priorities to guide our growth and improve our university. We initiated this process with informal discussions in the summer of 2007, which led to a campus wide Town Hall "kick-off" meeting in September 2007, where we critically reviewed our progress in education, research, and infrastructure; invited panels of community and university stakeholders to discuss our identity and values; and began to address our planning priorities. Our approach was to engage as many stakeholders as possible, which occurred through a website dedicated to the planning process and a series of 16 Town Hall meetings that helped us develop consensus around our identity and common values; our needs and goals for education, research, and scholarship; and our priorities for improving our operating and physical infrastructure so that we could achieve our goals.

These meetings culminated in a planning retreat held February 15, 2008, involving more than 100 community, faculty, staff, and student stakeholders, guided by our President and Provost. The results included a series of brief statements defining our identity and values, our educational goals, our research goals, and the infrastructure improvements we needed to achieve them. We also developed a comprehensive set of priorities and action steps to guide the implementation teams who will be charged with translating the plan into action and measurable results. The plan was approved by the Faculty Senate and Dean's Council and then was reviewed and approved by the Cabinet and President for

submission to the Board of Regents for consideration at its June 2008 meeting. Our planning document will serve as a guide for our 2010 accreditation visit by the Northwest Commission on Colleges and Universities. The plan will also guide major budget decisions, and we will ask all UNLV units to use the document as a framework for developing budget requests and resource allocations.

A series of succinct statements embodying the vision and commitments made by the university community in each of the major planning areas follows:

IDENTITY AND VALUES

The University of Nevada, Las Vegas, is a research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs. Our faculty, students, and staff enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability. Our commitment to our dynamic region and State centrally influences our research and educational programs, which improves our local communities. Our commitment to the national and international communities insures that our research and educational programs engage both traditional and innovative areas of study and global concerns. UNLV's distinctive identity and values permeate a unique institution that brings the best of the world to our region and, in turn, produces knowledge to improve the region and world around us.

UNLV is committed to and driven by these shared values that will guide our decision making:

- High expectations for student learning and success;
- Discovery through research, scholarship, and creative activity;
- Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment;
- Social, environmental, and economic sustainability;
- Strong, reciprocal, and interdependent relationships between UNLV and the region around us;
- An entrepreneurial, innovative, and unconventional spirit.

EDUCATION

The UNLV community is dedicated to our students' success, designing learning experiences characterized by opportunities for achievement in and out of the classroom. Students will acquire the skills, knowledge, and values needed to be successful, informed, and engaged citizens in the global community. Acquisition of such skills is measured by a comprehensive assessment process that tracks achievement and guides curriculum development. Our educational programs promote:

- Understanding of local, regional, and global connections and systems as well as the development of multi-cultural and plura-cultural competencies;
- Broad elucidation of sustainability as it impacts economic, environmental, and social concerns;

- Integrative thinking across a spectrum of disciplines;
- Substantial research, scholarly, and creative opportunities for all students;
- Diversity leadership, social justice, ethical responsibility, and civic engagement;
- The ability to understand and embrace constructive change.

Foundational Skills

As a result of their educational experience at UNLV, students will master the foundational skills and abilities required for a liberal education, allowing them to be successful in their lives and careers. Our graduating students will be:

- Intellectually competent, with the foundational skills needed for success;
- Able, as critical thinkers, to embrace complexity and abstraction;
- Appreciative of aesthetics and creative expression;
- Able to access information effectively;
- Well versed in the principles of research;
- Self-motivated, independent, life-long learners;
- Able to think independently, while still being effective in collaborative activities;
- Adaptive problem-solvers who are willing to challenge conventional wisdom;
- Accountable for their own well-being as responsible individuals who also contribute to the well-being of others and of society;
- Open to the exchange of ideas, including those from diverse and global communities;
- Capable of achieving success in their chosen fields and disciplines.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

UNLV is dedicated to discovery and the creation of knowledge through research, scholarship, and creative expression by its faculty and students. Recognizing that cutting edge research informs and improves teaching and learning outcomes for undergraduate and graduate students, UNLV will draw scholars from around the world who share our values. These faculty will expand and diversify the activities of our nationally and internationally lauded scholars, enabling us to invest further in collaborative research, scholarship, and creative activity across disciplines. This emphasis will also enhance our ability to educate a diverse and accomplished work force and enrich the broader community. As appropriate, community needs will influence the direction of much of our basic and applied research. By carefully aligning resources to our current and emerging research strengths and priorities, we will improve our national reputation, foster the economic and social prosperity of our region, and contribute to the national and international dialogue among scholars.

Themes for Research Focus

- Las Vegas and the region offer unique research opportunities, often of global significance, for the study of subjects such as sustainable desert cities, rural/frontier environments, urban growth, immigration, and health.

- The issue of sustainability, including environmental, economic, and social sustainability, is particularly relevant for Nevada. Research opportunities in this field abound, such as in the areas of water resources, the hospitality industry, energy systems, health, and education.
- UNLV resides in a city with a unique economic climate, facilitating study of the hospitality industry, entertainment, business, law, construction, architecture, and other regionally important economic concerns.

INFRASTRUCTURE

The current support infrastructure and physical infrastructure must be improved for UNLV to achieve its educational and research goals. Accordingly, we must create and sustain a culture of trust that reflects a service-oriented, positive, helpful campus environment to support faculty, students, and staff. We must intensify our efforts to provide additional well-planned spaces to meet our teaching and research goals. We also need to expand staff support to better manage our growing research enterprise and to support student success. Thus, we need to be committed to the following infrastructure goals:

- Provide the staffing needed to have effective processes and support for our mission;
- Address our technology infrastructure to improve business processes, student support, and communication with students, staff, and faculty;
- Provide the campus with high quality spaces for learning and scholarship;
- Foster a supportive and welcoming service culture.

PLANNING PRIORITIES

During our planning retreat, faculty, students, staff, and administrators discussed and created a prioritized list of action items and desired goals to guide the implementation teams. The discussion below reflects the major priorities for each of the planning areas as determined through campus “vote” at the planning retreat. A detailed list of priorities and “fast track” action items can be found on our web-site.

Education

The campus called for improving the success of our students, as measured through retention and graduation rates, by establishing a first-year and academic success center and initiating first-year learning communities that could be used to get our students off to a strong start. The academic success center would be a first point of contact for students with career and major questions, or who had difficulties adjusting to classes and college life. Revising the general education program to embed the skills and values identified above into the undergraduate curriculum was a major priority. We committed to developing a comprehensive assessment program to insure that students were achieving our stated learning outcomes. The faculty also asked for mentoring programs and workshops to help them improve student learning, develop multidisciplinary curricula, and provide our students with better research and professional development experiences. Finally, we committed to working with sister institutions and K-12 to strengthen education on a state wide basis.

Research

The top research priority was for increasing graduate student support to improve our research programs and provide the state with a highly qualified workforce. The campus prioritized investments that would help us rebuild and retain current research strengths, and build nationally recognized and ranked programs in focused areas. We prioritized developing mechanisms to support collaborative and multidisciplinary research within UNLV, embedding research into the undergraduate curriculum, and developing stronger research partnerships with other public and private research entities in the state to improve our impact on economic development for Nevada. We recognized the need to invest in regionally relevant areas like sustainability, hospitality, and entertainment should be supported. We committed to an increasing emphasis on competitive research funding, and developing better metrics to assess our progress in growing the research enterprise. Finally, the campus community wanted to establish processes to determine how we would balance support for emerging research priorities and on-going successful research activities.

Infrastructure

While there are many potential infrastructure challenges faced by UNLV, our top priority focused on providing faculty and staff with development and mentoring opportunities to improve our educational and research programs, and to lead to clear expectations and better success in promotion and tenure. Developing our IT infrastructure to improve our educational programs, to support students (e.g. iNtegrate), automate routine tasks, and provide better business processes was also a top campus priority. We further committed to building a service oriented culture, streamlined business processes, and local authority and accountability when possible. Finally, the campus recognized that a strong education and research program required the right built space, and asked for improving classrooms and the facilities needed for research and creative activities.

PLAN IMPLEMENTATION

The Focus: 50 to 100 Academic Plan builds upon past planning efforts and will lay the foundation for our development into the foreseeable future. Like any plan, we expect that this process will be “evergreen” as we evaluate, revise, and refocus the plan to meet our needs. Following the Regents’ approval of the plan, the President and Provost will appoint Planning Implementation Teams for Education, Research, and Infrastructure. These teams will be small, consisting of a faculty senate representative, a cabinet member, and content area experts as needed. These teams will be responsible for establishing timelines for implementation, recommending the appropriate benchmarks and metrics for monitoring our progress, organizing existing relevant campus groups working in the area of interest, retaining consultants as needed, and recommending smaller *ad hoc* groups for detailed execution of the plans. The teams will periodically report their activities to the Provost and President, and annual updates to chart our progress will be made and publicized as appropriate. The teams will also be asked to coordinate their efforts with the accreditation steering committee that is overseeing our 2010 reaccreditation visit. Once each semester, the teams will meet to insure

coordination of effort, open communication, and cross-team support. All academic and administrative units will be accountable for using their resources to expedite plan implementation, and incremental funds will be allocated to meet planning priorities and objectives. The office of the Executive Vice President and Provost will be responsible for coordinating planning on a campus wide basis, with the support of the Senior Vice President for Finance and Administration. Several of the top planning priorities are being “fast tracked” and are in the initial stages of implementation, and we will provide additional start-up to support planning priorities within our FY 09 budget.

B. Summary of Budget Actions

Pre-2007-2009 Biennial Operating Budget

Based on several major policy decisions in FY 06 (namely, the creation of NSC, the changes in admissions policies/requirements, and the elimination of state support for remedial courses at UNLV and UNR), it came as no surprise that the enrollments for UNLV declined from peak periods prior to FY06. While the precise numbers could not have been anticipated, the dramatic change in previous enrollment patterns was the intent of these policy changes and was predicted for some time. Unfortunately, no corresponding changes in the funding formula were made to adjust for the financial consequences/impact of these policy changes. The unintended consequence was the creation of a situation where UNLV would accept the most well-prepared students with substantially less funds to provide them with a successful experience, and with significantly higher costs than at the community colleges and NSC. The financial impacts of these policy changes left UNLV in a relatively weak financial position going into the 2007-2009 biennium, and projections indicate that there are huge financial impacts waiting in the 2009-2011 biennium.

2007-2009 Biennial Operating Budget, pre-additional cuts

The initial 2007-2009 biennial budget reviewed by the legislature for UNLV noted a \$26.1 million (hereinafter “M”) reduction in base, due to changes in enrollments. We requested “hold harmless” in this amount and the Governor and Legislature approved filling \$14.6M of this hole – leaving \$11.5M as a reduction in current service levels for the campus, which was partially filled by the legislature through allowing us to keep additional fee revenue (the “LOI”) of \$5.7M, netting us a \$5.8M base reduction. Additionally, the state used the three-year weighted FTE average to drive revenue projections – therefore, we were budgeted to increase our enrollment in the 2007-2009 biennium by 0.73% but, in reality, we knew our enrollment would be well below this – ultimately creating an additional \$3.6M expenditure reduction over the biennium to cover this shortfall in student fee revenue. This situation was created because the funding formula assumes an increase in student enrollments regardless of the realities; therefore, the campus must reduce expenditures in order to cover the projected revenue shortfall. This same situation happened in the previous biennium when UNLV was required to reduce expenditures by over \$13M due to registration fee and tuition shortfalls under the same situation – formula funding “growth” overstating actual enrollments. The legislature was not able to fund utilities inflation, which also disadvantaged UNLV for an estimated \$4.2M over the biennium (we cut other expenditures to cover this mandatory expenditure). As we entered the 2007-2009 biennium, the 2007-2009 impact was

<\$13.6M>, as explained in more detail in Exhibit 1, *Summary Points on UNLV 2007-2009 Biennial Operating Budget –Governor Reductions*, which was approximately a 2.8% overall reduction in our base to maintain current service levels compared to FY07. This did not address the fact that we did not have sufficient resources to serve critical students needs in a variety of areas including, course offerings in high demand areas; a lesser reliance on part-time versus full-time faculty to provide an increasing quality of instruction; advising support for students; and other support services focused to help increase a student’s overall success at UNLV especially in their first year.

2007-2009 Biennial Operating Budget, post-additional cuts, January 2008

In January 2008, the Governor asked for an additional 4.5% cut from the FY 2009 State budget which, due to the fact it was a mid-year cut, had a fiscal year impact of a 9+% for the fiscal year. This additional cut raised the 2007-2009 impact over the biennium an additional <\$18.1M>. While priority was given to programs/areas supporting our students, academic programs, and maintaining our research mission, reductions of this level are very significant, require difficult choices, and the impact on those areas could not be completely avoided. Rather than approaching this issue with a strategy for major “layoffs,” we implemented a formal review process for all hires/campus positions which was managed through the Provost’s office, essentially creating a “soft hiring freeze”. I determined to proceed with opening the Science and Engineering Building and the new Greenspun facility to support our College of Urban Affairs, even given the project budget reductions submitted by the State Public Works Board (SPWB). The opening of these facilities was too important to our campus to delay/defer their use, as academic and research space needs are critical, and these facilities assist us in providing an important amount of relief to this situation, allowing us to better serve our students and faculty. Additional details regarding our position at this juncture are contained in Exhibit 1, *Summary Points on UNLV 2007-2009 Biennial Operating Budget –Governor Reductions*.

2007-2009 Biennial Operating Budget, post-additional cuts, August 2008

In August 2008, the Governor asked for an additional 3.42% cut from the FY 2009 state budget which, again due to the fact it was a mid-year cut, had a fiscal year impact of 6.8+% for the fiscal year (@ 6.94M). This additional cut was approximately <\$6.94M>. Again, priority was given to programs/areas supporting our students, academic programs, and those maintaining our research mission. Specific details relating to UNLV’s response are outlined in Exhibit 2, *Summary of UNLV Additional FY09 Budget Reductions, August 13, 2008*. **Thus, the aggregate cuts to date are approximately <\$38.7M>**.

Budget Planning for 2009-2011 Legislative Cycle

At the end of the 2007 legislative session, UNLV projected that the biggest financial challenges for the 2009-2011 biennium would be the “Hold Harmless” calculations from the funding formula (how our current funding formula responds to declines in enrollment), given expected downturns in FTE due to the major policy decisions that have been implemented (creation of NSC, change in admissions policies, and elimination of State support for remedial courses, etc.). Those “Hold Harmless” projections of ~\$40 million biennial reduction in funding (assuming normal procedures and funding levels of the formula) now have been superseded by biennial reduction projections ranging as high

as \$147 million for UNLV alone (likely shortfalls in registration and tuition funds would be on top of this, as would any reductions if UNLV/NSHE took a higher than average reduction).

UNLV has been working – long before the current economic downturn – to prioritize its programs and to reallocate funds among those programs in an effort to create as much efficiency as possible. This reallocation has covered—but not without significant pain—a \$13.6 million shortfall in the original 2007-2009 budget, as well as UNLV’s share of the Governor’s reversion requests to date, which amounted to another \$25 million – **a total of \$38.7 million**. We understand that it is part of our responsibility to be good stewards of state funds, and that all public programs have revenue fluctuations. Our concern is not with these past financial adjustments but their cumulative impact in the face of the significant nature of the 2009-2011 budget challenge looming on the near term horizon.

As a result, I have worked with my administrative team to develop a plan as we enter the 2009-2011 Legislative Session, a plan that will assist UNLV in facing future cuts. In brief, the plan addresses the following areas:

Self-Help: UNLV has taken steps through its planning process and resource allocation/reallocation plan to not only address the budget reduction at the start of the 2007-2009 biennium (\$13.6M), but both of the Governor’s reductions as well (initially \$18.1M followed by another \$6.94M, for a total just over \$25M, to date). In addition we instituted a new strategic planning process to help assure efficient and effective use of all existing resources, and have focused on budget reallocations and reduction activities.

Accountability Measures: UNLV understands that it must assure efficient and effective use of its resources, and it is also willing to provide the legislature and the public with additional accountability measures to help assure that we meet our objectives with our investments of public resources. The exact nature of measures is open for discussion, but they would likely include measures of student success (retention and graduation rates) as well as contributors to the overall expansion and success of the economy.

Improved Enrollment Management: We are engaging in activities to recruit and retain qualified students at an increased level – the positive impacts are already showing, but it is not clear how we can continue to serve an increasing student population with the budget reduction levels projected.

Receive approval to adjust the “Legislative Letter of Intent”: It is essential that we are able to adjust the LOI relative to the distribution of registration fee increases. The “Letter of Intent” is a communication from the 2005 legislative session that indicates we must continue to share fee increases with the state at the then current levels – for UNLV this means about 65% of every undergraduate registration fee increase goes into the state budget process and for Graduate students the number is about 70% (and for tuition – the additional fees paid by non-residents – the percentage is 100%). Public higher education in Nevada, and

everywhere in the United States, has two major funding sources: state general fund and the tuition and fees paid by students. Given the projections of state general fund revenues **it is critical that we be allowed maximum flexibility to help fill some of the budget hole with tuition and registration fee income.** We propose a major policy change for the LOI for the long term (a two-tiered approach: one increase for inflation that would be distributed per the LOI; and any additional amount approved would be fully (100%) retained by the campus, to invest in services to enhance the student educational experience and therefore their success). In addition to this long term change, we also need one-time flexibility for the challenges faced in 2009-2011. We believe that a unique situation like this requires a unique response, and our proposal is for the legislature to allow one hundred percent of the Board of Regents' approved 2009-2011 fee and tuition increases be retained at the campus level to help fill a portion of the budget gap left by the state reductions. This would be a one-time exception for this biennium only. This proposal assumes that some fee increase beyond that already approved by the Board of Regents for the 2009-11 biennium will have to be added in this budget reduction time. This is a direct way in which our students can help with the current financial challenges faced by UNLV. We believe our students understand they will need to pay more, but they at least want assurances that their increased fees will all go towards helping fill a portion of the campus budget reductions in order to maintain service levels.

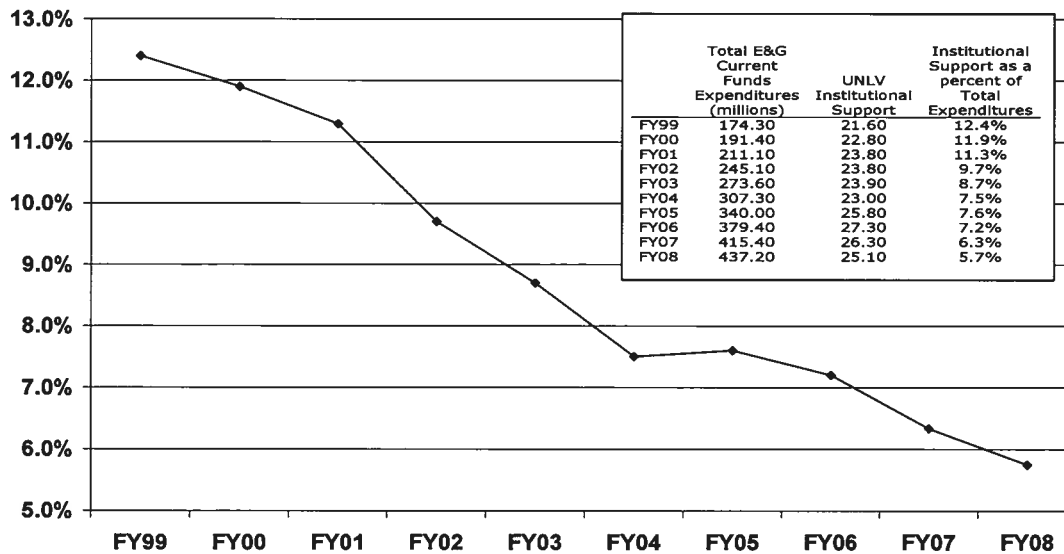
Increased Overall Flexibility: It is important to consider whether there is an option to provide additional flexibility to the institutions during these difficult financial times. That flexibility could include many specific issues (fiscal year-end carryforward; delegation from State Public Works Board process; etc.). Increased flexibility, including that for the LOI, would be accompanied by specific accountability/assessment to the Governor, Legislature and the general public.

Mitigate the Projected General Fund Reductions. We recognize that this is easier said than accomplished, but the magnitude of the general fund cuts being discussed – up to over 1/3rd of the current budget levels – are not feasible in our opinion. Alternatives to the status quo need to be identified to bring this into balance with something more reasonable.

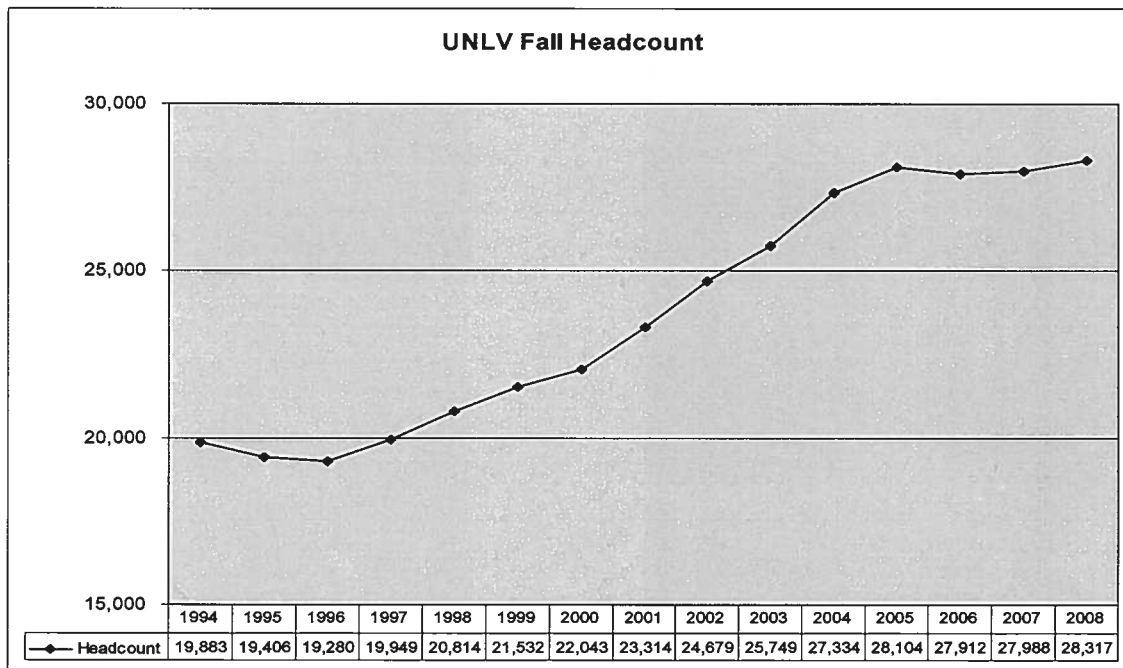
Interim Legislative Study of Tuition and Fee Policy. There have been a number of conversations among legislators and others regarding the need for a formal study of state revenues. Discussions regarding the LOI have demonstrated the need for a similar study of tuition and fee policy, and the NSHE recommends that such a study be commissioned to follow the 2009 Session of the Legislature. It is recommended that such study include a broad representation of stakeholders from the Executive and Legislative branches, the NSHE and the public.

The following charts assist in illustrating the budget efforts over during my time as President (with comparative year data to show a larger time frame):

E&G Institutional Support Expenditures as a Percent of Total Expenditures

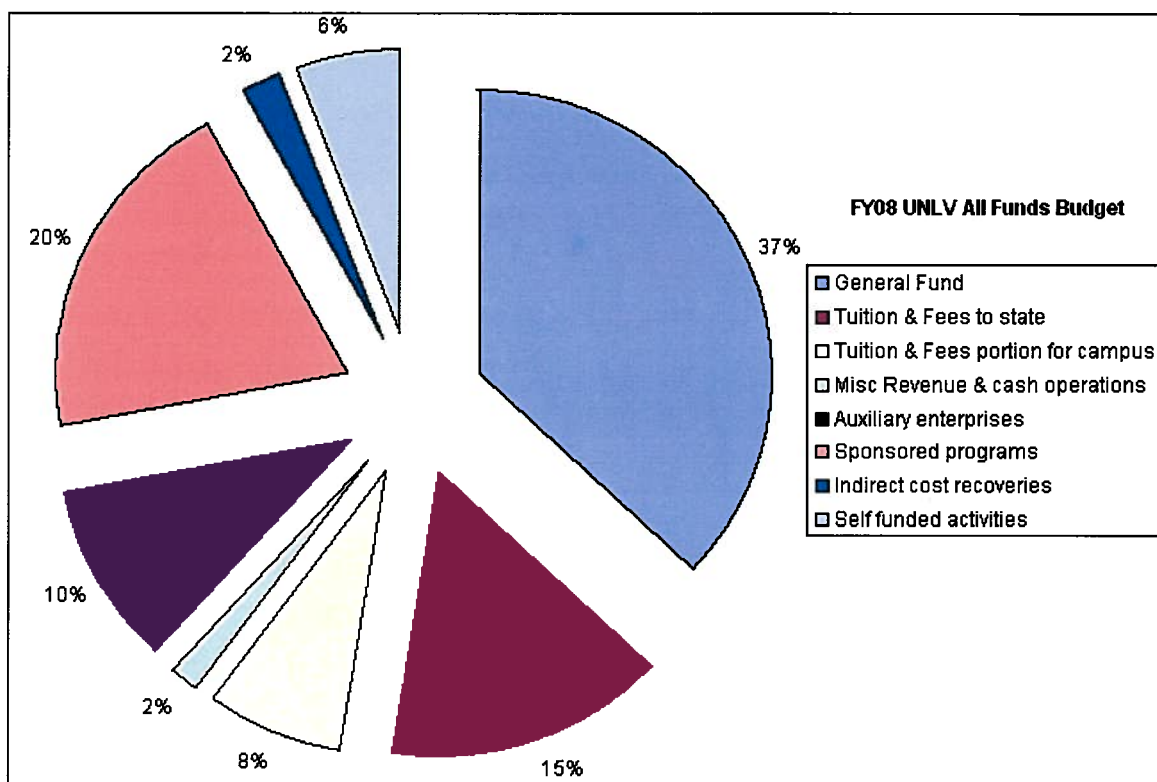


Note: "Institutional Support Expenditures as a Percent of Total Expenditures" is considered a standard measure of the level of administrative overhead at an institution of higher education. As you can see, this rate has been falling at UNLV for some time, and is not at levels below what one would find at most peer institutions. We believe this highlights that UNLV has been efficient with its resources, and has continued to decrease our administrative overhead.



The headcount trend above shows the relatively rapid growth of UNLV, which leveled off only with the implementation of new policies for admissions, the development of Nevada State College, and the removal of remedial courses from state support. During this most recent time period the graduate enrollment levels have increased at a pace even higher than the undergraduate enrollments, which were impacted in the short term by the implementation of the major policy changes noted above.

FY08 All Funds Budget for UNLV. Total is approximately \$505Million.



The percent of the UNLV budget that comes from the state GF (general fund) has been decreasing, as other sources of funds (like grants and contracts and private funds, etc.) have increased. The table below that shows the percentages for a sample of years.

Fiscal Year	State GF as % of Total Budget
FY87	46.0%
FY89	43.0%
FY03	39.2%
FY05	37.9%
FY07	37.5%
FY08	37.1% (prior to reductions)

ACADEMIC ADMINISTRATION & ACADEMIC PLANNING

I. General Guiding Principle(s) and Philosophy

Much of what is asked for in this section is contained in the first section on budgeting and fiscal management. Primarily, budgeting should be directly tied to the institution's strategic plan. Within the strategic plan there must be a central focus on academic planning. Some of our peer institutions actually refrain from using the term "strategic" because it sounds too corporate. Often, the plan is appropriately labeled as the Academic Plan. Such a plan goes well beyond the list of future majors and degree programs; rather, it integrates the research opportunities and special aspects or comparative advantages of the institution to lay out a framework for

structuring and advancing the academic priorities. The critical resource is new faculty hires, and the plan often identifies priorities and sequencing of these hires. We push this level of academic planning to the colleges and use the overall plan as a broader statement of goals.

The president's role in academic planning is typically a level above the actual program priority setting and definitely beyond the decisions on faculty hires. A new president must therefore define a management approach and shape a team that can create and execute the academic plan. During my first year, I dramatically reshaped the leadership team consistent with becoming a significant research university. Several vice president positions were combined, eliminated and redirected consistent with this ideal. Approximately half of the deans are new to their positions. As mentioned before, these deans now have greater authority and responsibility for defining the academic programs and priorities; in particular, they have much more direct responsibility for managing their own budgets.

Another role of the president is to help catalyze change through global priority setting; this often includes creation of incentives. During my earlier days as president, I emphasized the importance of increasing scholarly activity, particularly competitively funded research. Several competitions for incentive funds emphasized interdisciplinary collaboration and writing of competitive grant proposals. A significant amount of research infrastructure funds were also made available for support of research programs. These opportunities were reasonably utilized during the first two years, but have been basically curtailed in the current academic year due to limited discretionary funding available. The early returns support the positive power of these incentives as leverage to increasing external grants.

II. Activities/Accomplishments/Initiatives

Several areas of activities and new program development are highlight below. These serve to reinforce the approach outlined above, as well as document many of the more accomplishments of UNLV during the last few years.

A. Reshaping the Senior Leadership Team

- ***Executive Vice President and Provost*** – Upon my arrival at UNLV, the most important academic position requiring immediate attention was the Executive Vice President and Provost. After careful review, I decided not to fill the position in an interim capacity but, instead, to distribute the job between the two key individuals in the Provost's area: Dawn Neuman, Vice Provost for Academic Resources; and Michael Bowers, Vice Provost for Academic Affairs. These two individuals had positions that covered the vast majority of operational activities within the Provost's Office. Additionally, they were both considered exceptionally competent in their respective areas. The model deemed "Co-Officers in Charge", worked remarkably well during this period, and I was truly grateful to both Dawn and Michael for their performance and expertise over the initial eight months. A search was conducted in the latter part of 2006, and an exceptional candidate accepted the position. On June 1, 2007, Dr. Neal Smatresk joined our senior administrative team as provost and executive vice president.

- ***Vice President for Advancement*** – In an effort to improve communication with our external constituencies, I reorganized key areas on campus that serve and communicate with our external audiences. The Office of Public Affairs, Marketing, Alumni and Community Relations, and the Foundation joined together in an integrated structure called “Advancement”. William (Bill) Boldt joined us on September 10, 2007, and immediately began implementing the “Advancement” model outlined in my Inaugural Address by bringing the offices of Alumni Relations, Community and Government Relations, the UNLV Foundation, Marketing and Public Relations, Public Affairs, and Reprographics and Design Services all together under one umbrella.
- ***Vice President for Diversity and Inclusion*** – Cultural diversity and greater inclusiveness in higher education enhances the learning environment of the entire university community by exposing everyone to multiple and diverse perspectives and engaging them in the richness of various cultures. While UNLV had made strides in achieving a diverse educational environment and institutional culture, I felt it was imperative to ensure top-level commitment to this strategic goal. As such, I created the position of Vice President for Diversity and Inclusion, a position to serve as my chief advisor on diversity matters and to ensure that diversity initiatives were adequately and appropriately integrated into the university’s mission and goals. Christine Clark joined us on July 1, 2007, as our first vice president of this newly created office.
- ***Vice President for Research and Dean of the Graduate College*** – Dr. Ronald Smith, a long-time member of the UNLV faculty, agreed to serve as our “interim” until we restarted a new search during the next academic year. In our subsequent searches, we have combined the roles of graduate dean and research vice president because we believe we are still in our formative period in creating a research-driven institution. The tight linkage between graduate students and sponsored research helps define the culture of research.
- ***Assistant President/Chief of Staff*** – Dr. Christian E. Hardigree, a long-time member of the UNLV Hotel faculty, joined us October 29, 2008, as the Assistant President and Chief of Staff. Her duties consist of a compilation of the responsibilities previously required of three separate positions: Chief of Staff, Deputy to the President, and Senior Advisor to the President. In addition to managing the President’s office staff, she is the primary liaison for the Regents, works on a variety of administrative projects, serves on Cabinet and the President’s Advisory Council, and oversees various event management matters relating to the President’s office.
- ***President’s Advisory Council*** – Dr. Gale Sinatra, another long-time faculty member, was appointed in November 2008, as the Chair of the President’s Advisory Council (PAC). PAC is a new entity comprised of representatives from faculty, professional staff, classified staff, CSUN, GPSA, and Faculty Senate that advise me on various issues that affect the UNLV community. PAC meets approximately once a month with the president, and also meets

independently in order to bring matters of the University community to my attention.

- ***Filling of the University's Key Administrative Positions*** – Additional key academic leadership positions filled include:
 - Dental Medicine –Dean Karen West;
 - Law –Dean John Valery White;
 - Education –Dean M. Christopher Brown II;
 - Business –Dean Paul Jarley;
 - Liberal Arts –Dean Christopher Hudgins;
 - University College –Dean Ann McDonough (interim); and
 - Honors College –Dean Peter Starkweather;
 - Sciences –Dean Wanda Taylor (interim).

In aggregate, this is a very substantial change in academic, senior leadership (8 out of 14 total dean positions) and presents a unique opportunity to more aggressively pursue the changes in culture and standards that redefine a university's academic reputation. We are optimistic that with a new provost and over 50% new deans, we have an excellent academic leadership team in place for the future.

B. Enhancing the Research Agenda

I provided several new internal award programs that support efforts to obtain competitive funding, enable individuals to pursue scholarly and creative activities, and enhance research infrastructure. These efforts included:

- ***President's Research Award (PRA)*** – Eleven proposals were funded in 2007 totaling over \$400,000. The research teams receiving awards were from the Colleges of Liberal Arts, Urban Affairs, Sciences, Engineering, and the Division of Health Sciences. These awards are providing funds to faculty for research leading to submission of one or more competitive grant proposals to national or international funding agencies. The larger institutional intent is to build greater research capacity at UNLV and to expand competitive external funding. The limit per proposal was \$50,000 and projects that included significant graduate student involvement were given preference. These are two-year awards.
- ***Research Development Award (RDA)*** – Ten proposals were funded in 2007 totaling more than \$97,000. The researchers that received awards were from the Colleges of Liberal Arts, Urban Affairs, Sciences, Engineering, Business, Education, Hotel Administration and the Division of Health Sciences. These awards are supporting faculty as they pursue a wide variety of scholarly and creative activities. The limit per proposal was \$10,000. These are one-year awards.

- ***Research Infrastructure Awards*** – Thirteen proposals were funded in 2007 totaling \$750,000. The researchers that received awards were from the Colleges of Liberal Arts, Urban Affairs, Sciences, Engineering, Fine Arts, the Division of Health Sciences, and the University Libraries. These awards were utilized to support college/school-level research infrastructure requests. The program funded projects that enhanced facilities and/or provided equipment or other materials that facilitated research and scholarly/creative activities. The limit per proposal was \$75,000. These were one-time awards.
- ***Institutional Development Grant (IDG)*** – Proposals were funded in 2007 totaling \$150,000 for research, scholarship, and curricular activities that support our mission and goals.
- UNLV faculty and staff expended \$104.9 million in sponsored program funding in FY 2007, including \$53.8 million in research expenditures. This represents a 14% increase in sponsored program expenditure funding over FY 2006 and a 12% increase in research expenditure funding over the same period. In FY 2007 UNLV received approximately \$106.8 million in external award funding with nearly \$74.8 million supporting research.
- UNLV's Division of Research and Graduate Studies has launched a new initiative to provide grant-writing support for faculty. A fund of \$100,000 will be available in the coming year to various campus academic units to hire experienced grant writers to help faculty write proposals for national and international grants.

C. New Programs, Institutes, Schools, Centers and Faculty

- The Board of Regents approved nine new UNLV programs in 2006, including a Bachelors, Masters, and Doctor of Philosophy in Informatics and a Masters and Doctor of Philosophy in Astronomy. In addition, the Board approved nine UNLV institutes, schools, or centers.
- The UNLV School of Social Work was awarded \$1,034,779 in funding for its participation in the Nevada Child Welfare Training Partnership, a multi-agency collaboration between the Nevada Department of Health and Human Services, UNR, University of Denver, Nevada DCFS, Clark County DFS, and Washoe County Social Services. This will entail the development of a comprehensive training program to meet the demanding training needs of child welfare staff throughout Nevada.
- The Department of Marriage and Family Therapy has received accreditation for its marriage and family therapy master's program. Accreditation was granted by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Marriage and Family Therapy. This accreditation places the

program in an elite group of programs that has met the highest standards in our field. The program at UNLV is the only COAMFTE accredited program in the state.

- In 2007, the Board approved one new program, a Bachelor of Science in Entertainment Engineering, and eight programs received accreditation including Radiography, Computer Science, Interior Architecture and Design Art, Marriage and Family Therapy, and Clinical Lab Sciences.
- We conducted 384 searches in CY 2007 for faculty and professional staff positions, with 70 individuals hired as tenure-track or tenured faculty and 230 individuals hired in professional staff positions. Also included in this total were 51 visiting faculty and 18 faculty in residence.

D. Additional Activities, Accomplishments, & Initiatives

- 23% more students (260) received graduate degrees in calendar year 2007 with master's degrees rising from 1,092 to 1,327 and doctoral degrees increasing from 63 to 88. Graduate students also completed more research projects in the form of dissertations during this period, increasing from 63 in 2006 to 71 in 2007. In May 2007, the first Doctor of Physical Therapy degree was conferred upon 17 students.
- UNLV's student-athlete graduation rate is at an all-time record 63 percent. More than 61 percent of student-athletes had a grade point average of 3.0 or higher at one point this past year (2006-07)
- The Boyd School of Law graduates taking the Nevada State Bar exam for the first time achieved a record 85 percent passage rate. This is the highest passage rate in the 10-year history of the Law School.
- A total of 84 student-athletes earned Spring 2007 Academic All-Mountain West Conference honors. UNLV also had 29 student-athletes named a MWC Scholar-Athlete. Student-athletes must have completed at least one academic term at the school while maintaining a cumulative grade point average of 3.0 or better, and be a starter or significant contributor on their team.
- In the wake of the Virginia Tech shootings, we initiated many activities to improve campus emergency management planning and communications. We implemented a reverse 911 system; updated our campus emergency response plan; tested sirens/campus public address systems and signage; sent out an RFP for emergency communication products; developed and delivered six emergency preparedness classes and implemented the campus building proctor program which both helps with emergency communications as well as communications for building occupants on facilities issues.

- The M.F.A. in Creative Writing International Program was named as one of “nine distinctive M.F.A. programs” in the November/December issue of *Poets & Writers*, a trade magazine in the field – solidifying its reputation as a top program in the nation.

E. New Buildings

- Dedication of Greenspun Hall, the university’s first building constructed to be eligible for LEED Gold Certification. Innovative facilities such as Greenspun Hall enable the university to serve as a resource in both education and research.
- Dedication of the new Student Union building.
- Dedication of the new Student Recreation and Wellness Center.
- New Science and Engineering Building (formal dedication scheduled for later in 2009).

STUDENT AFFAIRS

I. General Guiding Principle(s) and Philosophy

There is always a debate about the proper distance between academic affairs and student affairs. For us, this question is compounded by the evolution of our typical student from primarily commuter to a full-time and local student; we may never be the classic resident campus, but the change toward full-time has been substantial. My bias is to have the two functions tied as closely together as possible. The primary reporting line for student affairs is now through the provost’s office, while still reporting directly to me about student disciplinary and security matters. Competitions for student advising and activities are minimized, and more generally collaborative. Enrollment management and first-year advising are the two biggest areas for such collaboration.

The advent of the more full-time student requires more on-campus resources and support than ever before. The combination of the Lied Library, new Student Union, and Recreation and Wellness facility have dramatically changed the life of the student outside of classes. These three facilities were either completed or initiated under my predecessor, Carol Harter, and are wonderful additions for our full-time students.

Our student body is diverse. We are just at the boundary of being majority-minority, namely the fraction of Caucasian students falls below 50%. As an urban university, we have a typical mix of ethnicities, races and national origins. While we acknowledge these differences, we do not yet fully understand the impact. Hiring a vice president for diversity and inclusion was a priority;

the scope of this position and program development is still evolving. We are just opening a new multi-cultural center and are creating new programs to serve the various communities. Further program development and outreach to constituent external communities is limited by our current budget circumstances. This remains a priority and activities will be expanded as monies, both state and donor, become available.

Our continuing exercises in budget reduction have made it clear that greater involvement of and communications with students is most important. We have had special town hall meetings with students, regular meetings with student leaders, and created the President's Advisory Council (PAC). The PAC is a particularly successful addition. Both the CSUN and GPSA presidents have automatic membership and have used this proximity and interaction to very effectively articulate student concerns and issues.

II. Activities/Accomplishments/Initiatives

We recognized a primary weakness in our retention rates and have worked especially hard to set additional support in place with our Academic Success Center. Other activities representing student affairs engagement include general education reform.

A. Academic Success Center

Launched on September 8, 2008, The Academic Success Center (the Center) partners with the entire campus at UNLV to both welcome and mentor students from pre-admission to a successful graduation. Recognizing that the transition into a higher educational institution can be a challenge for students and their families, the UNLV Center is dedicated to providing a strong base of support from successful academic transitions, to a successful completion of the First Year to a successful Commencement.

Today's university population is more diverse than it has ever been. Student goals range from the intrinsic pursuit of knowledge, to the acquisition of specific work-related skills, to preparation for graduate or professional programs. In UNLV's urban setting, many students have both traditional and nontraditional needs and specific career plans. To this end, the Academic Success Center provides: (1) quality advising and support for students without declared majors; (2) advising for all student athletes; 3) campus-wide tutoring and Learning Support; and 4) specialized courses and programs to both mentor and welcome First Year students.

As new and diverse students-- Freshman and Transfer/Traditional and Non-Traditional-- as well as student athletes, prepare to transition into college life, data suggests that two of their major concerns are achieving good grades and connecting to a new community of friends, mentors, and staff. Thus, it is the premiere mission of the Center at UNLV to address these concerns by providing students with the professional contacts and tools to facilitate a successful transition into college life. The Center will not stop at the First Year, but will continually offer this support throughout students' careers at UNLV through close partnership with all of the Colleges, the Library, Student Services, and other campus communities and resources that will help to keep the dynamic First Year momentum going through to graduation.

The Center is staffed by the Dean who oversees the Assistant Dean and Directors managing a number of success and advising initiatives. These areas include: Student Athlete Academic Services, Academic Advising (primarily for about 2,000 undeclared students), a Class Concierge to help students solve immediate obstacles to graduation, a Re-entry Concierge to advise Ready Adult Learners, and Tutoring/Learning Support.

B. General Education Reform

In 2000, NWCCU accreditors stated that UNLV did not publish assessable outcomes for general education and did not design curriculum to obtain the outcomes, nor did it assess how well the outcomes were being attained. UNLV had objectives, passed by the Faculty Senate in 1982, that had been published in 1998-2000 and 2000-2002, catalogs, but there was insufficient evidence that any part of UNLV's general education curriculum was designed to attain these objectives.

A review of the scholarship in General Education indicated that UNLV could develop outcomes in keeping with national trends that establish outcomes to promote student learning that will help students be successful in the 21st century. As such, we embarked on a mission to reform our general education area, as detailed below:

- 1) General Education retreat held September 7, 2007, to introduce the topic of General Education reform, and develop faculty, student and employer input on characteristics of a university graduate
- 2) Planning and refinement of the outcomes in Fall 2007 – Spring 2008
- 3) Development of undergraduate outcomes in the *Focus 50-100* town hall strategic planning process
- 4) Gen Ed Advisory committee realized in Summer and Fall 2008 that there are universal undergraduate education outcomes, that are met through educational experiences both in “general education” and in the discipline, and that these outcomes need to be continually reinforced throughout a student's undergraduate career, at the beginning, middle and end.
- 5) Additionally, a realization that all kinds of learning experiences, such formal classroom, learning communities, capstones, research projects, studio performances, exhibitions, internships, and study abroad, help to attain these outcomes.
- 6) CCTL Planning events in Fall 2008 to introduce the proposed outcomes to the faculty and start the process of considering how educational experiences could be designed to attain them. Provost Smatresk has asked that in Spring 2009, faculty plan how they could implement educational experiences to attain the outcomes, commencing in Fall 2009.

As we enter the Spring of 2009, the plan is as follows:

- 1) Draft revised undergraduate outcomes ready to go to faculty for their review.
- 2) Gen Ed Advisory Committee develops the framework to be used in faculty planning sessions.
- 3) Spring 2009 - Take proposed outcomes to deans, chairs and faculty and request their participation in determining how the new outcomes could be met both in their own disciplines
- 4) Gen Ed Advisory Committee members will participate in those planning sessions and receive feedback on the outcomes and on the educational experiences.

C. Other Activities, Accomplishments, and Initiatives

- The office of Undergraduate Recruitment sponsored two programs related to recruitment of top students in the Clark County School District (CCSD) middle and high school levels. The Future Scholars Night included all 8th, 9th and 10th graders with a 4.0 GPA and their parents. A second event, the Jr. Hispanic Academic Recognition Night, was held for all CCSD Hispanic students in their junior year with a 3.5 or better GPA and their parents.
- Several graduation recognition and awards programs and activities were held during May 2007 including the Alliance of Professionals of African Heritage's 22nd Annual Student Achievement Award Ceremony; the 8th Annual African American Student Graduation Celebration; the Native American Student Convocation; and the Hispanic Student Celebracion de los Graduados.
- UNLV hosted Family Weekend in Fall 2007. More than 300 families from throughout the United States gathered for a weekend of activities that included a special dinner, tailgate, the football game and a Sunday Brunch. This event builds community among current students and increases awareness of the university among parents. The new Parent's Council met during Family Weekend and discussed many ways to enhance the involvement of parents in the life of the university including, but not limited to, financial support.
- On February 29, 2008, UNLV's Office of the Vice President for Diversity and Inclusion, in partnership with the Clark County School District, hosted its second group of 400 Clark County high school students involved in the AVID (Advancement Via Individual Determination) program. The AVID program targets middle tier students through a combination of mentorship, tutoring, and advising programs, with the goal of improving their high school graduation rates and propensity to transition to college.

- On March 4, 2008, more than 140 prospective graduate students attended the Spring Graduate School Recruitment Fair.
- On March 28 and 29, 2008, nearly 1,200 high school students competed in the FIRST (For Inspiration and Recognition of Science and Technology) robotics regional competition . The FIRST Robotics Competition is an international contest during which students, with the help of UNLV and engineering industry mentors, design and build unique robots from an identical kit of parts.
- The UNLV Women's Research Institute of Nevada presented the National Education for Women (NEW) Leadership Program for 2007. The program exposes Nevada female college students to politics, education, business and community involvement.

PERSONNEL MANAGEMENT

I. General Guiding Principle(s) and Philosophy

The selection of strong individuals to form both the senior leadership team and fill the key academic positions is discussed above. My underlying philosophy is to hire individuals more expert than myself in each functional area and then support them as the primary manager. Regular meetings with each subordinate serve to keep me updated on activities and key issues; these meetings are in the form of weekly cabinet meetings of all VPs and my Chief of Staff, and then weekly or bi-weekly meetings with each individual. Annual reviews focus on goals, accomplishment of goals and impediments to their managerial effectiveness. I insist on collaborative working relationships among these direct reports so that issues and problems can be quickly addressed.

Work with the Faculty Senate requires special mention. While there are often strained relationships between central administration and an academic senate, there is more to be gained with true shared governance. I am a strong believer that the senate's primary and most effective role is the controller and protector of academic quality, while the administration must be ultimately responsible for stewardship and use of resources. The overlap between these responsibilities is real and is often the source of tension. A period of reduced funding certainly exacerbates this potential. More comments on this interaction are offered below.

II. Activities/Accomplishments/Initiatives

A. Faculty Senate

One of my first meetings as president was with the UNLV Faculty Senate. I continue to have quarterly meetings with the Senate Executive Committee, and as well, one-on-one sessions with the Faculty Senate Chair. My experiences with this group have been generally positive. We are in agreement a majority of the time regarding topics of import to both faculty and to the larger campus community. During the course of my first year at UNLV, some important procedural and policy changes were implemented. As we

have experienced the changing budget situation, I have continued to meet with the Faculty Senate leadership in order to facilitate an open dialogue regarding the impacts upon UNLV programs, academic and non-academic issues, and the UNLV community.

In addition to meetings with the executive leadership of the Faculty Senate, I initiated a formalized process during the first year for visiting the academic units on campus. The format for these tours typically involves an hour with the executive leadership team in the college or school, a brief tour of facilities, and an open forum with all faculty and staff. This effort had a positive effect, and I plan to re-establish these scheduled visits during the coming months.

B. President's Advisory Council (PAC)

At the beginning of this academic year, I created the President's Advisory Council (PAC). It consists of an At-Large Faculty member selected by me to serve as Chair, the Chief of Staff, the Immediate-Past Faculty Senate Chair, the Professional Staff Committee Chair, the Classified Staff Council Chair, the GPSA President, and the CSUN President. With representation of campus leaders from all sectors of UNLV, the PAC invites the campus community to submit issues of importance. These issues are communicated to me. The PAC directly provides me with a sense of campus opinion on academic and non-academic matters and serves in an advisory function to me and my Cabinet. PAC meets regularly as a group, and approximately monthly with me.

C. Change in Senior Leadership

As addressed in more detail in the section entitled "Academic Administration & Academic Planning", I made significant changes to the senior leadership in crucial areas.

D. Town halls

In light of the extreme budget cuts, I have conducted several town hall meetings on campus. These are conducted as an open forum for UNLV community members to ask questions of the senior leadership relating to the budget impacts at UNLV. These events have been well attended and well received by the attendees, creating a greater sense of community and family on our campus.

E. Support for Professional Staff and Classified Staff

I have supported several functions that recognize the contributions of Professional Staff and Classified Staff to our campus; they primarily encourage professional development in their respective areas. In Fall 2007, UNLV hosted its first annual Professional Staff Development Day. Presentations were made by UNLV Historian, Gene Moehring, and MGM Mirage Senior Vice President, Punam Mather. In 2008, Gregg Ketter, a leadership and performance instructor, made a presentation entitled, "Cultivating High Performance Teams". I have also supported the Classified Staff annual retreat and their annual awards ceremony.

DECISION MAKING AND PROBLEM SOLVING

I. General Guiding Principle(s) and Philosophy

My scholarly expertise is risk analysis and decision theory; thus, I am somewhat a captive of what I teach. What this really implies is that I expend considerable effort collecting input and data, weighing the objectives and risks, and then developing an implementation strategy (including contingency plans). My decisions are based on data and analysis, and I believe I utilize rigor when appropriate. We have a great team for supporting this approach. Both the Provost and Senior VP for Finance and Business are focused on data collection and analysis for their areas.

An especially important aspect of decision making in an academic domain is consultation with those affected by the action. Consultation is not equivalent to letting others have equal votes. It is much more a surfacing of values, impacts and unintended consequences; in other words, we need to carefully listen to those affected. In general, I feel I do a quite good job of soliciting this input while not overly extending the decision timeline.

Decision making in the political realm is more difficult in Nevada than anywhere else I have previously served as an administrator. I attribute this, in part, to the more part-time nature of state elected officials, as well as the greater differences in individual power experienced here. Obviously, my job as president is not to change those factors, but rather to learn how to best work in that environment. My conclusion is that seeking out these individuals and spending more time explaining our university, our priorities and our issues pays major dividends. It has been particularly valuable to meet with the legislative leaders prior to the upcoming session so that they have a fuller picture of our situation.

While I believe strongly in data-driven and rigorous approaches to making decisions, I also recognize that we are in an extremely fluid environment. For example, the state went through four budget reductions during the current, 2007-2009 biennium. While we only participated in two reductions at the 4.5% and 3.42% levels, we still needed to develop strategies for potentially dealing with the others. Sometimes the time from identification of problem to solution is very short; thus, we spend significant effort in anticipating what levels might occur and working through various options beforehand.

II. Activities/Accomplishments/Initiatives

Evidence relating to this area has been detailed in other performance areas within this evaluation (e.g., selecting/interacting with senior leadership or increasing interaction with our constituencies).

EXTERNAL RELATIONS AND FUND RAISING

I. General Guiding Principle(s) and Philosophy

Presidents bear the primary responsibility for representing the university to all external communities. These constituencies include donors, alumni, elected officials, media, and other institutions. For me, the optimal organizational structure is a shared box for the president and EVP/Provost. A simple interpretation is that I run the university by looking outward, while my provost runs the university looking inward. The provost thus has primary day-to-day operational responsibility, and I have the longer-term and relational responsibilities. This approach is very similar to what I saw and experienced within the University of California system, particularly at UC Berkeley and UCLA. Both president and provost must, in turn, make extra efforts to keep one another informed and involved where necessary.

Based on this organizational paradigm, my energies are often focused on the external constituencies. The institution arguably endures forever and the president has a finite term. In representing the university, I am especially sensitive to appearing as the steward and ambassador, rather than the sovereign. For example, donors do not give to me as the president; they give to support programs, or students, or because they believe UNLV will be better for their gift. Legislatures do not adopt policies in our favor because they are committed to me; instead, they sponsor bills or funding because they believe in education and the ability of UNLV to make a difference. Of course, they all look to me to make the appropriate commitments on behalf of the university. This is perhaps more style than substance, but it does provide insight into how I interact with our outside communities.

As mentioned in the section on decision making, political interactions in Nevada are more interesting, and at times more challenging, than anywhere I have ever been. The key seems to be keeping the lines of communication as open and constant as possible. The biennial sessions move extremely quickly, so meetings out-of-session are most valuable. This requires preparation well ahead of the session, and anticipating what the major issues will be at the time of the session. The summary of budget activities in the first section on fiscal and budget management offers a good look at the type of analysis required to support these off-session interactions.

II. Activities/Accomplishments/Initiatives

A. Invent the Future Campaign

In January 2002, UNLV embarked on an Invent the Future Campaign that was a comprehensive planning process to raise money in support of the University's goals and priorities for the future. The campaign was originally designed to end in December 2008 but, due to the unprecedented economic downturn in 2008, the campaign has been extended for up to one additional year. I am hopeful that the campaign will wrap up prior to that time – as gift and gift intentions of \$451,494,080 have been raised through November 30, 2008. Additional proposals have been made, and I anticipate hearing

some more positive news by February 2009. In my time at UNLV, we have raised over \$120,000,000.

During my time with the campaign, we have seen significant donations and increases in the number of donors. Gifts received this fiscal year through November 30, 2008 are \$18,259,702 contributed by 3,536 donors – a significant increase in donors that is impressive during the economic downturn. One reason for the increase in the number of donors is, in part, due to a re-designed student telephone calling program. This program has seen an impressive 145% increase in donors over the same period last year with the primary increase coming from UNLV alumni. The increases in alumni support also contribute to alumni giving statistics such as those used by *U.S. News & World Report*.

One of the notable donations occurred in September 2007, when I had the pleasure of standing next to Harrah's Entertainment Inc. Chairman, President and CEO, Gary Loveman, and Stuart Mann, Dean of the William F. Harrah College of Hotel Administration, as the announcement was made that the Harrah's Foundation was pledging \$30 million, the largest corporate gift in the university's history. \$25 million will be designated toward the construction costs of the William F. Harrah College of Hotel Administration academic building and \$5 million is being used for related research, recruitment, training and education initiatives at INNovation UNLV, a development that will feature a unique mix of academic and hospitality venues that will educate the next generation of industry leaders.

B. Donor Relations

In the face of declining state budget support for higher education and these uncertain economic times, private fundraising for the campus is vitally important. While my first six months at UNLV focused largely internally, the 2007 and 2008 calendar years focused primarily on external communications and meetings with donors, stakeholders, volunteers, and friends. It is critical for me to be involved in high-level cultivation and stewardship, not just in light of UNLV's Invent the Future campaign but also in building relationships and partnerships with our community to further my vision and priorities for UNLV. In my role as president, I focused on getting to know the community and in building personal relations with our strong donor base. A presidential transition during a campaign of this magnitude requires the incoming president to re-instill confidence in the institutional direction and in the abilities of the leadership. In addition, I started re-establishing relationships with donors who, for one reason or another, are not currently active with UNLV.

C. Media Relations

Engaging the community in our research mission and communicating the impact of our research activities remains a top priority. Additionally, helping the community understand our philosophy in managing state budget reductions has been critically important in the past year. In my role as president, I continued to serve as the primary external voice for the university on high-level issues. I regularly scheduled interviews and responded to requests for information from print and television reporters.

Additionally, I increased the number of personal appearances on programs such as State of Nevada and the Ralston Report, which reach opinion leaders and decision makers throughout the state. I revisited the editorial board of the Las Vegas Review Journal and used the meeting as an opportunity to help the board understand our aspirations, challenges and priorities.

D. Community Outreach

I was able to carry our message to the community at large this year through keynote addresses to the Nevada Development Authority Board of Trustees' Breakfast; the Las Vegas, Las Vegas West and North Las Vegas Rotary Clubs; the Asian and Latin Chambers of Commerce; the Kiwanis Club; the 2007 Fall Transportation Conference; and the Engineering Week Banquet. Continued efforts to communicate the values and importance of UNLV will be pursued through additional speaking engagements and community interactions.

E. Governmental Relations

The 2007 and 2009 Nevada legislative sessions have provided me with an opportunity to meet one-on-one with many of our state's key elected officials. These meetings served as an opportunity to advocate UNLV's position relative to budget requests and legislative matters of interest.

I also had the opportunity to travel to Washington D.C. to meet with our congressional representatives concerning research and land issues. These efforts have proven fruitful and the response from leaders in both Congress and the Nevada State Legislature has been very positive paving the way for future dialogue. More importantly, given the budgetary challenges NSHE is currently facing, it is critical to enter discussions with our policy and decision makers with a degree of credibility and familiarity.

F. Alumni Relations

I have worked to build alumni relations over my time here. I regularly attend the Alumni Steak Fry at the home of Chip and Helen Johnson. The annual Alumni Dinner during Homecoming Weekend is also a major event; I enjoy addressing and updating the large group during this event. I have worked to continue cultivating relationships with our many alumni, including regular contact with through formal and informal events including those functions associated with Athletics.

G. Midtown UNLV

This public/private partnership dedicated to the revitalization of the area surrounding the UNLV campus, began in 2002 as collaboration between the university and The Vista Group. We moved forward this year with public outreach sessions and launched the Midtown UNLV website [<http://midtown.unlv.edu/current-status.html>]. UNLV and The Vista Group also completed their proposal for traffic calming along Maryland Parkway –

The Maryland Parkway Demonstration Project –and participated in the Regional Transportation Commission (RTC) study to review the viability. Although the project did not proceed, it served as a platform for discussion and engagement with Clark County and the RTC for further traffic and pedestrian studies for the area surrounding UNLV.

UNLV, The Vista Group, American Nevada Company, and other sponsors invited the non-profit education and research focused Urban Land Institute to Las Vegas in May 2007 to conduct a five-day advisory service panel for the Midtown UNLV project. In August, the Urban Land Institute presented its report that provided recommendations to serve as a guide for planning, design, transit, market analysis, public safety/policy, and other areas of the project. And in October 2007, UNLV in cooperation with The Vista Group, American Nevada Company, Clark County and others, held the inaugural Midtown Leadership Council meeting bringing together a core group of Southern Nevada leaders to provide their input and guidance toward the project reaching success.

With UNLV input, the RTC approved two Unified Public Works Program studies relative to Midtown – a study to focus on the feasibility of locating a transit center on or near the Maryland Parkway campus, and the second focused on assessing the feasibility of enhanced transit service along Maryland Parkway.

RELATIONSHIP TO THE BOARD

I. General Guiding Principle(s) and Philosophy

It is my belief that the Chancellor and the NSHE staff provide the primary interactions with the Board of Regents. Managing Board meetings and processes, as well as overall agenda setting occurs at this organizational level. Each campus president has the corresponding responsibility to represent his/her institutions issues through the Board meeting process. When necessary, the president can and should work with regents one-on-one to clarify or further analyze issues of mutual concern. I have found the individual regents very open to and appreciative of these discussions.

My relationship with the Board of Regents during my initial term as president has been constructive and supportive. The Regents have an important role, linking the missions of the three distinctly different types of institutions within one higher education system. Additionally, the Board's policy setting responsibilities are extremely important to all NSHE institutions. To that end, I believe that as a university president I must gain the Board's confidence to manage issues that impact the campus. In general, the Regents have afforded me the opportunity to manage issues locally without interference. In an effort to build relationships with the Board and instill confidence, I enacted a communications plan that, I believe, provides ample and timely information relative to important campus matters. My intention is to keep the lines of communication open so that the Regents can serve in the appropriate capacity, while assessing my ability to manage campus issues. Fundamentally, I believe it is imperative that the Regents understand, value, and support UNLV's unique circumstances.

II. Activities/Accomplishments/Initiatives

A. Regents' Communication Plan

In order to build confidence in our day-to-day handling of institutional management issues, I created a communications plan that informs the Regents, the Chancellor and the media about important institutional issues in a timely manner. Information and matters of interest and concern to the Board of Regents and the Chancellor are made readily available.

The mechanisms for communicating this information take two primary forms. A Regents' Alert is designed to communicate urgent/critical information to the Board and the Chancellor regarding the institution and its affiliations, particularly, if it is likely to receive immediate public attention. A general Regents' Update has been designed to provide information regarding issues or events that are not time-sensitive, but are of importance, interest, and concern to the Board and the Chancellor. All communications submitted by the Office of the President are required to be concise, coherent and thorough, with the objective of demonstrating openness and responsiveness to key institutional matters.

PROGRESS TOWARD MASTER PLAN AND OTHER PERFORMANCE GOALS

I. General Guiding Principle(s) and Philosophy

The NSHE Master Plan is loosely modeled after the California Master Plan for education. Central to both states' plans is a multi-segment system. The greatest departure from the prior Nevada system is the inclusion of a state college as a separate 4-year tier. This allows UNLV and UNR to emphasize their research university missions with less concern for providing access or some of the workforce demand 4-year degrees. Additionally, the master plan emphasizes measuring change across multiple academic dimensions, as well as other institution areas such as sustainability. The following section offers a few of the more relevant metrics and the changes through recent years.

II. Activities/Accomplishments/Initiatives

A. Institutional Quality through Measurable Improvements

1. Capture Rates:

There has been a slight increase in capture rates. In 2006, the number of June graduates from Clark County High Schools was 10,879. Approximately, 1,986 enrolled at UNLV in the Fall 2006 (participation rate 18.3%). In 2007, the number of June graduates from Clark County High Schools was 11,428. Approximately, 2,077 enrolled at UNLV in the Fall 2007 (participation rate 18.4%). When looking at all Nevada counties, the participation rate rises slightly, as well. In 2006, the number of June graduates from all counties was 16,387, with 2,054 enrolling at UNLV in the Fall 2006 (participation rate 12.5%). In 2007, there

were 16,855 June graduates (all counties), with 2,117 enrolling at UNLV in the Fall 2007 (participation rate 12.6%).

In the Southwest, we are seeing an increased representation of minority students in the educational pipeline. While minority students account for a growing proportion of high school graduates, they tend to enroll in higher education at lower rates. For example, according to a recent report from the National Center for Public Policy and Higher Education, 10% of Hispanic young adults in Nevada are enrolled in college, compared with 31% of whites. UNLV has programs in place to address such disparities in access, which may account for limited capture rates in this time frame.

2. Retention and Graduation Rates:

First-year retention rates for the past two fall cohorts of new freshmen are provided as follows:

Race/Ethnicity	Fall 2006 Cohort	Fall 2007 Cohort
African American	71.2%	66.5%
Asian	82.0%	83.0%
Caucasian	71.0%	74.4%
Foreign National	83.8%	76.9%
Latino	77.0%	75.8%
Native American	80.0%	55.0%
Unknown	74.6%	75.8%
TOTAL	74.6%	75.9%

*data for F08 cohort will
be available in F09

Overall, UNLV has seen an increase in retention rates over the past two years. This is most likely a result of the increased admission standards that were implemented in Fall 2006. Average test scores of new freshmen have improved somewhat, possibly an indication that our incoming undergraduates may be better prepared to succeed. The average SAT scores in 2008 were 500 Verbal and 516 Math. The average ACT score in 2008 was 22. Our strategic plan emphasizes efforts to increase access and retention.

Overall graduation rates have remained fairly constant over the past few years. It is unlikely that graduation rates will be impacted by the increased admission standards or by the new retention programs for another few years.

3. Minority Enrollment:

Our Fall 2008 University Student Profile report shows headcount enrollment trends by ethnicity, along with total minority enrollment, for the past several years. For purposes of comparison, the 2003 – 2008 Headcount Demographics and Enrollment Data is provided below:

Fall 2003 - 2008 Headcount by Demographic and Enrollment Variables

Level ¹						
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Total	25,749	27,334	28,104	27,912	27,988	28,605
Undergraduate	20,681	21,783	22,077	21,853	21,962	22,149
Graduate	4,449	4,856	5,260	5,281	5,250	5,656
Professional	619	705	786	799	796	812

Student FTE						
Total	18,574.8	19,886.8	20,424.8	20,180.4	20,007.4	20,297.5
Undergraduate	16,376.4	17,427.0	17,790.4	17,315.8	17,182.4	17,243.4
Lower	10,744.0	11,343.8	11,569.1	10,872.6	10,584.1	10,745.9
Upper	5,632.4	6,083.2	6,221.3	6,443.2	6,588.3	6,497.5
Graduate	2,198.4	2,459.8	2,634.4	2,864.7	2,825.0	3,054.1
Master	1,831.1	2,026.9	2,052.2	2,242.5	2,190.3	2,374.3
Doctoral	367.3	432.9	582.2	622.2	634.7	679.8

Enrollment Status						
Full Time	16,182	17,691	18,001	17,548	18,081	18,486
Part Time	9,567	9,643	10,103	10,364	9,907	10,119

Residency						
Resident	19,616	20,714	21,398	21,284	21,567	22,075
Non-Resident	6,133	6,620	6,706	6,628	6,421	6,530

Gender						
Male	11,346	11,950	12,225	12,166	12,266	12,556
Female	14,403	15,384	15,879	15,746	15,722	16,049

Ethnicity						
<u>Total Minority</u>	<u>7,488</u>	<u>8,289</u>	<u>8,767</u>	<u>9,224</u>	<u>9,831</u>	<u>10,481</u>
African American	1,852	2,074	2,126	2,157	2,224	2,277
Native American	219	235	281	284	274	247
Asian	3,017	3,324	3,505	3,797	4,102	4,490
Latino	2,400	2,656	2,855	2,986	3,231	3,467
Foreign National	1,136	1,153	1,197	1,204	1,201	1,183
Caucasian	14,730	15,224	14,660	14,027	13,525	13,541
Unknown	2,395	2,678	3,248	3,457	3,431	3,400

Age						
Under 25	15,277	16,638	17,034	16,811	16,821	17,028
25 and Over	10,472	10,696	11,070	11,101	11,167	11,577

*Age information is not available for all students

¹ Students enrolled in professional/graduate degree programs are included in both categories. However, overall totals reflect unduplicated counts, and thus may not equal the sum of the categories. Includes Executive MBA, BSHA-Singapore, MSHA-Singapore, and MSN-Philippines.

The summary table below shows the increase in the proportion of minority students at UNLV over the past three years.

	Total Headcount	Total Minority Headcount	
		#	%
Fall 2006	27,912	9,224	33.0%
Fall 2007	27,988	9,831	35.1%
Fall 2008	28,605	10,481	36.6%

4. **Overall Enrollment Growth:**

The fall 2008 University Student Profile also shows five-year trends in overall enrollment (at the top, under the heading 'Level').

While 2006 saw a decrease in undergraduate enrollment, these counts increased somewhat in 2007 and 2008. This may be due to improved processes in enrollment services and increased efficiency in admitting students in recent years. Graduate enrollment, as you will see, has continued to grow over the past five years.

B. **Evidence of Progress to Meet Efficiency Goals (selected examples)**

1. **Reduction of Administrative, Faculty and Professional Staff:**

As of 6/30/08 we provided letters of non-reappointment to 28 professional staff members (with total annual salary and benefits of \$2.5M), which adds to the 70 that had already accumulated during the year, for a total of 98. A "normal" year would see between 15-20 letters of non-reappointment. The 28 staff who received notices on 6/30/08 impacted staffing reductions in administrative and support programs across campus.

On the administrative side, not filling positions, re-tasking, or appointing an internal person was implemented. Examples include VP for Academic Resources; VP and APV for Research; Deans of Sciences, Honors, and the

University College; and VP for Student Affairs; combining the dean positions of the Allied Health and Nursing Colleges; combining departments in Allied Health; and reducing the number of associate deans. The Associate Vice President for Finance position was also eliminated. These account for approximately a 1.65 million dollars savings in salary and benefits.

There were significant numbers of staff reduction in the President and Vice President areas (unfilled positions).

UNLV has already reduced PTI expenditures by about 20%, while increasing faculty teaching loads and increasing class sizes to the absolute maximum of our physical facilities. This increase in teaching load is not sustainable, as it is significantly different from peer institutions and our best faculty will end up leaving.

We had a “soft” freeze on filling vacant faculty positions, which has now turned much harder - any open position must be reviewed centrally through the Provost’s office before it is advertised. It is anticipated that few exceptions will be made, and as a result services will further decline. The forced savings will provide some relief for FY09 budget reductions. As of January 2009, approximately 80 faculty lines have not been replaced.

A voluntary separation incentive program was implemented on 7/18/08 with a final application deadline of September 30, 2008. Twenty-one (21) people took part in the VSIP, which will have a FY10 salary/benefit savings of approximately \$2.5 million on an annualized basis.

We have deferred merit in FY09 for 6 months. This focuses on our more productive faculty and professional staff and, unfortunately, there may be impacts on retention of existing faculty and professional staff.

Overall UNLV’s institutional support as a percent of total expenditures (a *de facto* measure of administrative overhead) continues to decline, in part through efficiency and in part through necessary reductions. For FY07 (the last year for which financial statements are available) the percent overhead was 6.3% - steadily declining from FY00 when it was approximately 12%. We are now at a rate well below other regional research universities, and likely too low to provide required support for students and faculty.

2. UNLV Sustainability Efforts

In my inaugural address in April 2007, I laid out a vision for UNLV to become a leader in sustainability with the stated commitment that we would be a leader for Southern Nevada and serve as a valued resource and model for others who wished to pursue this worthy cause. I made the promise in my September convocation address that “the university would move aggressively to establish both a sustainability policy for the campus and a sustainability task force to advise me and others on how we can do more.”

In October, an 11-member Sustainability Task Force was appointed from specific university departments and divisions including both graduate and undergraduate students. The committee's purpose is to engage the campus in a dialogue about reaching environmental sustainability; integrate environmental sustainability with existing campus programs in education, research, operations, and public service; instill a culture of sustainable long-range planning and forward-thinking design; and provide the president with recommendations and suggestions about how UNLV can best support various sustainability issues/efforts on an ongoing basis. The task force will also help UNLV comply with the NSHE Energy and Sustainability Policy (BOR Handbook Title 4 Ch 10 Sect 26). The task force will complete its activities prior to June 30, 2008, and a UNLV sustainability policy will be finalized in 2008.

A further outgrowth of the university's commitment to sustainability is the grassroots effort currently underway by both UNLV faculty and professional staff to partner with the community at large to find workable solutions to the challenges we are all facing.

As part of this effort, UNLV hosted the 1st Annual Sustainability Conference, "Shaping the Future of Southern Nevada: Economic, Environmental, and Social Sustainability", on October 24th. Forty experts from throughout the Las Vegas community conducted six panel sessions on Environmental Sustainability and Las Vegas; Health Challenges Facing Las Vegas; Challenges of Economic Growth & Diversification & Labor Preparation in Las Vegas; Challenges Facing our Youth and Aged Populations; Sustainability in Community Development and Architecture; and Service Learning: Linking Students and Community. The conference was attended by more than 400 professionals representing local municipalities, private industry, architectural firms, social service agencies, colleges and universities, and local businesses. A listing of the distinguished panelists from higher education and the community may be viewed on the Sustainability web site at <http://urban21.unlv.edu/conferences/2007/panelists.html>

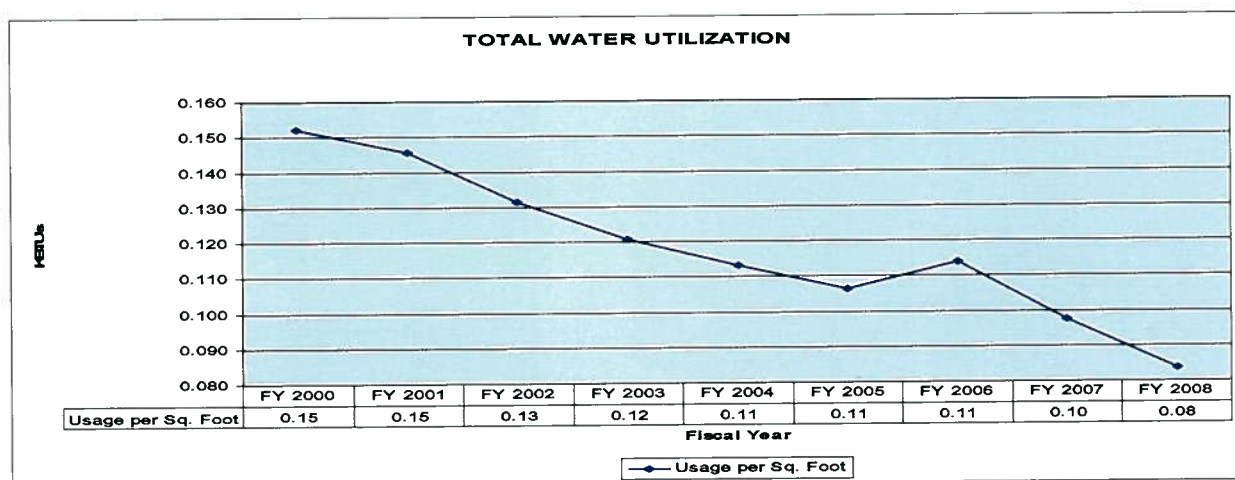
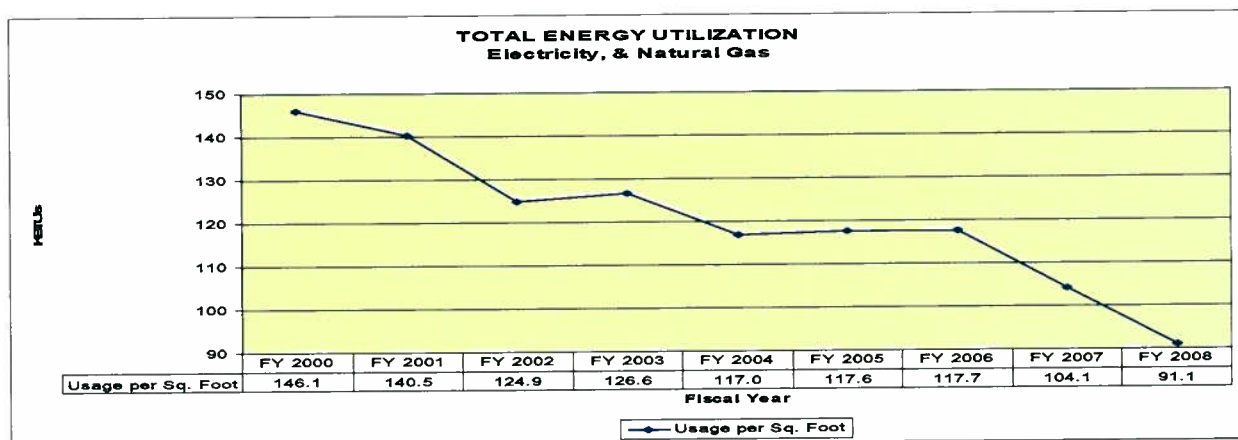
On campus, we are dedicated to "green" building and are taking a critical look at how we are using our resources. We currently have two buildings seeking LEED (Leadership in Energy & Environmental Design) Gold or Silver Certification designations – Greenspun Hall and the Science and Engineering Building.

In other buildings on campus, UNLV has already turned up the set points for indoor air temperature in the summer and down in the winter.

With looming water shortages in the coming years, UNLV has expanded turf reduction efforts. In 2007, we received the Green Star Award for Urban University Grounds from the Professional Grounds Management Society in recognition of our success in overcoming the landscaping obstacles resulting from decreased rainfall and for our commitment to reduce the university's outdoor water usage by 25% by the year 2010. We will continue our efforts at

maintaining and improving the campus grounds while practicing “waterwise” methods.

The following 2 tables document the substantial savings we have realized in both energy and water utilization.



3. **Evidence in Other Areas of Cost Savings: Efficiencies Already Created/Implemented to Better Manage Resources**

- Implemented a new preferred provider program for campus express delivery, at about 50% of previous rates and improved service to campus through automation (the project will save over \$100k/year in delivery charges for the institution).
- Rolled out automated purchasing system to campus users, including automation to direct invoice to ordering department (this activity alone would save about 4 work-days of processing time for payments to vendors). This system replaced the previous totally manual purchasing process (6 part forms), and has both saved staffing and improved service and efficiency.

- Fully implemented an automated chemical inventory program for the entire campus which is now used within the NSHE by other institutions. This also allowed UNLV to easily meet a new Federal requirement for tracking all hazardous materials and decreased the staffing required to do the same job on a manual basis.
- Full automation of annual merit/salary cycle was completed in spring 2008. The previous process was manual and required multiple data entries at each level of the organization.
- Automated travel system – bid reviews in process with hope to roll out new system spring 2009. This too would replace a current manual system.
- “Paperless” campaign focused on payroll activity. Payroll checks and Payroll Advise Statements are available electronically for direct deposit and electronic delivery, respectively. A January 1, 2009 deadline was communicated for stopping paper distribution to departments (Note: many of these paperless automation activities were difficult to implement given the age of the automated administrative systems that exist for NSHE, with technical architecture dating back to the late 70’s. It is anticipated that when the iNtegrate project replaces the existing systems more opportunities for efficiency improvements will be available).
- Non-payroll reimbursements (travel, etc.) for staff. This was implemented in October, 2008. This will save staff time and costs for paper check production and distribution.
- A Marlok monitoring system was developed in-house that can flag any card in use and alert staff when the card is being used. This application has been permanently installed at the Police Services dispatch office to assist with catching thieves and vandals in the act, thereby helping the University avoid/reduce thefts and replacement costs. The first time this system was used for this purpose successfully helped Police Services recover an estimated \$36,000 in stolen computer equipment. This system could help avoid untold thousands of dollars.
- Worked with the US Air Force (USAF) and City of North Las Vegas on 2009 acre campus in the north end of the valley, and received USAF support letter early in 2008, thus allowing federal action to start for eventual transfer of land to NSHE without fee.
- Selected and implemented (for Fall semester - 2008) new “e-bill” student accounts receivable/payable system for students and other campus billing programs. This gives us our first automated billing

system for students and improves services to students and eliminates most of the paper mailing charges.

- Implemented rotating 3-year campus-wide property inventory review plan to allow efficient control over all inventory items without just relying on departments to complete.
- Implemented several process improvements to reduce processing time for hiring/salary/position updates (collectively eliminating thousands of e-doc steps on an annual basis).

OTHER -- DIVERSITY

I. General Guiding Principle(s) and Philosophy

While diversity is mentioned several times in the above material as either a value or by related activities, it deserves a more thorough review of changes undertaken in the last two years. Several of the more significant steps taken are summarized in the following subsection.

II. Activities/Accomplishments/Initiatives

A. Strengthening and Integrating Diversity

Soon after I started as president, I stated that the university had made great strides in achieving a diverse educational environment and institutional culture, but the next step would be top-level commitment to diversity that would permeate throughout all levels of the organization. In July 2007, we filled the newly created cabinet-level position of the Vice President for Diversity and Inclusion.

The Diversity Office is now broadly engaged ensuring that UNLV's strong commitment to diversity is integrated into a wide range of endeavors both within the university and throughout the Las Vegas community. A new committee structure has been designed by our new vice president with collaboration from various community leaders and groups. The structure will include: 1) a campus-wide Equity Compliance and Education Council; 2) a campus-wide Conflict Resolution Network; and 3) a Corporate Advisory Board.

In coordination with faculty and staff across campus, the latter half of the fall 2007 semester was spent developing a more diversity-sensitive admissions process that integrates all NSHE and BOR requirements, and is also uniquely-responsive to UNLV's diversity and inclusion priorities and, concomitantly, UNLV's current and target student population. This effort involved partnership with, and articulation between and across, CCSD, CSN, NSC, and UNLV admissions, counseling, and diversity personnel. To a lesser extent, UNR counterparts were also included in these conversations.

The Vice President for Diversity and Inclusion, and Dr. Suzanne Espinoza, Associate Vice President for Enrollment Management, collaboratively developed and officially

vetted a “Statement of Commitment to the Recruitment of Diverse Students” to the university.

A new Spanish-language recruitment brochure especially for the guardians/parents of first generation Latina/Latino college students, as well as for Latina/Latino students has been produced. This collaborative effort between the Office of Diversity, UNLV Marketing and Public Relations, and Language Sources will continue with similar publications targeted for other underrepresented student populations and their families. Additionally, admission information is now provided in Spanish on the UNLV web site.

UNLV’s Division of Student Life hosted the inaugural Students of Color Leadership Symposium this past September. The program offered workshop topics ranging from Increasing Engagement and Involvement with the Community to Mentoring Women of Color. The keynote speaker, Punam Mather, is the Senior VP of Corporate Affairs and Diversity for the MGM Mirage.

The first Institutional Development Grants (IDGs) were awarded in 2007 with a focus on diversity initiatives. Institutional priorities for educational and research advancement were funded in a collaborative way to promote partnership building. Ten IDGs were grouped into two large project areas, each with seed funding of \$150,000. One will support the development of a new Research Center for the Study of Race, Class, and Social Justice; and the Institute for Multicultural Education and Diversity Training.

B. Professional Achievements

I believe it is important to stay active and visible within my own professional, academic community -- it brings added recognition to UNLV. While the ability to continue research and/or consulting in the field is extremely limited, there are opportunities to occasionally guest lecture, provide keynote addresses or contribute to scholarly publications. The example list of activities and recognition below demonstrates that I have been able to maintain visibility and make contributions to my academic field:

- ***Subcommittee for Aviation Safety (SAS)***

Washington, D.C.

SAS is a subcommittee of the Congressionally mandated oversight committee for FAA research. SAS has a unique responsibility to assess all aircraft safety issues including airworthiness, human factors, and study all previous aircraft failures.

- ***Project Management Congress – Keynote Speaker***

Athens, Greece, November 2006

First International Congress for the newly formed Project Management Institute of Greece. Presentation was on the proposed new third-lane locks and channel for the Panama Canal.

- ***Aristotle University, – Special Invited Speaker***

Thessaloniki, Greece, November 2006

Presented a comprehensive review of project risk management for large-scale engineering and construction projects, utilizing the Panama Canal as an example.

- Keynote Addresses on the Panama Canal to various local engineering societies and events:
 - American Society of Engineers (2007)
 - College of Engineering Design Awards Dinner (2007)
 - Joint Engineering Societies (2008)
- September 8, 2007- Received the *Community Development Award* from the Stanford Alumni Association of Southern Nevada.
- Elected to Distinguished Member status, American Society of Civil Engineers, October 2007.
- Honored as one of the 50 Most Influential individuals in Southern Nevada, Fall 2008.
- Elected to membership, National Academy of Construction, Fall 2008.
- Awarded Significant Sig honor from the national Sigma Chi Fraternity based on outstanding professional achievement, January 2009. Six total in Nevada including: Hon. James H. Bilbray and Hon. John E. Ensign.
- “Guide to Risk Assessment and Allocation for Highway Construction Management,” David B. Ashley, James E. Dickmann, & Keith R. Molenaar, Office of International Programs, Federal Highway Administration, October 2006.
- From Rangeland to Research University: The Birth of University of California, Merced: New Directions for Higher Education , No. 139, Karen Merritt (Editor) and Jane Fiori Lawrence (Editor), ISBN: 978-0-470-23303-0, October 2007. Contributed chapter on academic planning and faculty hiring.

IN SUMMARY

The introduction to this self evaluation emphasized the unique circumstances facing the university during this initial period of my appointment. I have used example activities/accomplishments within the performance areas as evidence of progress. While the circumstances have been exceedingly difficult and the challenges many, the accomplishments of our team have been quite rewarding. We have a clear vision of the future and are taking deliberate strides toward our goals. Serving as UNLV president gives me great pleasure because I believe I am making a difference.