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Institutional Self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools 2006 - University of Nebraska–Lincoln

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University of Nebraska-Lincoln

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Institutional Self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools

2006

Cover photo-

Constructed of painted stainless steel, steel, and aluminum, Torn Notebook is a signature large-scale sculpture on the University Nebraska–Lincoln campus. Renowned sculptors Claes Oldenburg and Coosje van Bruggen conceived and built the three-piece artwork, now a landmark at the corner of 12th and Q streets, from 1993 to 1996. The handwritten words on the torn pages, which stretch more that 20 feet high, reflect the artists' impressions of Lincoln. Its spiral binding might reference a spinning tornado; fluttering pages suggest birds carried on Plains winds.

Cover photo by Tom Slocum/UNL Publications & Photography





It's my pleasure to welcome the Higher Learning Commission/North Central Association Visiting Review Team to the University of Nebraska–Lincoln. This is an exciting time in the history of the university. We are a decade into an unprecedented expansion and renovation of our classroom, research, athletic and residential facilities; two years into a campus-wide academic strategic planning process; and one year into a reform of our general education program. Our faculty just set a record by attracting \$104.6 million in research funding in fiscal 2006. As you will see in Chapter 2, the decade since our last accreditation visit has been one of phenomenal activity and progress.

Two years ago, we decided that a meaningful academic planning process was in our own best interest. I do not mean to suggest that planning had been nonexistent. Both at the university level and within many programs, we had clear direction. However, no unifying document tied together the strategic elements of those various plans with agreement on core values, on common objectives and on measures of accountability. More important, we did not have a process or a culture that ensured that a planning effort would have lasting consequences, forming the basis for conversations about establishing priorities and allocating resources.

We have made great progress in short time, starting by mining key documents for evidence of core values, deciding finally that at the University of Nebraska–Lincoln we are committed to:

- Learning that prepares students for lifetime success and leadership;
- Excellence pursued without compromise;
- Achievement supported by a climate that celebrates each person's success;
- Diversity of ideas and people;
- Engagement with academic, business, and civic communities throughout Nebraska and the world;
- Research and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life; and
- Stewardship of the human, financial, and physical resources committed to our care.

Although second in our mnemonic sequence, the most important of these values is that we are committed to an uncompromising pursuit of excellence. This is a university that will not be distracted from its goals and its dreams by external circumstances or by the ebb and flow of resources that are beyond its control. This is a university that will take risks, that will dare to be first, to pioneer new frontiers if necessary to achieve excellence. This is a university where the only thing unknown about reaching our goals is how long it will take, not whether it will occur. How long it will take depends on this state's willingness and ability to provide us with resources, but it also depends on our own creativity and appetite for embracing change.

Our campus-wide academic strategic planning process is one key way of achieving that value. While remaining open to unexpected opportunities, our academic strategic planning process has given us a clearer and more widely shared direction. We have created an iterative process with opportunities for us to work together toward a plan that is meaningful, one that facilitates collaboration between programs and between the campus administration and the faculty, and, most important, one that has consequences in the ongoing operation of the university.

These plans are forming the basis for our decisions on priorities and resource allocation. As we asked units to establish priorities, we have done the same.

As you will see in Chapter 3 of the document which follows, we tweaked our process in the second year to make it less onerous and more useful at the campus and unit levels. We are doing the same now in preparation for our third year, and as we had hoped, preparing this self-study has helped us better understand where we've been, where we are now, and where we hope to be. Your visit, your expertise, are welcome at this key time in our efforts at building and sustaining an academic strategic planning process that helps us continue to move forward.

We are proud of our achievements and believe that we meet and will continue to meet all expectations for a distinctive, connected, learning-focused, future-oriented educational institution. Thank you for taking the time to get to know us. We look forward to our interactions with you, and we hope you enjoy your visit.

Harvey Perlman Chancellor University of Nebraska–Lincoln

How To Use This Document

Although this document contains a wealth of information, you may find as you browse the self-study that you want to learn more about what you are reading. We have made it easy for you to access more details about scores of topics by linking the self-study with the Virtual Resource Room [see Appendix B].

Learn More

Throughout this document are "website" addresses such as this example: *www.unl.edu/resources/6-24*. Sometimes they are found within the text, and always they are located in the sidebar. This address indicates more information is available about the topic being discussed. Rather than pointing directly to the website of a committee, college or other entity, we have created a contrived Virtual Resource Room web address that will direct you there. This permits us to make adjustments in cases where the actual web address has expired or changed.

Going Online

If you are using the electronic version of this document, then accessing these resources is simple: just ensure you are connected to the internet, click on the sidebar link, and away you go. If not, accessing the resources is still easy.

First, note that the resource addresses are structured in two parts. The first part, *www.unl.edu/resources/* is the address of the Virtual Resource Room itself. The second part is the *resource ID*. The resource ID consists of the chapter number, a dash, and the number of the resource in the current chapter. So the resource ID *6-24* refers to the 24th resource in Chapter 6.

With that in mind, you can get to the resources on the web in two ways. The first way is to go to *www.unl.edu/ resources/self_study/* where you will find every single resource organized by self-study chapter, and many of the resources include a short description. The second is to simply go to any page in the Virtual Resource Room and type the desired resource ID into the "Go To Resource" box.

Supporting Documents

A few of the resource IDs begin with the letters "SD," which stands for "supporting documents." The five supporting documents are included to fulfill requests of the Higher Learning Commission.

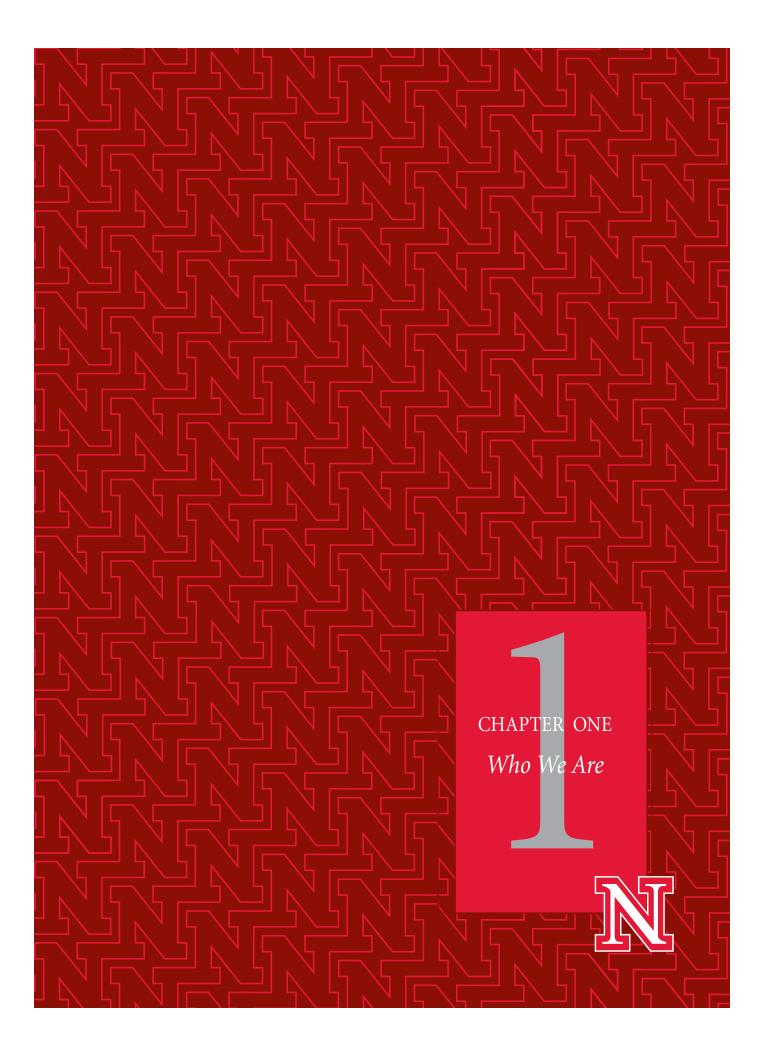
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Chapter One:

Who We Are

Nebraska's University Engages the World

cross Nebraska, from the smallest consolidated country high school to the largest metropolitan district, chances are good that the high school band director has at least three songs in his or her band's repertoire: The Star Spangled Banner, the school's fight song — and There Is No Place Like Nebraska. Written by a homesick soldier posted to summer boot camp training in Minnesota, the song was first sung at a Cornhusker football game in 1923. It captures much about what makes the University of Nebraska-Lincoln an institution of distinction and reflects the pride that people of the State of Nebraska have for the state's Flagship University. In language now seen as slightly quaint, the lyrics tell of students with character (fair and square) and of a populace with determined loyalty to the school. The main refrain ---there is no place like Nebraska - reinforces our unique position as the state's land-grant institution and the only Nebraska higher education institution that is a member of the prestigious Association of American

Universities (AAU). The legislative act in 1867 that located the capital of Nebraska in Lincoln, also located the university in Lincoln, and provided that "the State University and the State Agricultural College shall be united as one educational institution."¹ This is still an atypical amalgam. And while this arrangement can appear to spark competing or opposing directions, Nebraskans would argue that from the very beginning, that set of merged interests elevated the university from a state or regional institution to an institution with national aspirations and impact: a university that engages the world.

In this section we give a brief history of our university, showing how we have grown from a small regional predominantly agriculture college with aspirations beyond the cornfields to a university — the University of Nebraska– Lincoln — with international focus and vigor. We have, as our mission directs, been our state's intellectual center and driver of industry There Is No Place Like Nebraska Good Old Nebraska U Where the Girls are the Fairest The Boys are the Squarest Of Any old place that I knew. There Is No Place Like Nebraska, Where we're all True Blue. Where we all stick together In All Kinds of Weather For Dear Old Nebraska U! Harry Pecha, B.S. 1924

Robert E. Knoll, Prairie University: A History of the University of Nebraska, Lincoln and London: The University of Nebraska Press, 1995. Page 2.



and economy. We continue to be a leader in our state's cultural growth. Our energies are focused on the future, matching our resources and our priorities to stimulate even greater achievement.

Auspicious Beginnings

Founded in 1869 as the University of Nebraska, our charter documents indicate a broad mission focused on the "various branches of literature, science and the arts." This was in keeping with the 1862 federal Morrill Act language, which elevated the "practical" or "industrial arts," sciences and professions to the same lofty status as the study of classical ancient languages and literatures and pure mathematics. The act's champion, Justin Smith Morrill, espoused the classics as well as practical skills, envisioning access to higher education for all, not just for the privileged few. Even while building the land-grant focus on applied science, the university chose Classical Studies as its first department. The initial charter also expressly states that the university is open to and welcomes men and women and does not deny access due to ethnicity or race. Robert Knoll, in his 1995 *Prairie University*, finds that openness to be a distinguishing point for the fledgling institution:

This institution was for the "inhabitants": not the citizens or the youth but persons of all ages and conditions. It was to reach out to all the people. It made explicit provision for the admission of women. Section 18 of the original charter reads: "No person shall, because of age, sex, color, or nationality, be deprived of the privileges of this institution. Provisions shall be made for the education of females apart from male students in separate apartments or buildings. *Provided* that persons of different sexes of the same proficiency of study may attend the regular college lectures together." In the subsequent years some persons have questioned whether the charter assumed "separate but equal" facilities for women, but in fact the issue never arose. Women were enrolled along with men from the beginning.²

The campus opened its doors in 1871, with 130 students enrolled. Of those, 110 were in the preparatory school. Of the 20 collegians, five were freshmen, two sophomores, one junior and 12 "irregulars." That same year the first social group, the Palladian Society, organized. It was the first of many literary societies, and later social fraternities and sororities, that dominated campus culture.

Engaging University Leaders

Early campus leadership established the university's national aspirations. Botanist Charles Bessey, who twice led the university as acting chancellor during the 1890s, successfully united two competing faculty factions — those who argued for a focus on classics and culture and those urging practicality and science. Bessey forged a solution that continues to drive the university's teaching, research and service missions. Bessey was an active scientist who believed in the importance of research-based applications of knowledge and the role of university-based research. He is considered the founder of the discipline known as grassland ecology and management; the

² Prairie University, Page 2.

University of Nebraska-Lincoln retains leadership in the field.

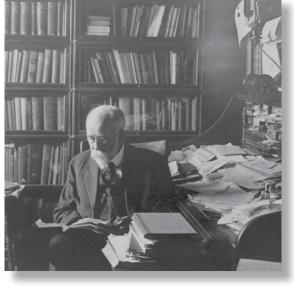
Bessey wrote the language defining the role of experiment stations in the Hatch Act of 1887, which federally funded experiment stations at land-grant colleges. The university's first experiment station opened in 1904 in North Platte, more than 200 miles west of the campus in Lincoln. Bessey's leadership in scientific societies also brought attention to Nebraska and solidified the university's national stature and prominence. His role in establishing the University of Nebraska as an institution of national prominence and stature cannot be overstated.

Bessey worked hard to convince farmers that education and research were important for the future of Nebraska, arguing that only through research-based education could farmers keep pace with emerging trends in agriculture. He also kept the legislature from making the agriculture college a separate institution focused solely on practical agricultural skills. His reputation as a scientist helped convince the regents to maintain and strengthen science courses in the Industrial College, thus setting the foundation for the modern university.

Bessey's stature as administrator and researcher was eclipsed by his popularity as a teacher. In 1885, a small group of undergraduates organized the Botanical Seminar, dubbed "the Sem. Bot.," meeting in his lab. Social functions flourished, but the group had a serious side as well, with students reading academic papers followed by ardent discussion. Between October 1888 and April 1889, for example, some 21 papers were presented. In 1892, the group undertook a botanical survey of the entire state of Nebraska. The Sem. Bot. students, who had started as undergraduates, continued to matriculate in the nascent graduate school,

and after graduation many were able to secure posts at the U.S. Department of Agriculture and other coveted careers because of their unusually fine preparation. Some of the university's most notable early alumni — writer Willa Cather, jurist Roscoe Pound, educator Louise Pound, and botanist Frederic Clements — all were members of Sem. Bot. The Sem. Bot fellowship group continued into the 1950s.³

During Bessey's 30-year tenure with the University of Nebraska, the institution grew from 373 students in 1884, to 4,589 in 1915. More important, the university developed as an institution of purpose and mission under his watchful leadership. Scholars declare his vision for the university as a land-grant college committed to public service, scientific experiment and solving local and timely issues to have been of paramount importance to establishing and ensuring the survival of the university.⁴



Charles Bessey circa. 1914

University of Nebraska system web site: www.unl.edu/resources/1-1

University of Nebraska-Lincoln web site: www.unl.edu/resources/1-2

Institute of Agriculture and Natural Resources web site: <u>www.unl.edu/resources/1-3</u>

University of Nebraska system organizational chart: www.unl.edu/resources/1-4

University of Nebraska-Lincoln organizational chart: www.unl.edu/resources/1-5

³ Robert E. Knoll, The Founders of the Graduate College, A Century of Achievement One hundred years of graduate research, education and creative activity at The University of Nebraska-Lincoln. David A. Ochsner, editor. University of Nebraska, 2001. Page 30.

⁴ Prairie University, Page 25.



Engaging University Students

Alumnus Alvin Johnson's account of his first days at the University of Nebraska in 1892 illuminate the hardships faced by many early students who came to college barely prepared but filled with aspirations. Johnson, who was founding dean of the New School for Social Research in New York City in 1918 (a school whose current president is UNL alumnus and former United States Senator J. Robert Kerrey), was raised on a hardscrabble farm in northeast Nebraska. His parents were Danish immigrants who encouraged reading and experimentation. The town had a small and undistinguished public school and most of Johnson's education came through the tutelage of his mother and an uncle. As a teen, he wrote University of Nebraska Chancellor James Canfield, asking for advice on how to prepare for the university. Canfield wrote back, telling him to read every day from a work of history and of fiction, to study each carefully, and to recite them by memory nightly. Johnson followed this advice for a year.⁵

Johnson arrived in Lincoln in November 1892, some six weeks after the beginning of the term, after finishing the harvest and cornhusking tasks. He approached Chancellor Canfield, who warned him that he was too far behind, and urged him to return the following September 15. Johnson said that were he to go back to the farm, he would have to plant another crop, see it through harvest and husk the corn, and would be unable to return until November. Despite his reservations, Canfield allowed Johnson to matriculate. And while he was placed in a math class taught by Lt. John J. Pershing, himself a Nebraska alumnus, Johnson was able to compete.⁶

Willa Cather writes similarly of the early university in her novel, My Antonia:

In those days there were many serious young men among the students who had come up to the university from the farms and the little towns scattered over the thinly settled state. Some of those boys came straight from the cornfields with only a summer's wages in their pockets, hung on through four years, shabby and underfed, and completed the course by really heroic self-sacrifice. Our instructors were oddly assorted; wandering pioneer school-teachers, stranded ministers of the Gospel, a few enthusiastic young men just out of graduate schools. There was an atmosphere of endeavour, of expectancy and bright hopefulness about the young college that had lifted its head from the prairie only a few years ago.⁷

Johnson's interaction with Canfield was apparently not unique. A wildly popular chancellor, Canfield was notable for his ability to sway the public in its support for the university through countless speaking engagements statewide. Canfield, a likable and vigorous professor of history, is said to have known each student by name. Among his most popular courses was "The status of women in America," offered in 1892. During his brief leadership (1891-95), the university tripled in size, from 500 to 1,500 students. By 1897, it had become the 14th largest among the 300 American universities and colleges. Of its 2,000 or so students, 90 percent were Nebraskans.⁸ This high percentage of students with Nebraska ties continues.

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⁵ Alvin S. Johnson, Pioneer's Progress, An Autobiography by Alvin Johnson, Bison Books/University of Nebraska Press, 1960. Page 47.

⁶ Pioneer's Progress, An Autobiography by Alvin Johnson. Pages 77-78.

⁷ Willa Cather, My Antonia, Boston, Houghton Mifflin Company, c. 1954. Page 258.

Prairie University, Page 28

Advancing Post-graduate Opportunities

The hunger for graduate education was first satisfied in 1882 when alumnus and history professor George Elliott Howard arranged advanced classes for two women who requested them. University catalogs in the 1870s stated degrees could be conferred on baccalaureate graduates who embarked on post-graduate study, but in fact, no plans were made for such work. ⁹ In 1883, the regents authorized the history department to develop graduate courses leading to the master's degree and in 1885, a catalog announced advanced instruction available in a "variety of departments." In 1886, the first master's degree was awarded to C.G. McMillan, in botany.

The Chemistry Department, organized in 1882, was an early center of graduate activity. George Bell Frankforter earned the first master's degree in chemistry in 1888. Rosa Bouton was the department's second graduate student to earn a master's degree, in 1893. She was the first woman to receive a graduate degree west of the Mississippi River. After graduation, Bouton was hired

as the fourth faculty member in the department. Her interests in training women in the scientific method led her to found the School of Domestic Science at the university. The school's iterations included the College of Home Economics, the College of Human Resources and Family Sciences, and most recently, the College of Education and Human Sciences (following a 2003 merger with Teachers College).

Rachel A. Lloyd was hired as the department's second chemistry professor in 1887. Lloyd was the first woman to publish a research article in



University Hall, 11th Street, Lincoln, Nebraska, 1877

organic chemistry, the first woman to earn a Ph.D. in chemistry (University of Zurich, 1886), and she was also the first woman in the world to become a chemistry professor, at the University of Nebraska.

The first two women members of the American Chemical Society were Lloyd in 1891 and Bouton in 1893. The Nebraska local section was founded in 1895 as the seventh local section of the Society (and the first one located west of the Mississippi River). For three decades, the Nebraska local section had more women members than any other section. During those decades, half of the faculty and one fourth of the graduate students were women.

The first graduate seminar was offered in history and economics in 1889. Two years earlier, the regents had created a modestly funded bulletin titled "University Studies" to publish faculty and advanced students' scholarship; it was asserted to be the only publication of its type west of Johns

⁹ Robert E. Knoll, The Founders of the Graduate College, Page 21



Hopkins University in Maryland. George Howard left the university in 1893 to become one of the first 15 faculty at Stanford University, but he returned in 1894 to take a Ph.D., and again returned to Nebraska in 1906, where he founded the Department of Sociology.

August H. Edgren, a Swedish immigrant, joined the faculty in 1885 as professor of modern languages and Sanskrit. In 1893, he began to revive a flagging interest in graduate study. The Graduate School was established with Edgren as its first dean. It is considered to be the first graduate school west of the Mississippi River. The largest departments were English and history. The first Ph.D. was granted in 1896 in physics. By 1898, there were nine Ph.D. candidates. In 1898, Edgren wrote that only three state universities and 12 other institutions had larger graduate attendance than Nebraska. ¹⁰ Edgren's prominence was such that in 1900, he was invited to join the Nobel Institute in Sweden to help plan for the awarding of the Nobel Prize in Literature. He left Nebraska for that position in 1901.

Research Firsts Engage the Region and the World

Research and creative activities preceded the graduate college, and have been a paramount focus for the University of Nebraska since its earliest days. Bessey and others published research findings as early as 1884. That same year, a faculty geologist drilling for coal discovered the High Plains Aquifer (the largest underground body of water in the Western Hemisphere). Howard published a monograph in 1889 on the development of the township, hundred and shire that earned international acclaim. ¹¹ In an 1889 address to the university's alumni association, Howard argued that a state university's full responsibility cannot be fulfilled without strong commitment to research and graduate education. A university, he said, addresses the uses of the day by "extending knowledge, discontented with simply transmitting received scholarship." ¹² Portions of this speech were published in an essay by Howard in *The Atlantic Monthly* in 1891.

In addition to Howard in history, and Bessey in botany, the 19th century University of Nebraska was considered to have particular strength in physics, experimental psychology (the first laboratory in the United States dedicated to experimental psychology was created at NU by Harry K. Wolfe in 1889), parasitology (H.B. Ward, considered the founder of the modern discipline, was a member of the faculty), and English. In 1909, the Graduate School became the Graduate College. The preceding year, the university was one of a dozen public institutions invited to join the select Association of American Universities (AAU).

True to its land-grant mission, and to Bessey's strong interest in applying research toward contemporary problems (science supports practice), many early NU scientists focused on issues of import to Nebraskans. NU engineers improved windmill technology in an effort to pull water from the ground to irrigate crops. Agronomists developed hybrid corn with tolerance for Nebraska's drought, heat, winds and grasshoppers. Research on small grains, forage crops and even vegetables was conducted at NU's various experiment stations. In 1909, the University of Nebraska

¹⁰ Founders of the Graduate College, Page 38

¹¹ Founders of the Graduate College, Page 23

¹² Founders of the Graduate College, Page 24

Experiment Station and the United States Department of Agriculture jointly homesteaded a quarter section of land five miles east of Mitchell, Nebraska. An 800-acre Experimental Range in Sioux County was deeded to the University of Nebraska by President Woodrow Wilson, which added to what is now known as the Panhandle Research and Extension Center.

Midlife Challenges

The university's inward focus began to intensify in the 1920s, and by the Great Depression of the 1930s the university was forced to contract tightly merely to survive. First the chancellor, and later the legislature, imposed drastic salary cuts for faculty. And inexplicably, university administrators and the Board of Regents adamantly refused to apply for federal funding available through the Public Works Administration that would have subsidized the construction of new public buildings.

Notably, it was students, particularly student council president and Daily Nebraskan editor Jack Fischer, who in 1935 and 1936 led a battle to force the regents to accept federal money and build a student union. Despite students' voting to assess themselves a fee to pay back a mortgage, and also pledging cash up front, the regents declined to apply for Public Works Administration money. Fischer continued to press for the building, winning citizen and alumni support, and eventually, the regents relented, accepting \$200,000 from the PWA in 1936. The building opened in 1938. ¹³ The regents' short-sightedness later came to haunt the university,



later came to haunt the university, Temporary buildings on University of Nebraska mall, 1947 which needed to spend post-war monies to update buildings rather than improve equipment and

During the Depression years, NU scientists continued work that benefited the state's beleaguered farmers. A comprehensive program in beef cattle research supported the industry in Nebraska.¹⁵ Additional work involved swine production, forage crops to support dairy herds and vegetable and sugar beet research applicable to Western Nebraska farmers. The Teachers College was particularly active during the Depression. While undergraduate enrollment dwindled, graduate enrollments rose. Teachers College helped struggling local school systems to maintain quality,

instruction.14

¹³ Prairie University, Page 92

¹⁴ Prairie University, Page 93

¹⁵ R. McClaren Sawyer, Centennial History of the University of Nebraska II: The Modern University: 1920-1969. Centennial Press, a division of Cliffs Notes. Lincoln, Nebraska, 1973. Page 71



particularly through correspondence study that augmented restricted curricula. ¹⁶ The Extension Division, then closely allied with Teachers College, provided instruction worldwide during the war, supplying courses to thousands of service personnel. This led to visibility for the University of Nebraska through extension courses offered in the Panama Canal Zone, Japan, Germany, Argentina, Ecuador and Peru following WWII.

During the Second World War, the University of Nebraska participated in a program designed to allow Nisei students (second-generation Japanese Americans) to leave internment camps and matriculate. Most of the other participating institutions in the program grudgingly accepted one or two students. Nebraska, due in part to a desire to augment its dwindling student body, but also due to charitable and equitable administrators, admitted more than 100 students. Nearly all earned their undergraduate degrees; an unusually high percentage earned post-graduate or professional degrees. Donations from these alumni have allowed the University Libraries to build a strong collection of published materials related to the Japanese-American experience and to the experience of Asian Americans in the United States.¹⁷

The post-war boom allowed the university to once again begin to focus on the world outside Nebraska. A new chancellor, Reuben Gustavson, whose discipline was chemistry, foresaw the coming growth in federal research funding and was determined that Nebraska not replicate its isolationist 1930s philosophy. Dramatic enrollment gains, particularly in engineering and business, reflected the interests of returning veterans making use of GI Bill benefits. Gustavson earned national prominence as an educator, and was president of the National Commission on Accrediting, an organization established to unify the accrediting process.¹⁸

A prominent project spearheaded by the university in the post-war era was the founding of Ataturk University in Erzurum, Turkey, in 1955. NU faculty were involved for 13 years in helping the country establish a new university based on the American land-grant model.¹⁹ This led to a similar commitment in Colombia and other international projects in following years.

During the 1950s and 1960s, the university, like most others in the nation, experienced booming enrollments and the concomitant issues of lack of space and a shortage of faculty. In the mid to late 1960s, a number of large new buildings were constructed including three high-rise student residence hall complexes, a tower housing classrooms and offices for faculty primarily in Arts and Sciences, a new building dedicated solely to chemistry, and an architectural gem, the Sheldon Memorial Art Gallery, designed by Philip Johnson. On the East Campus, a new home for the College of Home Economics, a new library, a new law college facility and a continuing education complex were built, among others.

The 1960s saw additional evidence of the university's dedication to undergraduate education. The College of Agriculture launched an honors program in 1964 which led to the superior universitywide honors program that exists today. The Centennial Education Program was established in

¹⁶ Centennial History, Page 79

¹⁷ [www.unl.edu/resources/1-6]

¹⁸ Centennial History, Page 165 19

Centennial History, Page 181

1969. The Centennial College, as it came to be known, was a cluster college where students lived and studied together and had a strong voice in establishing the interdisciplinary curriculum. While the Centennial College turned out not to be a permanent addition to the university's offerings, its spin-off, the University Studies program, continues to this day, providing students the opportunity to develop their own individual degree programs. It was during this period also that the Teaching Council was formed. This Council has provided a variety of types of significant support to undergraduate teaching.

University of Nebraska students, like their counterparts nationally, were vocal opponents of the Vietnam War and supported the civil rights movement and other current issues. But the Nebraska campus, reflecting the general conservatism of the state, was relatively quiet even as other nearby universities, particularly in Kansas, were the scene of riots and bombings.20 Nebraska students did "take over" the Military and Naval Science building for two days in May 1970 in response to the shootings at Kent State University in Ohio days earlier. Later in the week, a student "strike" was proposed. Facultyled discussions and "teach-ins"



UNL war protest, September 1970

eventually tempered student discord and it was agreed that students would begin to have more voice in university affairs. In 1978, following a statewide vote to amend the Nebraska Constitution, the student presidents from each of the university campuses won the right to sit as non-voting members of the University Board of Regents.

Changing Needs, New Structures

Important changes in the university structure were initiated in 1968. For its first 100 years, the University of Nebraska consisted of a single campus, in Lincoln, with its medical school in Omaha. In 1968, following a statewide vote, the Municipal University of Omaha became the University of Nebraska at Omaha (UNO). The Lincoln campus became the University of Nebraska–Lincoln with the acronym UNL. The colleges of nursing, pharmacy, dentistry and medicine comprised a third unit, the University of Nebraska Medical Center (UNMC). In 1991, a Legislative mandate merged the former Kearney State College into the NU system as the University of Nebraska

20 [www.unl.edu/resources/1-7]



at Kearney (UNK). Each NU campus has distinct missions and roles defined by the Board of Regents. The Lincoln campus is the flagship campus of the statewide system; while the "University of Nebraska" technically describes the four-campus system and governance structure, in the eyes of many Nebraskans, and probably the rest of the United States, the Lincoln campus, UNL, is *the* University of Nebraska just as the Cornhusker football team represents the university. Similarily when a rancher in Alliance, Neb., says his daughter is going to attend "the university," he most likely means Lincoln. And that is because for more than 100 years the Lincoln campus has met its state-wide mission to provide "for the people of the state unique opportunities to fulfill their highest ambitions and aspirations."

In 1973, the Nebraska Legislature established the Institute of Agriculture and Natural Resources (IANR) at UNL. The Institute was activated after more than a decade of discussions, proposals, and controversies over the administrative structure and industry concerns that agriculture and natural resource programs were not faring well in university priority-setting. Under a compromise, the Institute was formed under the leadership of a vice chancellor. In 1992, the IANR vice chancellor was also made a vice president of the NU system (along with the chancellors of the four NU campuses). IANR is a university-wide institution and the only entity within the NU system generally offering programs in agriculture and natural resources. Some 40 percent of IANR faculty and staff are located outside Lincoln at Research and Extension Centers and county-based extension offices. IANR faculty and staff have appointments in the Agricultural Research Division, College of Agricultural Sciences and Natural Resources, College of Education and Human Sciences, Extension, Nebraska Forest Service and Nebraska Statewide Arboretum. IANR also has oversight of the Nebraska College of Technical Agriculture at Curtis, Neb.²¹

The university's long-time commitment to state-wide access took on another dimension in the 1970s. Thanks to a generous endowment from William and Edna Barkley and a grant from the U.S. Office of Education for the education of the deaf (which was renewed for 19 years), UNL became a highly regarded center for the study of the education of people with disabilities, with the result that many chose to enroll here. UNL's pioneering efforts in this arena were acknowledged in a 1991 students with disabilities study of the National Council on Disability and by IBM, which touted UNL as a national leader in using technology to assist severely disabled students. In 1996, UNL received the Madonna Rehabilitation Hospital Thomas Hayes Business Leadership Award for its support of people with disabilities.

Notable construction projects during the 1970s and 1980s produced a new student union for the East Campus, a new student recreation center, the Lied Center for Performing Arts, a significant addition to the main campus library, buildings devoted to animal science and plant science on the East Campus and an alumni center. Construction projects were limited during these two decades because of diminished state funding. A significant science building, the George W. Beadle Center for Genetics and Biomaterials Research, opened in 1995. Built for \$31.2 million, much of it federal funding, the building has become a hub for researchers in biochemistry, virology, redox biology, genomics and biotechnology. It can be argued that the Beadle Center launched UNL's current

21 [www.unl.edu/resources/1-8]

research trajectory and achievement by making possible strategic cluster hires in interdisciplinary research fields. The building now houses three major federally funded research centers and dozens of funded single investigator projects.

Leading Once Again into the Future

During the late 1990s, the university experienced a building boom, in part due to a successful capital campaign conducted by the University of Nebraska Foundation and also due to an influx of state funding. Among the signature buildings are the Esther Kauffman Center, which houses the J.D. Edwards Honors Program in Management and Computer Science; Donald F. Othmer Hall, which

houses programs in chemical engineering and the College of Engineering; Teachers College Hall; Hewit Place (Great Plains Art Gallery and Center for Great Plains Studies); three parking structures; an addition to the Nebraska Union and complete renovations of Love Library, Richards Hall (fine arts), Andersen Hall (journalism) and Avery Hall (mathematics and computer science). Two new residence hall complexes have been built, along with a library storage facility and a laser facility. Off-campus facilities have been added, including the Wagonhammer Education Center at the Gudmundsen Sandhills Laboratory near Whitman, and the Kimmel Education and



Union Memorial Plaza, 2006

Research Center in Nebraska City. Plans for a new building for virology and more space for computer science, undergraduate classrooms and programs and life sciences research are in the campus master plan. A renovated complex for the School of Natural Resource Sciences opened in 2006, and ground was broken in May 2006 for the International Quilt Study Center.

The Lincoln campus has a unique position in the state of Nebraska. Nothing else brings together the State of Nebraska like UNL. Why? It's partly historical — the Lincoln campus was the only public university in the state for 100 years, the only university serving all of the state. And we have here, in Lincoln, Cornhusker athletics, the Big Red phenomenon. Chancellor James Canfield made the fateful decision to allow the University of Nebraska to compete in intercollegiate football in 1891. Arguably that, more than any other factor, has united Nebraskans behind their university. And it produced the school's first athletic hero — George A. Flippin, an African American fullback from York, Neb. In



1892, the University of Missouri chose to forfeit a game rather than play against a black athlete. Flippin, a popular campus leader, later earned a medical degree and practiced in Stromsburg, Neb.

From the first game played in 1890, football became a symbol for Nebraska, a public competition that pitted the state's finest young men against those teams from neighboring states. Football became a point of pride. In 1962, the modern Big Red phenomenon started with the hiring of Bob Devaney as head football coach. In the ensuing 43 years, the university won five national championships in football. Nothing else in Nebraska unifies this state more; whether one adores the Big Red, or cannot abide it, everyone has an opinion. The Big Red phenomenon, for better or worse, defines the university nationally due to intense media scrutiny, alumni interest and television coverage.

UNL has chosen to embrace that identity and use it to leverage citizen support for academic programs beyond athletics. Campaign Nebraska, a 10-year capital campaign conducted by the University of Nebraska Foundation raised more than \$727 million by its 2003 completion. Among leadership gifts were \$32.2 million to establish the J.D. Edwards Honors Program in Computer Science and Management at UNL and \$136.5 million from the Donald and Mildred Othmer trust, which built a new facility for chemical engineering, funded library renovations and a number of match grants to endow senior faculty hires. Several significant multi-million dollar gifts from the trust of alumnus Ernst Lied created the Lied Center for Performing Arts and endowed the Hixson-Lied College of Fine and Performing Arts. And alumnus Johnny Carson gave the university nearly \$11 million prior to his 2005 death, enabling significant renovation of the theatre building and endowing programs in theatre arts and journalism. A previous Carson gift enabled construction of a black box theater at the Lied Center for Performing Arts. A quasi-endowment from Pepsi, negotiated as part of a pouring-rights contract, has funded a number of student-centered initiatives.

During fiscal 2005, the NU Foundation transferred a record \$77.5 million to the University of Nebraska system, a 9.3 percent increase over the previous year. Of that total, some \$37.5 million went to UNL, \$12.3 million of which supported scholarships. During the same period, the foundation received \$78.7 million in total gifts, bequests and life insurance proceeds, an increase of more than 25 percent from the previous year. The gifts were received from 20,432 alumni, 11,310 non-alumni friends of the university, 109 foundations, and 1,979 corporations. The market value of the foundation's assets at the end of the 2005 fiscal year stood at a record \$1.225 billion, representing a 7.2 percent increase from the previous year.

It is pride in the institution that creates the expectation that the school be as good or better than its football team. It means UNL needs to be excellent in all aspects. It also has caused the university to become much more externally focused, particularly in its research enterprise, its commitment to economic development in the state and in its relationship with its students. This commitment to excellence manifests itself in the slogan "The Power of Red."

Engaging the Power of Red – Here and Beyond; Present and Future

The university's engagement in research and creative activity has grown to an enterprise that attracts more than \$100 million in external funding annually. Those early experiments that tapped the High Plains Aquifer established the university as an international leader in water studies, agricultural climate studies, drought mitigation and even Polar exploration (an outgrowth of geological studies). A similar trajectory can be traced in creative arts and humanities. *The Prairie Schooner*, the university's literary magazine, was founded in 1927 and continues as a leading journal for creative writing. The university is arguably the leading institution in scholarship on the works of Willa Cather (B.A. 1895), who in 1923 became the first female author to win the Pulitzer Prize for fiction. A university historian, Gary Moulton, labored for nearly 20 years to

produce the definitive scholarly edition of the Journals of Lewis and Clark in time for the bicentennial celebration of their expedition. And Kenneth Price, a leading scholar of Walt Whitman, currently co-directs the Walt Whitman Archive, an electronic research and teaching tool that makes Whitman's huge body of work easily and conveniently accessible to scholars, students, and general readers. In the Center for Digital Research in the Humanities, co-directed by Kay Walter, Libraries, and Price, there are more than 33 editing projects to create similar online editions, including the works of Cather and the entire Lewis and Clark Journals and papers.



Kauffman Center (left) and Selleck Quad

University research is worldwide in scope. For example, geoscientist David Harwood is leading an international team of scientists drilling beneath the Antarctic ice to recover sedimentary cores. The samples will reveal information about Antarctica's climate history, which will tell us much about Antarctica's role in the global climate machine. And virologist Charles Wood is learning how the Human Immunodeficiency Virus transmits from infected mothers to children in Zambia.

Wood, who directs the Nebraska Center for Virology, represents an example of university service and outreach: he has built a laboratory and clinic at the teaching hospital associated with the University of Zambia to recruit and train HIV and AIDS researchers. He is now replicating this



model in China and also has received federal funding to recruit and train U.S. graduate students, particularly those from minority or underrepresented groups.

Closer to home, the state of Nebraska continues to rely on the university for leadership in economic development. The University of Nebraska Technology Park, launched in 1996, has helped nurture a number of businesses, particularly those with a high-tech emphasis. The university's Food Processing Center has helped many single entrepreneurs take a prized family recipe to a marketable product, as well as helped international food giants like Con-Agra improve all aspects of the food industry, particularly food safety.

Research and service comprise two facets of the University of Nebraska–Lincoln's mission. But the primary mission remains education of students. UNL places extraordinary focus on undergraduate education and the centrality of this focus guides decision-making at all levels.

Indeed, in his 2004 annual message to the university, Chancellor Harvey Perlman argued our three missions, while intertwined, are not co-equal. Teaching and learning are of highest priority:

We believe in the integration of teaching, research, and service. These missions are neither independent nor in conflict, even though they sometimes compete for our attention, our resources, and our time. Our primary reason for existence is to assist young people to achieve adult success through our teaching programs. Research informs our teaching and makes our classrooms more current, more sophisticated, and more unique. For the increasing number of students who participate in our research activity, it is often a life-changing experience that can be duplicated at no other type of institution. It also prepares students to assume leadership roles for the uncertain but always changing world they will enter. As a land-grant institution, we extend our comparative advantage in teaching and research toward improving the lives and prosperity of all the people of Nebraska.²²

Our commitment to teaching has been recognized nationwide. In 2000, UNL was one of only five research universities in the nation honored for its innovative undergraduate programs by the American Association of Colleges and Universities. That honor came because of focused attention on academic support for students. In the past five years, UNL students have won many nationally competitive awards; we claim three Truman Scholars, 13 Fulbright Scholars, two Jack Kent Cooke Scholars, 10 National Science Foundation fellowships, three U.S. Homeland Security Scholars and eight Goldwater Scholars. And since 1962, we have had 226 Academic All Americans in all sports, the most of any university, conferred by the College Sports Information Directors Association (CoSIDA). The success of our students reflects the excellence of our faculty, a number of whom have been nationally recognized for their exemplary teaching. The most recent is mathematics professor Judy Walker, who in January 2006 received the Mathematical Association of America's Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics.

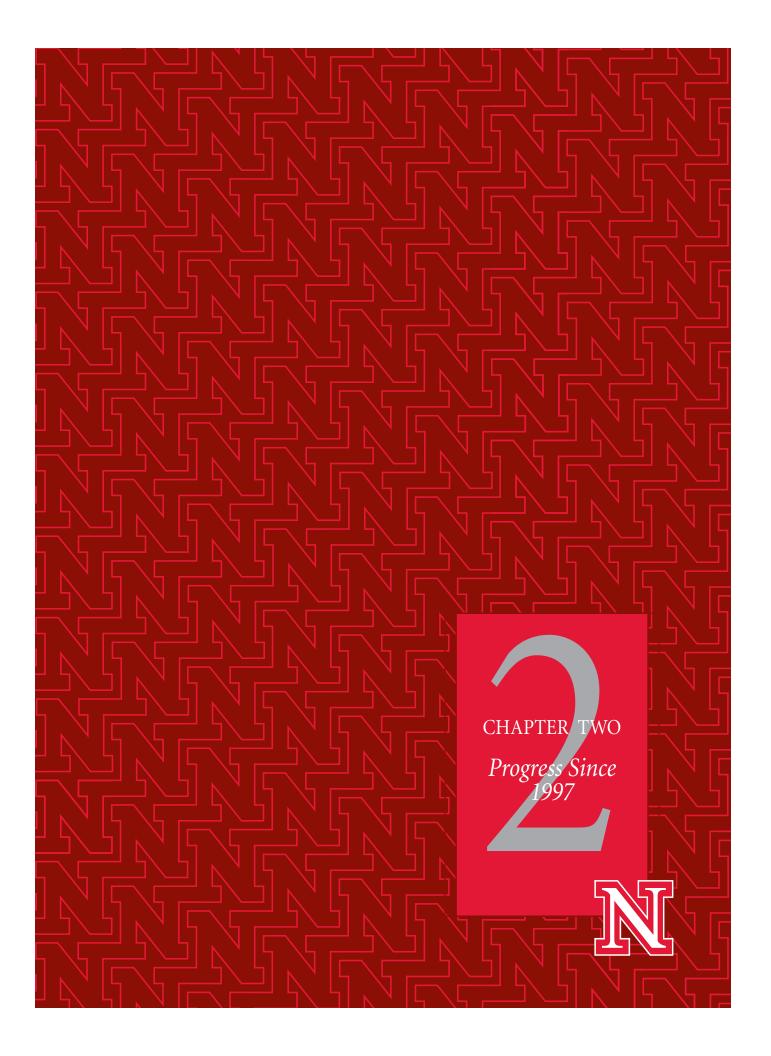
^{22 [}www.unl.edu/resources/1-9]

In short, the decade since our last accreditation visit has seen numerous advances in our academic and research programs, and increased recognition of our student and faculty accomplishments, many of which are documented in Chapter 2. This record of excellence and our consummate goal to maintain it reflects our deep commitment — past, present and future — to our mission.

The citizens of Nebraska ask much of their state flagship. They expect us to teach their children. They expect us to lead the state's economic development activities. They expect us to provide cultural leadership. They expect us to conduct research with local and international ramifications. We respond because we are Nebraska's university. They respond with loyalty and surprisingly strong support.

Over its 135 years the university has shown continuous progress. From humble beginnings, we have been guided by a vision that moves the university and the state of Nebraska beyond the Great Plains to engage the world. We stake our claim with pride. *There is No Place Like Nebraska*.







Chapter Two:

Progress Since 1997

Developments Since the Last Accreditation

In preparation for the University of Nebraska–Lincoln's decennial accreditation visit in 2006, a group of faculty and administrators convened to talk about their perceptions of the university and its progress over the previous 10 years. What emerged from that lively discussion surprised and even delighted participants. The university had made significant, innovative, and even bold changes in many areas. New buildings were constructed and new programs had been launched. The research enterprise had nearly doubled in size. Hiring and funding decisions had been made with more focused strategy. We had made great progress on a number of fronts.

How did all this happen? In this chapter, we outline our progress over the last decade and suggest that a change in philosophy regarding the nature of excellence and the scope of programming at UNL took hold during this period. We re-examined our goals and how we set them, and we began to target our resources to support our quest for excellence. We concluded that a coordinated approach to planning would more effectively produce results and that ongoing processes to manage our progress would propel the university forward.

We have sketched here some of the changes made in the last decade that have helped UNL take this more-focused approach toward excellence in teaching, scholarship and research, and engagement and outreach.

Establishing a Renewed Sense of Direction

State of the University addresses were introduced at the University of Nebraska–Lincoln in 1991 by then-Chancellor Graham Spanier. The speech, given at the beginning of fall semester in the campus performing arts center, preceded an all-university picnic. Early addresses focused on recognizing success, building morale and announcing new initiatives or thrusts for the upcoming year.

Our vision for the year 2019 is that the University of Nebraska–Lincoln become one of the leading public research universities in the nation and ranked among the strongest state universities in academic quality. ... The University of Nebraska– Lincoln has a legacy of being one of the nation's great public research universities.

... (W)e need to recommit ourselves to building and retaining strong faculty who are dedicated to the process of discovery and to create an environment that supports and encourages their best efforts.

UNL 2020 Vision Report

www.unl.edu/resources/2-1

The tradition of the state of the university speech has continued; most recently, Chancellor Harvey Perlman has used the State of the University address to urge the university community to work together to achieve our primary goal of excellence in all we do. But it was in the mid-90s that UNL chancellors began to use the address to lay out a longer-range set of goals and challenges to move the university to higher levels of performance. For instance, in 1996, then-Chancellor James Moeser stated his goals to:

- Keep Nebraska's best in Nebraska.
- Create nationally recognized centers of excellence, building on existing strengths to meet areas of great need or opportunity.
- Take seriously our responsibility to help our students develop not only a style and habit of learning that will serve them for a lifetime, but also a set of values, an ethical core, that will guide them in their personal lives and make them productive community leaders.
- Be an institution that itself has an ethical core, a place that enshrines institutional as well as personal integrity, responsibility, and a strong commitment to fairness, equity, and equal opportunity. [www.unl.edu/resources/2-2]

www.unl.edu/resources/2-2

www.unl.edu/resources/2-3

This statement of goals required action steps to accomplish as well as shifts in attitude and thinking. With this address the university began to take steps to develop a long-range vision based on achieving an identified set of goals. Critical to implementing the vision was the collective decision to strategically target resources toward achieving those goals.

In a succeeding presentation, "Building a Culture of Excellence," to the University of Nebraska Board of Regents in 1999, Chancellor Moeser stated:

Our vision is premised on excellence in every aspect of our mission. ... To achieve that level of excellence, we shall have to begin a process of steady, continuous improvement, beginning with where we are today, and building year by year. This will require a rigorous process of identifying existing strengths and potential opportunities, a careful survey of the needs of the state and nation, and perhaps most importantly, some tough decisions to establish clear priorities. We can achieve the greatest level of excellence only by targeting our resources carefully. [www.unl.edu/resources/2-3]

Moeser's challenge was to try to turn the university, which had long acted as a full-service provider
for Nebraska, into an organization with a narrower, yet still comprehensive, service-based focus.
This required artful prioritizing. And it aroused some level of trepidation because prioritizing,
by its very nature, meant that some long-beloved, but perhaps outmoded, programs would be
de-emphasized, reduced or eliminated. A critical document shaping change at this time was
titled "Reshaping Our University" (1997). This document was the report of a reallocation process
undertaken during 1995-96, which had as its goal moving resources to enhance targeted programs
of excellence, building on recognized strengths. [www.unl.edu/resources/2-4] While many

viewed this reallocation process as considerably less than highly successful, the document laid the foundation for future efforts to build on strengths.

Articulating the Vision through Focused Reports

It fell upon Chancellor Harvey Perlman, who succeeded Moeser in 2000, to continue to move this agenda of reaching toward excellence with a more laser-focused approach. UNL's changes occurred in tandem with a rapidly changing world. Nebraska's economy, largely agriculture based, faltered in the late 1990s due in part to recurring drought. The global economic collapse following the Sept. 11, 2001, terrorist attacks on the United States additionally damaged the economy. UNL responded in recognition of the changing landscape. And the biggest change was our realization that the university had to be great in a different way: it could no longer be all things to all people. In order to equip students and faculty to compete and excel, programs must reach a minimum threshold level of quality and excellence. And with dwindling resources due to reductions in state support, the scope and breadth of programs needed to be cut to support that threshold of excellence in surviving programs. The decision to match resources to priorities was the key change.

Working within this framework, a number of task forces produced reports that resulted in a clearer direction. Among the documents created were:

• A 2020 Vision: The Future of Research and Graduate Education at

UNL (2000). (Often called the *2020 Vision* report or document.) The recommendations in the *2020 Vision* report are built around a vision for UNL's sesquicentennial year, 2019, that UNL will "become one of the leading public research universities in the nation and ranked among the strongest state universities in academic quality." The report declared: "Research and scholarship are central to all of the missions of a university, and must be emphasized by those that aspire to the highest levels, as UNL does. … The Task Force has developed a set of recommendations, guidelines and benchmarks to be used as a basis for campus-wide discussion, to inform campus decisions and to assist UNL in monitoring its progress." It was discussed in

each of the university's academic units and each was encouraged to develop plans to implement its recommendations. Many on the campus, particularly those in research and graduate education, view this report as a turning point in the work and direction of the university. [www.unl.edu/resources/2-1]

• Intellectual Engagement and Achievement at UNL: The report of the Blue Sky Committee (2003) (Often called the Blue Sky Report because it was a report from the Blue Sky Committee.)

A follow up to the *2020 Vision*, the *Blue Sky Report* identified three ways to progress toward the 2020 vision: (1) by developing a culture at UNL focused more explicitly on intellectual challenge, engagement and achievement; (2) by creating a university environment in which teaching, scholarship and outreach form a more integrated

www.unl.edu/resources/2-1

www.unl.edu/resources/2-5	examining the success of strategies for promoting excellence. [www.unl.edu/ resources/2-5]
www.unl.edu/resources/2-6	 Everyone a Learner, Everyone a Teacher: The Report of the Transitions to University Task Force" (2003) (Sometimes referred to as the Transitions report.) The task force that produced the report focused on the question "How do we better prepare our students to be intentional learners?" (i.e., learners who "adapt to new environments, are informed, integrate knowledge across a wide spectrum, and are responsible for their own actions"). This report provided a series of recommendations for steps to be taken to realize the 2020 vision with undergraduate students. Interestingly, nearly all of these recommendations were implemented within a year of the report's adoption. This report is considered by many to be a key agent of change in philosophy and thinking about the undergraduate experience at UNL. [www.unl. edu/resources/2-6]
www.unl.edu/resources/2-7	While these reports were being prepared, university administrators decided to publish an annual report of our progress. The "Indicators of Institutional Quality: Annual Report" was first published in 2002 to provide data and comparisons with peer group universities on a number of indicators relating to undergraduate student learning and achievement; graduate, professional, and post-doctoral education; research, scholarship, and creative activity; outreach and engagement; and other contributors to the profile of excellence to which the university is committed. [www.unl.edu/resources/2-7]

The task force reports, quality indicators and state of the university addresses have prompted important conversations and planning to take place at UNL over the past decade, activities that have helped us:

whole; and (3) by engaging in a long-term process of reflective self-assessment

- Give definition to the core values that have prompted our key activities and investments;
- Create a culture in which each of us feels invested in the work of the total campus;
- Establish a long-term commitment to build excellent programs;
- · Support movement toward interdisciplinary research and collaborative projects; and
- Enhance already strong programs to make them exceptional.

Building on these efforts of the last several years, UNL initiated a formal academic strategic planning process in the fall of 2004. This process is the central focus of this self-study document and of the efforts of the university to seek continuous self-improvement. It draws on the progress of recent years as it positions the university for the years ahead. Chapter 3 of this self-study describes the development of our academic strategic planning process.

Targeting Our Resources to Support Excellence

A recurring theme throughout the reports is the desire to identify needs and allocate resources more effectively. University officials increasingly recognized the need for collaboration and partnerships in order to leverage resources to achieve excellence.

To use our resources more effectively, university leaders restructured administrative units that had overlapping interests; established a process to identify high-priority academic programs and steer resources toward them; formed interdisciplinary research centers to create critical groupings of faculty able to compete for larger grants; and forged partnerships with sister institutions in Nebraska and beyond.

A clear application of this philosophy of targeting and leveraging resources occurred in 2003, when the university faced a permanent budget cut of more than \$3 million. Rather than employing across-the-board horizontal cuts, Chancellor Perlman, after much deliberation, enacted a controversial policy of vertical program cuts. Announcing that preservation of the undergraduate teaching mission was of top priority, Perlman's cuts eliminated three deans' positions, some undergraduate programs deemed of lower priority for various reasons, some master's-only programs and several service programs. These actions resulted in terminations of 23 tenured faculty, a step taken with reluctance but deemed necessary. Tenured faculty affected by these cuts were provided options including early retirement and reassignment. Of the 23, 13 were eventually rehired with new assignments, eight retired or entered phased retirement, and two left UNL. American Association of University Professors' rules were followed carefully in this process and the national AAUP headquarters was kept fully informed of our actions. The Academic Planning Committee was involved throughout the decisions relative to meeting the budget cut. Chancellor Perlman put the policy of vertical cuts to a faculty referendum in May 2003. The final tally was 914 in favor, 110 against, although that certainly did not mean that faculty were totally comfortable with what had happened. While taking vertical program cuts was painful in many ways, it was deemed the best approach for meeting the budget reduction while at the same time retaining forward movement in priority areas.

Another, more positive, change that resulted in targeting resources toward priorities was the adoption in 1999 of new permanent funding for Programs of Excellence. In 1999, the Board of Regents directed each campus to identify its high-priority academic programs, consistent with its mission, vision and values. Nine criteria were established for selecting such programs:

- Centrality to Role and Mission/Strategic Plans
- Need and demand for program
- Quality and outcomes for teaching and learning
- Quality and outcomes for research/creativity activity
- Quality and outcomes of service
- Human, fiscal and physical resources

www.unl.edu/resources/2-8

- Impact
- Cooperation and partnership with other programs
- Other unique dimensions

The Programs of Excellence (POE) initiative followed after the determination of the high-priority programs. Excellence funding allocations targeted a select subset of priority programs that promote the university's educational, research, and outreach excellence. Since 2001, each campus of the university has submitted an annual request to the University of Nebraska president for excellence funding. At UNL, 15 priority programs were provided continuing increases in funding in the first year of the Programs of Excellence. Since then, the number receiving excellence funds has increased to 23. The Academic Planning Committee has been a key player in the selection of projects for this initiative. UNL requires that programs provide a business plan that demonstrates how the funds will be used before any award is made. In selecting programs for POE funding, UNL has significantly emphasized undergraduate honors programs and other enhancements of undergraduate excellence. Of the current POE programs, 21 have an undergraduate component, 11 have a faculty recruitment component, seven have a research component, seven have an outreach component, seven have an equipment component, six have an extramural grant proposal development component and one has a facilities component. [www.unl.edu/resources/2-8]

One fear associated with the establishment of the Programs of Excellence initiative was that it might lead to a decline in quality, vigor and forward movement in programs not so designated. This has not happened. In fact the "culture of excellence" resulting in part from this initiative has led other programs to upgrade the quality of their work and productivity.

Adopting Structural Changes to Support Progress

UNL has adopted several administrative changes, facilities improvements and technology upgrades aimed at focused excellence.

Administrative Restructuring

Consolidations and mergers of existing units served the purpose of bringing together units that were closely related in terms of mission. The restructuring was undertaken to support more effective use of resources; the new units included:

- The School of Natural Resources, a combination of faculty from Conservation and Survey; Agriculture Meteorology; and Forestry, Fisheries, and Wildlife in the Institute of Agriculture and Natural Resources with faculty from Biological Sciences and Geosciences in the College of Arts and Sciences (1997)
- The Department of Anthropology and Geography, a combination of the former separate departments of anthropology and geography (2000)
- The Department of Agronomy and Horticulture, a combination of the former separate departments of agronomy and horticulture (2000)

- The Department of Nutrition and Human Sciences, from the Department of Nutritional Sciences and Dietetics and elements from the Department of Health and Human Performance (2003)
- The Department of Statistics, from the Department of Biometry and elements of the Department of Mathematics and Statistics (2003)
- The School of Architectural and Construction Engineering, from the Department of Construction Management and elements of the Department of Architecture (2003)
- The College of Education and Human Sciences from Teachers College and the College of Human Resources and Family Sciences (2003)

In addition to these new academic units, new interdisciplinary centers were established (e.g., Center for Applied Rural Innovation, National Drought Mitigation Center, Nebraska Public Policy Center) to address important societal needs. And new partnerships were developed across units (e.g, Extension with the Hixson-Lied College of Fine and Performing Arts and the Office of Admissions) to bring together resources for specific projects.

Capital Investments, Program and Facility Enhancements

Between 1997 and 2004, UNL enjoyed an unprecedented building boom, undertaking both new construction and building renovation. Two factors contributed to this. The 1998 passage of a bill by the Nebraska Legislature addressed a decades-long backlog of deferred maintenance projects.

LB1100 provides matching funds of \$5.9 million from the State General Fund each year for up to 10 years beginning in FY 2000 for major repair, renovation or replacement projects at the four campuses of the university and at the three state colleges. This funding, to give but one example, allowed the university to demolish two older buildings and replace them with a single new building, Teachers College Hall, which linked two existing buildings used by the college. It also allowed the renovation of an architecturally significant building into studio, gallery and office space for fine arts. The second major source of funding came through a capital campaign conducted by the University of Nebraska Foundation, which yielded significant private donations for new programs and buildings. During this period, gifts to UNL through



Selleck Quad renovation, 2004

the foundation amounted to around \$340 million. Infrastructure projects upgraded facilities across all missions of the university, including academic and research needs; student life and housing; administrative and support space; extension and outreach needs; athletics; parking; and cultural and arts space (See Table 2.1 UNL Facility Upgrades Since 1996).

Table 2.1 UNL Facility Upgrades Since 1996

Facility	Function	Year
Academic/Research Space		
Burnett Hall	general purpose classroom renovation, space for Psychology	1997
TDC Building - Technology Park	research project incubation space	1997
Walter Scott Engineering Building	office space renovation	1997
420 University Terrace	office space renovation for International Affairs, Academic Senate and other units	1999
Beadle Center	research space renovation	2000
Agricultural Communications Building	office space renovation	2000
Seaton Hall	renovation of office space for Graduate Studies, Undergraduate Studies, Ethnic Studies and interdisciplinary studies	2000
Andersen Hall	renovation of acquired office building into additional classroom and office space for College of Journalism and Mass Communications	2001
Esther Kauffman Academic Residential Center	newly built classroom and living space for J.D. Edwards Honors Program in Computer Science and Management	2001
Teachers College Hall	newly built classroom and office space for education programs	2001
Hewit Place	newly built center for research space and art gallery space for Center for Great Plains Studies, Lentz Center for Asian Culture and Great Plains Art Center	2001
Richards Hall	renovation of historic building for art classroom/studio and gallery space	2001
Andrews Hall	classroom renovation and addition of student study space	2001
Hazardous Materials Facility	newly built area for proper storage and handling of hazardous materials in support of research	2001
Othmer Hall	newly built addition of research, office, and classroom space for Chemical and Biomolecular Engineering	2001
Love Library	renovation of building systems, repurposing space	2003
McCollum Hall	Law library addition and renovation	2003
Barkley Center	addition of research space	2003
Avery Hall	renovation of classroom, office and research space for Computer Science and Mathematics	2004
Oldfather Hall	renovation of classrooms and addition of instructional technology for Anthropology and Geography	2005
Seaton Hall	renovation of 2nd and 3rd floor office space for Undergraduate Studies and special programs like Judaic Studies, Women's Studies	2005
Vet Diagnostic Lab	addition and renovation of research space	2005
Vet Basic Science Building	addition and renovation of research space	2005
Modular Laboratory	creation of Bio-Hazard Level 3(BL3) research space	2005
Hamilton Hall	infrastructure upgrade for research and classroom space	2005
Library Storage Facility	book and other materials long-term storage	2005
Behlen Laboratory	renovation of sub-basement area for accelerator lab	2006
Hardin Center	renovation of office, academic, and research space for School of Natural Resources	2006
International Quilt Center	new building for exhibition and research space for internationally renowned quilt collection	anticipated completion 2007

Facility	Function	Year
Student Life/Housing Space		
Nebraska Union	addition of student gathering space, meeting space, auditorium and bookstore improvement	1999
Husker Courtyards	newly constructed apartment-style residence hall	2004
Selleck Quad Dining Facility	renovation of food service space and dining hall	2004
Husker Village	newly built apartment-style residence hall	2005
Harper-Schramm-Smith Residence Halls	renovation of student living facilities	2005
Harper-Schramm-Smith Dining Facility	renovation of food service space and dining hall	2006
Administration/University Support Space		
Facilities Management Shops-Textron Building	renovation of storage, shop, and office space in recently acquired building	2003
Transportation Services Building	renovation of office and storage space	2004
UNL Police-inside 17th and R Parking Garage	addition of office space for Police	2004
1700 Y Street	renovation of office, work, and storage space for Printing Services	2004
Extension Space (facilities located outside of Lir	icoln)	
Snyder Building	office space for North Platte outreach program	2001
Employee House-Gudmundsen Sandhills Laboratory	addition of employee housing	2004
Barta Brothers Ranch Administration Building	creation of administrative space	2005
Wagonhammer Building Education Center- Gudmundsen Sandhills Laboratory	creation of office and research space	2005
University of Nebraska/Kimmel Education and Research Center (Nebraska City)	creation of education and research space	2005
Athletic Space	· · · · · · · · · · · · · · · · · · ·	
Memorial Stadium Skyboxes	addition of seating, press area renovation	1999
Haymarket Park Baseball Stadium	newly constructed baseball stadium (in partnership with city of Lincoln and a private entity)	2002
Haymarket Park Softball Stadium	newly constructed softball stadium and complex	2002
Indoor Practice Facility	newly constructed indoor athletic field and offices	2005
Tom and Nancy Osborne Athletic Complex	newly constructed addition and renovation of office space, weight training rooms, and athletic department service functions	2006
Parking Space		
Stadium Drive Parking Garage	additional parking	1997
17th and R Parking Garage	additional parking	2001
14th and Avery Parking Garage	additional parking (second phase under construction in 2006)	2004
Cultural Space		
Torn Notebook	major piece of sculpture by the artists Claes Oldenberg and Coosje van Bruggen, commissioned by the Sheldon Art Gallery	1996
Sheldon Art Gallery	renovation of gallery space, climate control	2002
Van Brunt Visitors Center-Mary Riepma Ross Media Arts Center	newly constructed visitors center and theater/auditorium space for film theater and media classes	2003

Technology Upgrades

Among the significant improvements in UNL's technology infrastructure since 1997 are the wiring of all campus buildings to provide improved speed and capacity, connecting UNL to Internet-2 to provide additional support for research, and adopting an electronic course management system (Blackboard) that includes all courses at UNL.

In 1997, UNL began assessing a per-credit-hour technology fee. Now \$6.50/credit hour, the fees generated \$3 million in 2004-05. The fees have provided funds to update technology in student labs and classrooms, support advanced networking in the residence halls and maintain a wireless network with free loaner laptops to students in all campus libraries and student unions. Students play an important role in determining how these funds will be used through a committee that advises the associate vice chancellor for Information Services. A complete description of upgrades in classrooms is available in "General Purpose Classroom Report and Appendices, 2005." [www. unl.edu/resources/2-9]

www.unl.edu/resources/2-9



Graphics computer lab, Journalism and Mass Communications

The increased use of technology for instruction prompted a need for faculty development. The New Media Center is a primary means of faculty support and training services. The university makes extensive use of student expertise. Professional instructional design specialists have been hired to support distance learning and other programs. Additionally, faculty are exploring the use of technologies such as podcasting for content delivery.

The Office of Student Affairs made extensive upgrades to automate a number of student activities. These include upgrades to SIS+ (Student Information System vital to administer registration, financial aid, consolidated billing and other student account management), WAM ("What About Me" – student access via Web to Blackboard, registration, financial aid, and monthly student bill), Degree Audit, and

implementation of Talisma, which expedites and enhances marketing, student recruitment and admissions.

Technology improvements have prompted growth in the research enterprise. A critical addition was the Research Computing Facility, which houses UNL's first supercomputer, dubbed PrairieFire. The facility is available to researchers who require high-performance computing resources. RCF originated in 1998 from a successful NSF/EPSCoR proposal. Notably, the facility's existence helped UNL land a prestigious opportunity to be a Tier 2 research site for the international particle physics experiment known as the Compact Muon Solenoid project.

Since 1995, the university's consumption of Internet-1 capacity has increased 950 percent, campus

network connections have increased 780 percent, and wireless users have increased 5,500 percent. Additionally, UNL's investment in Internet-2 capacity grew from \$0 in 1995 (Internet-2 then was non-existent) to \$421,000 in 2004-05. The I-2 connection was upgraded in 2006.

Additional technology upgrades have been realized university-wide through leadership from the University of Nebraska Central Administration. These items are used by all campuses within the NU system (University of Nebraska at Kearney, University of Nebraska–Lincoln, University of Nebraska at Omaha, and University of Nebraska Medical Center). Among them are an enterprise business and financial system (SAP); the course management system (Blackboard); a university-wide web portal [www.unl.edu/resources/2-10]; a statewide education computer network for K-20 and government partners (Network Nebraska); founding and charter membership for Internet-2, Midnet, and the Great Plains Network (GPN); an Internet2-SEGP member school; and a university-wide email and office management system (LotusNotes).

Strengthening the Faculty

Significant changes have been made to improve the quality and diversity of faculty at the institution. They include changes in hiring practices, increasing the number and strategic use of distinguished professorships, internal faculty development programs, and increased rigor in faculty evaluations.

Hiring Practices

Since 1997, five principal emphases have guided the hiring philosophy for new faculty. They are: a greater focus on the quality of hires; a greater emphasis on hires that contribute to racial, ethnic, and gender diversity; a broadening of the types of faculty hires; more focus on creating hires in priority areas; and greater emphasis on recruiting senior, highly distinguished new faculty. All are indicative of the renewed emphasis on matching priorities with resources.

Working through the deans, department chairs and search committees, these new directions in faculty recruiting ensure that all faculty hiring is as skillful, aggressive and ambitious as possible. Much greater emphasis is now placed on the specific challenge of attracting more new recruits from among racial and ethnic minorities and women. Training efforts inform those in the recruitment process of the university's goals in this area. In addition to distributing funding that is available system-wide to support diversity in hiring, the senior vice chancellor and IANR vice chancellor have created additional diversity funds to assist deans and departments in identifying special opportunities for faculty recruitment and enabling hires, even in cases where ordinarily funding would be inadequate.

The range of faculty positions has been clarified and broadened. Non-tenure-leading appointments, the ranks of Lecturer and Senior Lecturer, have been created. The role of Research Professor (assistant, associate, and full) has been clarified. These changes are essential to achieve UNL's ambitious research and teaching goals with a largely fixed-size tenure-track faculty that declined under the multiple state budget cuts. Under consideration at the time of this writing is a new faculty title, Professor of Practice, designed to recognize the significant teaching contributions www.unl.edu/resources/2-10

Othmer Professorships

Bruce Avolio, Donald and Shirley Clifton Chair in Leadership

Luchezar Avramov, Dale M. Jensen Chair in Mathematics

Thomas Borstelman, Elwood N. and Katherine Thompson Professorship in World History

Chris Fielding, Coffman Chair in Geosciences

Janet Harkness, Donald and Shirley Clifton Chair in Survey Research

Michael James, Ardis James Professorship in Textiles, Clothing and Design

Sally Mackenzie, Ralph and Alice Raikes Chair in Plant Sciences

David Olson, James and H.K. Stuart Chair of Management

Kenneth Price, Hillegas Chair of 19th Century American Literature

Laurence Rilett, Keith W. Klassmeyer Chair of Engineering

Gregg Rothermel, Dale M. Jensen Chair in Computer Science

Will Thomas, John Angle Professorship in the Humanities

Mary Uhl-Bien, Howard Hawks Chair in Leadership and Ethics

Donald Umstadter, Leland J. and Dorothy H. Olson Chair in Physics

William Velander, Donald R. Voelte and Nancy Keegan Chair of Engineering

Les Whitbeck, John Bruhn Professorship in Rural Sociology made by non-tenured faculty. Faculty committees have approved this title designation and it is slated for Board of Regents approval in Fall 2006.

Finally, we have focused on reallocating and reassigning budget resources to concentrate faculty hiring more effectively in identified priority areas. Efforts to better align priorities and resources, especially with regard to filling faculty positions, were attempted throughout the last decade, with varying success. An initial campus-wide reallocation effort, conducted between 1996-98, resulted in some achievements, but overall it was judged a failure. The more formal Programs of Excellence initiative, previously described, resulted in programs that were supported in the budgeting plans of deans and or departments. In some cases, new separate funding for Programs of Excellence moved additional funds to some of these areas. The result was that the distribution of faculty hiring has been moved closer to lining up with identified campus priorities.

Senior Hires and Distinguished Professorships

In the context of the above changes, UNL has moved to increase the recruitment of senior, distinguished and highly productive individuals. In years past, very few senior hires had been made; some units had a strong predilection against senior hires, and some presumed that permission to recruit for senior positions would be denied and that such positions could not be funded. The most significant step toward changing these attitudes resulted from receipt of the \$136.5-million Othmer bequest. Chancellor Moeser pledged \$12 million from that gift, as matching funds, to create 24 Othmer endowed chairs (\$1 million each); the new chairs were explicitly reserved only for senior faculty recruited through nationally competitive searches. Additionally the senior vice chancellor and IANR vice chancellor took back from the units part of the funds that became available when faculty vacated positions, thus giving the vice chancellors funds to allocate back to units for senior, diversity or other priority hires.

Other factors contributed to the increased emphasis on senior faculty recruiting. The increased ambitions in research prompted the hiring of new senior faculty and raised UNL's attractiveness to outstanding potential recruits. As a result, additional funds have been obtained from external sources to establish more endowed chairs and professorships or to fund senior positions without an associated endowment. Standards, expectations, and ambitions for seeking endowed chairs and professorships and other senior positions have been greatly elevated. Campus leaders have created a complementary program, the Willa Cather and Charles Bessey Professorships, to recognize and celebrate the achievements of outstanding full professors already on the faculty. These professorships enhance the university's ability to retain faculty wooed by other institutions.

Internal Faculty Development Programs

The vice chancellor for research has instituted a number of initiatives to develop faculty success in grantsmanship and other areas of scholarship. In the discussion of Criterion 3 (core component 3b: "The organization values and supports effective teaching") and Criterion 4 ("The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its

mission") later in this self study, the extensive programs to support the continuing development of faculty at UNL are described in full.

Increased Rigor in Faculty Evaluation

UNL has re-examined and greatly strengthened its processes of annual review of faculty members. We recognized that to achieve the aspirations and goals laid out in the "2020 Vision," more effective faculty evaluation would be required, including more regular encouragement and feedback on an individual's planned scholarship as well as assessment of his or her past performance.

The introduction of post-tenure review, a system based primarily on annual reviews, raised concerns about discrepant annual review practices in different units on campus: some units took annual reviews very seriously whereas others apparently treated them perfunctorily, thereby possibly making the application of post-tenure review unfair. This was a special concern since post-tenure review has been invoked in 19 instances. Some faculty members expressed a desire for change because anonymous student evaluations sometimes played a dominating, even exclusive role in their annual teaching evaluations. Finally, the broader emphasis on assessment (of student learning, of administrators, of advising and of program effectiveness) naturally contributed to an atmosphere that encouraged more effective assessment of faculty performance.

In response, the campus adopted a new approach. First, came an explicit commitment to focus on achieving excellence. As the *2020 Vision* states:

Departments must establish very high standards for research and creative activity accomplishments in promotion and tenure decisions. All current tenure-track faculty must be actively engaged in research and creative activity. Personnel policies and practices (hiring, workload, tenure, reward) should be oriented towards excellence in all expressions of scholarly endeavors while recognizing different missions across colleges, programs, and faculty members within programs.

Similar efforts were made to define, develop a vocabulary for, and identify excellence in teaching.

Second, and equally ambitious, was an attempt to better integrate annual evaluations within the whole network of assessment, support, and encouragement of faculty achievement, to turn annual faculty evaluations into a forward-looking, positive, and proactive element in UNL's effort to achieve its new aspirations and goals. We set out to link the annual review process to unit strategic planning and reviews of program effectiveness, to efforts to ramp up extramural funding, and to college- and campus-level initiatives to improve teaching quality.

To implement this agenda, several actions have been taken. The senior vice chancellor for Academic Affairs and the IANR vice chancellor, working with the leadership of the Academic Senate, agreed to place the issue of equitable and effective evaluations high on the priority list and to work with department chairs/heads and deans to achieve it. The topic of faculty evaluations was given central billing in the all-campus chairs/heads workshops over several years running with the goal of training unit administrators to do better evaluations and, more broadly, to challenge a campus culture that had been dismissive or at best indifferent on the usefulness of faculty evaluation. Newly appointed administrators participate in an orientation program that does the same. Both academic vice chancellors and the college deans are required to monitor annual evaluations in a more consistent and systematic manner than they had previously done. Each faculty member with his or her department chair is asked to do an "effort apportionment determination" to assign a percentage of time devoted to teaching, research and service/outreach. This helps increase workload accountability. Deans and department chairs/heads are encouraged to foster unit discussions among faculty to articulate what the faculty consider to be "high-quality" or "outstanding" work within their specific disciplines or fields. The results have been in some cases limited, but many units have now developed thoughtful statements expressing more appropriate standards for faculty achievement. Each unit on campus is now required to produce such a statement, approved by its respective dean and vice chancellor, which then becomes part of the unit's official bylaws (e.g., available for use in post-tenure reviews).

In addition to this refinement of the faculty evaluation process, greater emphasis has been placed on review of teaching as part of that process. As part of its faculty mentoring programs, UNL is committed to sustain with campus funds and to emphasize the Peer Review of Teaching Project, which over time as it engages more and more faculty in diverse departments across the campus, has the potential for dramatically reformulating old-fashioned notions of annual review of teaching (see more about this project later in this chapter and in Chapter 6 on Criterion 3).

Increasing Support for Undergraduate Teaching

The 2020 Vision was the impetus for change regarding UNL's research mission. While attending to its agenda to improve research and graduate education, faculty and administrators also took measures to improve undergraduates' educational experiences. In 1996, UNL instituted a more rigorous set of high school requirements for admission to ensure that students entering the university were better prepared for the challenges of college course work. Since 1997, each incoming class has had higher composite ACT scores and better high school grades than the class preceding it. However, a drop-off in applications and enrolled students was attributed in part to these higher standards, a more competitive recruiting climate, budget cuts and tuition increases. While acknowledging these mitigating factors, university officials sensed a growing disconnection between students' educational experiences and the quality of student learning. We needed to examine fully the undergraduate learning environment.

In 2001-2002, UNL hired Noel-Levitz Consulting Group, Inc., an educational consulting firm, to assess its entire enrollment management strategy. The firm recommended a number of changes, particularly in the university's retention practices. A key tactic in that strategy was seen to be the identification of an administrator whose sole responsibility would be to focus on the undergraduate program, particularly in the first two years of students' time on campus.

In May 2003, the Office of Undergraduate Studies, under the leadership of a new dean of Undergraduate Studies, was formed to coordinate, administer and advocate for campus-wide policies and initiatives affecting undergraduate education, particularly those academic activities outside departmental degree programs and individual majors. This change visibly elevates undergraduate education to high priority status and sets responsibility for programmatic success.

The dean of Undergraduate Studies now co-chairs with the dean of Admissions the Enrollment Management Council, established in 2001 (the inaugural Enrollment Management Council was chaired by the chancellor). The council oversees undergraduate recruitment and retention policies and initiatives and its working group, the Admissions, Advising and Retention Group. The directors of the UNL Honors Program, Division of General Studies, Undergraduate Research and Fellowship Advising, Office of Academic Support and Intercultural Services, and Summer Institute for Promising Scholars, as well as the coordinators of University Assessment, Academic Learning Communities, and Transfer Student and Articulation, report directly to the dean of Undergraduate Studies. The dean is responsible for coordinating the work of the University Curriculum Committee and recommendations of student fee requests to the senior vice chancellor for Academic Affairs.

www.unl.edu/resources/2-6The report, Everyone a Learner, Everyone a Teacher [www.unl.edu/resources/2-5], produced in
2003 by a blue-ribbon panel of faculty, student affairs professionals, and administrators, was an
outcome of this effort to upgrade attention to the undergraduate program. The task force focused
on the question "How do we better prepare our students to be intentional learners?" The inception
of the Office of Undergraduate Studies and the response to the Everyone a Learner report are
resulting in the development and enhancement of a number of learner-centered initiatives. Even

prior to these efforts, new programs were launched that focused on undergraduates. Two examples of such programs are:

- Learning Communities: Students elect to join a learning community in which they live together in a residence hall and take some courses in common typically during their first year on campus. The first communities were organized around specific majors (journalism or agriculture for example). Recently, the Melvin W. Jones Learning Community focused efforts toward leadership development for underrepresented or first generation college students. And students in the E.N. Thompson International Scholars learning community study international issues, engage in service-learning activities and interact with lecturers from the university's E.N. Thompson Fora in World Affairs as part of their curriculum.
- UCARE: The Undergraduate Creative Activities and Research Experiences (UCARE) program was launched in 2000. UCARE students explore a field of particular interest and learn alongside faculty mentors in a creative activity or research area. Students receive a stipend funded by the Pepsi Endowment created through the contract between the university and the Pepsi-Cola Co. More than 2,000 students have participated in UCARE.

UNL's efforts to boost retention have paid off. More rigorous admissions requirements attracted students who were better prepared to succeed at college-level work. Other programs that were put in place, such as Learning Communities and a more-learning focused new student orientation program, have improved UNL's retention and graduation rates.

Figures 2.1 and 2.2 track UNL's retention and six-year graduation rates, respectively. Retention information for the class that entered in Fall 2005 was unavailable at the time of this writing, but has been updated in the virtual resource room [www.unl.edu/resources/2-11]

www.unl.edu/resources/2-11

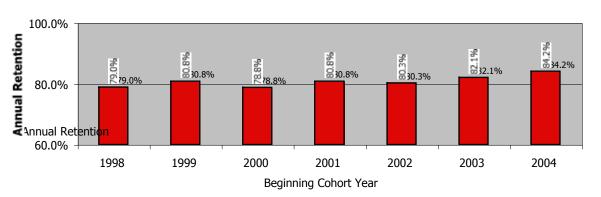


Figure 2.1 Retention Tracking of First-time, Full-time UNL Freshmen

www.unl.edu/resources/2-12

www.unl.edu/resources/2-13

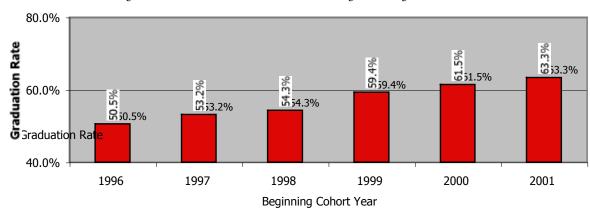


Figure 2.2 Graduation of First-time, Full-time, Degree-seeking Freshmen

The Peer Review of Teaching Project, mentioned earlier, is a major initiative for the improvement of teaching. Started in 1994, it has involved many UNL faculty working together to enhance their teaching. It is a grass-roots effort in which faculty leaders recruit other faculty for participation in developing a campus community for discussing, assessing and developing approaches for understanding, measuring and documenting classroom effectiveness. The project promotes educational reform at three different levels: by assisting faculty in evaluating and improving their students' learning, by building a campus community that supports and refines this inquiry into student learning, and by challenging a research university's attitude and policies about teaching. The success of UNL's Peer Review project was recognized in the receipt of three major national grants, including support for disseminating the model to four partner campuses (Indiana-Bloomington, Texas A&M, University of Michigan and Kansas State University). In 2004, UNL hosted a national conference, "Making Learning Visible: Peer Review and the Scholarship of Teaching," which was attended by persons from around the country. And in 2005, the project received a certificate of excellence from the TIAA-CREF Theodore Hesburgh program, which recognizes exceptional programs designed to enhance undergraduate teaching and learning. Additional information about this project and its impact on the faculty who have participated in it is available at [www.unl.edu/resources/2-12].

Two recent developments continue the focus on the undergraduate experience. The Initiative for Teaching and Learning Excellence has sponsored nearly 40 projects aimed at improving undergraduate teaching learning and/or advising. Launched in 2004, the project competitively awards grants to faculty; the first grants were awarded in 2005 and the second round of awards was announced in spring of 2006. Funding for Initiative for Teaching and Learning Excellence projects comes from the University of Nebraska Foundation. [www.unl.edu/resources/2-13]

Additionally, a task force is working toward revision and overhaul of UNL's General Education requirements. The current requirements, which were developed in the early 1990s, have been criticized for being overly complicated, a barrier to students' abilities to transfer from one college to another within the university, a hindrance for students wishing to transfer to UNL from another institution, and an obstacle to students' progress toward graduation. The initial program was born of a sincere effort to provide students with a liberal education, integrating critical

thinking and writing skills. Building on the faculty's continued dedication to undergraduate learning, the new program will be based on student learning outcomes, developed through intense collaboration of faculty across the university.

The upcoming Chapter 6 on Criterion 3 will more fully describe undergraduate education at UNL.

Refocusing and Enhancing Engagement

UNL has a more than 90-year history of extended education, outreach and engagement, developed through our land-grant mission. In 1997, Chancellor James Moeser announced a broadening of definition, and an expansion of responsibility, for engagement activities at UNL during his annual State of the University address:

Nebraska is a leader in the field of extended education. However, without a clear strategy for the future, we may not be able to maintain that lead. We desperately need a vision for what we want to be five years from now and a plan of how to get there. ... We have chosen the term extended education quite deliberately, so as to include the traditional concept of extension, but also continuing studies and outreach. This is a change that will affect all parts of the university. We are going to attempt to transplant the traditional land grant concept of service and extension to the city campus — recognizing that the people of the state need instruction and assistance in all areas of knowledge. And we are asking our extension educators in the field to become facilitators of connectivity to every part of the university — to be, as we like to say, the real front door to the university. [www.unl. edu/resources/2-14]

With that statement, the chancellor established that all units and individuals at the university are responsible for engagement, not just units and individuals associated with the Extension Division or the Division of Continuing Studies, which eventually was subsumed into the Office of Extended Education and Outreach (EE&O).

The Extended Education and Outreach office was established in October 1997 to facilitate increased participation by all colleges in providing lifelong learning as a core mission for UNL. EE&O partners with UNL's academic colleges to provide a variety of graduate degree programs as well as credit and noncredit programming. EE&O also helps high school students earn an accredited diploma or supplement their local curriculum. College Independent Study and Summer Reading offer flexibility in scheduling to busy on-campus students. Available via distance technology or on-site, extended education covers a variety of topics and interests. EE&O's distance education programs have experienced phenomenal growth. From 68 courses offered in 1998-1999, which attracted 712 students and generated 2,136 credit hours, the program offered 452 courses in 2005-2006, attracting 5,300 students and generating 14,525 credit hours. In 2005, EE&O launched on-line undergraduate courses available to Nebraska high school students through the Advanced Scholars program. [www.unl.edu/resources/2-15]

The activities of the Office of Extended Education and Outreach are more fully described in Chapter 8, addressing Criterion 5.

www.unl.edu/resources/2-14

www.unl.edu/resources/2-15

Re-emphasizing Economic Development

The university has long held a prominent role in economic development for the state. As described in the preceding chapter, university research has benefited the state, particularly its agriculture sector.

In his 2004 State of the University address, Chancellor Perlman said:

As a land-grant university we have the special responsibility to extend our teaching and the practical application of our research to the people of Nebraska. My travels across Nebraska reaffirm the important contributions our Cooperative Extension Service makes in the lives of our citizens. In this knowledge-based economy, the importance of their work, of our initiative to more actively commercialize the products of our research, and of the accessibility of citizens to the expertise of the university will, in large measure, determine the future success and prosperity of Nebraska. ...

The people of Nebraska expect and deserve our best efforts in using our talents and expertise to advance their prosperity and the quality of their lives. There are examples of our successes throughout Nebraska. Last year Cooperative Extension faculty and staff reached nearly 120,000 Nebraska youth, allowing UNL 4-H to lead the nation in per capita 4-H enrollment. We have a new chicory industry in the Panhandle attributable primarily to the work of Cooperative Extension, and Extension is also responsible for a revitalized viticulture industry centered in Southeast Nebraska where grapes and wine used to be significant economic drivers. Indeed, I would urge you to tour one or more of the 13 wineries now operating in Nebraska. We also serve Nebraska through an expanding distance education program and we are on our way to creating financial incentives for those faculty and departments who work creatively in this area. In a variety of other ways, through programs from the arts to the sciences, this University serves the people of Nebraska.

We currently have major efforts under way with the rural revitalization initiative and the emphasis on water research. These two projects must receive increased attention if we are to make a difference on these important issues. We also must continue in our efforts to find commercial applications for the products of our research. This does not mean that faculty should be directing their research toward particular commercial ends. We do not, and will not know, where much of our research will lead. Albert Einstein once said: "If we knew what we were doing, we wouldn't call it research." Nonetheless we must remain conscious of the commercial possibilities once the thrust of our research is known." [www.unl. edu/resources/2-16]

www.unl.edu/resources/2-16

No single statement or example captures the entire scope of UNL's economic impact on the state and our re-dedication to economic development. However, UNL's success in wheat breeding could serve as a case study. The increased wheat yields resulting from improved varieties developed in University of Nebraska labs and field trials add more than \$56 million to Nebraska's economy each year. This increase in income results from an annual investment of less than \$500,000 for the wheat improvement program. Currently, 77 percent of the total wheat production in Nebraska is planted in cultivars released by University of Nebraska –USDA Wheat Breeding Program.

The upcoming Chapter 8 on UNL's fulfillment of Criterion 5 will more fully describe our economic development activity. Suffice it to say economic development has become a major focus of UNL since 1997.

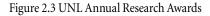
Conclusion

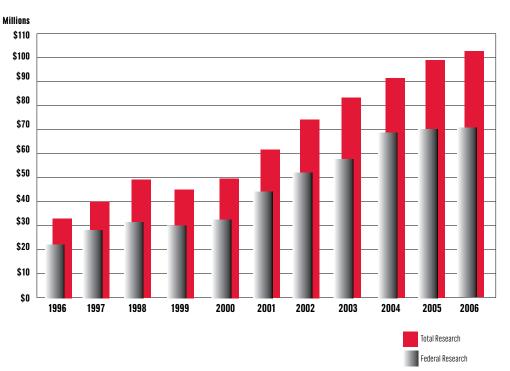
The eight newly focused strategies listed above have resulted in an improved institution across many levels. We will conclude this chapter with a few concrete examples, crossing several university areas.

The decision to aggressively pursue and hire more senior-level faculty has brought to the campus a stellar faculty. We recruited a renowned biomolecular engineer, William Velander, whose work in bioengineered blood products attracted \$13 million in funding to UNL in 2005. Hires made in English and history have impacted scholarship in Walt Whitman studies (Kenneth Price),

Cather studies (Guy Reynolds), creative writing (Jonis Agee) and American studies (Thomas Borstelman and Will Thomas). Hires in computer science and engineering have elevated research in software reliability (Gregg Rothermel and Matt Dwyer). The hiring of a faculty member in physics, (Donald Umstadter), resulted in installation of an ultra-high-intensity laser system to study the interaction of light and matter. The laser has the highest combination of peak power and repetition rate of any in the United States.

External funding for research has doubled since 2000, and in FY 2006 reached a record high of \$104.6 million. (See Figure 2.3) The University of Nebraska ranks 81st in the National Science Foundation's survey of Research and Development expenditures as a





result of combined reporting of UNL and UNMC research results. Since 2000, UNL has received federal funding enabling the launch of the Nebraska Center for Virology, the Redox Biology Center, the Center for Behavior and Reading, the Plant Genome Research Center, the international ANDRILL (Antarctic Drilling) project, the Math in the Middle Institute Partnership, and a Materials Research Science and Engineering Center in Nanomaterials Structures. Additionally, 14 junior faculty have won competitive National Science Foundation CAREER and National Institutes of Health K Awards. Fundraising is under way to provide the 3-1 match associated with a \$500,000 National Endowment for the Humanities challenge grant for the Walt Whitman Archive.

One indicator of the prominence of faculty research is citations of faculty scholarship by other scholars. The number of citations of articles authored by UNL faculty grew from 17,082 in the five-year period ending in 1996-97 to 20,020 in the five-year period ending in 2001-02, a 17 percent increase. The ISI Essential Science Indicators Report, 1994-2004, indexes nearly 9,000 journals, tracking how often articles are cited by other authors; this report ranks UNL's IANR 16th in the world. Agricultural sciences articles published by 298 institutions worldwide, including both government agencies and universities, were reviewed for the report, which stated that UNL's Institute of Agriculture and Natural Resources scientists published 1,028 papers that were cited 6,056 times from January 1994-2004.

Significant faculty achievements include the election of James Van Etten, Robert Allington Distinguished professor of plant pathology, to membership in the National Academy of Sciences (2003), and in 2004, the selection of Ted Kooser, professor of English, as 13th Poet Laureate Consultant in Poetry to the Library of Congress. In spring 2005, Kooser received the Pulitzer Prize for Poetry. Additionally, Xiao Cheng Zeng, professor of chemistry, received a John Simon Guggenheim Memorial Foundation Fellowship in 2004. Carole Levin, Willa Cather Professor and professor of history and women's studies, and David Wishart, chair of the Department of Anthropology and Geography, each received a National Endowment for the Humanities Fellowship in 2003, making UNL the only university to receive two that year.

Two research projects involving UNL scientists were named among the 100 most important discoveries and developments in science in 2004 by *Discover* magazine. Physicists Greg Snow and Dan Claes were recognized for being part of an international team at Fermi National Accelerator laboratory near Chicago that established the mass of the top quark. Agronomist Ken Cassman joined with others at the International Rice Research Institute in the Philippines to identify some of the first negative effects of global warming on food production.

UNL's exceptional commitment to teaching also has been noted. In 2000, UNL was one of 16 colleges and universities recognized by the

Association of American Colleges and Universities for visionary campuswide innovations in undergraduate education. In 1998, the UNL Math Department received a Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring for its efforts to recruit and nurture women graduate students.

And our students, too, are achieving at a higher level. UNL's six-year graduation rate increased to 63.3 percent in 2004-2005 from 47.1 percent in 1996-1997. The composite ACT scores of entering students increased to 24.8 in 2005 from 23.3 in 1997. The freshman to sophomore retention rate increased to 84.2 percent from Fall 2004 to 2005, from 74.1 percent in 1996-1997. GRE scores increased to 475/601 in 2003-2004 from 461/557 in 1996-1997. Survey data indicates that 42.6 percent of graduating seniors participated in an internship, co-op, or servicelearning experience in 2004-2005. One-third of all students report having a meaningful research or creative activity in conjunction with a faculty member. And 602 undergraduate students (approximately 18 percent of total student body) had a Study Abroad experience during 2004-05. Since 2001, eight UNL students have received the Goldwater Scholarship, three were awarded Truman Scholarships, three were granted U.S. Department of Homeland Security awards for undergraduate study and 12 student-athletes have been the recipients of NCAA Post-graduate scholarships. During the same time period, 13 UNL graduates have earned Fulbright Scholarships, 10 were awarded NSF Graduate Fellowships and one earned a Javits Fellowship. Three students were Rhodes finalists. A number of UNL students have also competed successfully for national post-baccalaureate honors in the past decade.

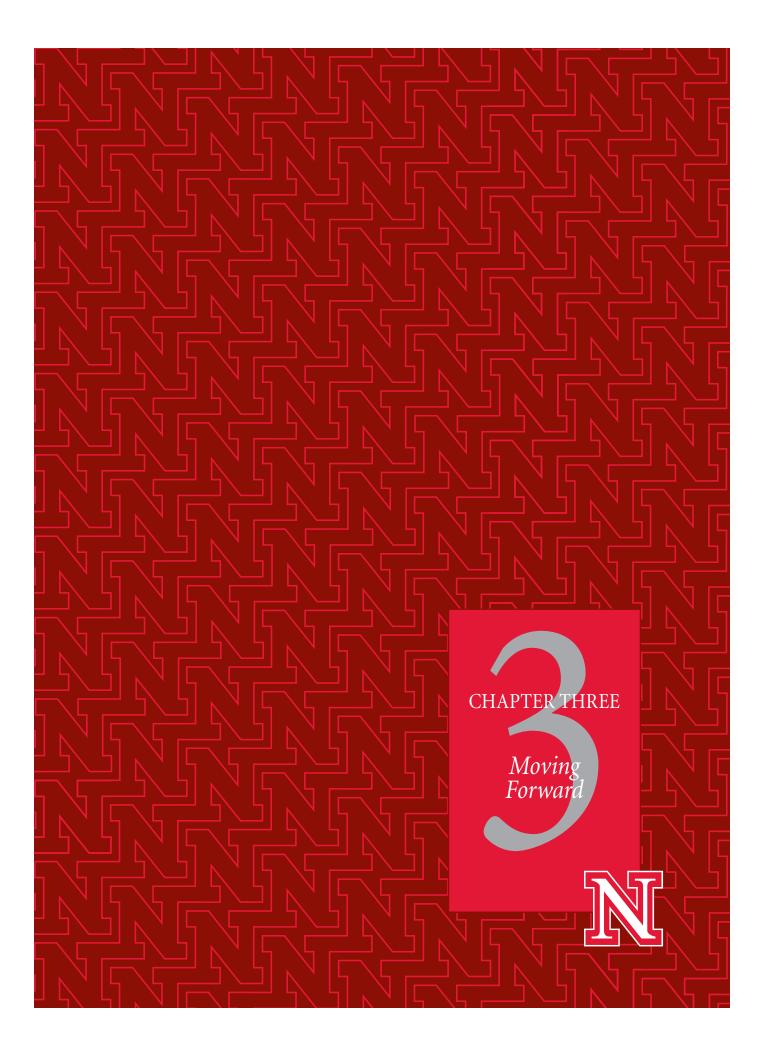
Remarkably, these successes have been achieved during an era of budget cuts. As previously described, our approach to budget cuts was to continue to strive for excellence by enacting specific vertical cuts rather than debilitating horizontal cuts. In Spring 2006, an unanticipated decline in enrollment and higher energy costs forced another \$5 million budget reduction. After viewing reports from the units, the chancellor stated in an e-mail to the entire campus:

> I now believe that the permanent reductions proposed to me by vice chancellors, deans and directors would unduly diminish our quality and restrain our progress. So I have struggled to figure out how to manage our situation consistent with our core value of an uncompromising pursuit of excellence.

Chancellor Perlman reinstituted a process called the "assigned minus," whereby unit budgets would, in general, be reduced by a proportion of the shortfall. These reductions would be managed by deans and directors as they best determine, allowing them to take advantage of opportunities to temporarily save money or by making permanent reductions to meet their assigned minus. As resources increase, the university will "buy back" some of these minuses in relationship to our priorities.

By many measures, we are a better university than the university that earned accreditation in 1997. Our efforts at self-scrutiny, our efforts to identify our priorities and needs, and our efforts to more effectively target and match our resources to those priorities and needs make us a stronger, more efficient, and more effective institution of learning. Guided by our core values and commitment to the pursuit of excellence, we have made bold progress toward our vision of becoming one of the leading public research universities and ranked among the strongest state universities in academic quality by our sesquicentennial anniversary in 2019.

At the same time, we have become acutely aware of our need to plan more comprehensively for the future, to have an on-going process of setting and renewing our priorities, one that protects us in times of scarce resources against spending the majority of our efforts in making decisions about what to let go, without having defined what it is crucial to preserve. Chapter 3 on our academic strategic planning efforts, the special emphasis focus of this accreditation review, describes our efforts to do just that.





Chapter Three:

Moving Forward

Academic Strategic Planning at UNL

UNL has never been short of planning activities. Chapter 5 on Criterion 2 of this selfstudy describes a vast array of unit plans, plans in response to specific situations and requirements, regional plans and others that demonstrate a strong planning capability. Furthermore, the campus deliberations of the past several years described in Chapter 2 have resulted in a strong sense of direction and aspiration throughout the institution. What UNL has needed is a way to build on these strengths so that we can remain successful in a future that promises to be more complex, changing and competitive. We need an academic planning process that will help us respond proactively to the challenges we face, state our academic vision and build steadily towards it, and focus on priorities while being at the same time open to new ideas and new opportunities.

Chancellor Perlman in his 2004 State of the University address described the process we would seek to develop to ensure the needed planning for our future:

The experience of the 2020 Report convinces me that the best and more sustainable ideas emerge from those most engaged in the processes of the university. Thus I need your best thinking and your engagement in fashioning the direction for our future. ...

I believe that we must pursue a meaningful strategic planning effort. ... [A] meaningful planning process is in our own best interest. I do not mean to suggest that strategic planning has been nonexistent. Both at the University level and within many programs, we have clear direction. However, to date, no unifying document ties together the strategic elements of those various plans with an agreement on core values, on common objectives, and on measures of accountability. More importantly we do not have a process or a culture that ensures that a planning effort will have consequences — that it will form the basis for conversations about the establishment of priorities and the allocation of resources. [www.unl.edu/resources/3-1]

In some books I have done more careful planning than in others, but always the end was seen from the beginning, and in each case it was the end that I set out to reach—I *mean, literally, the end of the story:* not necessarily the scene, but the feeling of the end, the mood in which I should leave my characters and in which I myself should say good-by to them. But practically everything beside the central purpose or the central feeling comes spontaneously and unexpectedly, though they all grow out of the main theme and out of the feeling and experience that made me choose that theme.

Willa Cather-from "The Genius of Willa Cather," Robert H. Footman, page 138

www.unl.edu/resources/3-1

This vision is a tall order. UNL is a very large institution with scores, even hundreds, of programs and activities. We have always operated in a de-centralized way, encouraging units to develop relatively autonomously in the directions they deem best. We do not have a history of coordinated central planning; in fact, we have very little successful experience with it, in part, because planning efforts in the past generally were not tied to resource decisions in meaningful ways, were too top down, or simply produced "wish lists" with no real priorities being established. We know that there is no ready-made strategic planning model that we can adopt that will serve us well. Instead we will need to design our model while doing it — sort of the proverbial building the airplane while flying it. We are certain, however, that being good stewards of the legacy of our university, going back to its first days, and building on the impressive advances of the last decade will require us to become even more focused in how and for what purposes we use our resources. We need a planning process that each year will become more effective as we learn how best to do it. All this is what makes this a tall order.

The chancellor felt the campus was positioned to respond quickly and immediately to the needs he described in his 2004 address, and he outlined an ambitious goal for the months ahead. He asked that each academic program develop a strategic plan by March 15, 2005 — just six months ahead. Each plan was to include:

- A candid assessment of where the academic program stood as of March 15, 2005, and a clear set of priorities for achieving higher levels of excellence; confirmation, or suggested revision of the core values of the university and the linkage between the program's priorities and those core values;
- Actions the program proposes to take within its own resources to achieve its priorities;
- Actions required of others that would support the program's ambitions; and
- A projected timeline and the metrics proposed to measure whether the program is successfully achieving its objectives.

Programs also were asked that their plans incorporate and relate to academic program reviews, as well as any professional accreditation processes. While the chancellor made the expectations for priority setting clear, at the same time, he emphasized our need to remain flexible, nimble and able to respond to new demands and challenges quickly. A plan that could not be changed or make room for new opportunities was not wanted. The chancellor also was quite clear about getting down to "brass tacks," that is, having a working plan, grounded in reality and focused on action. And he said so bluntly:

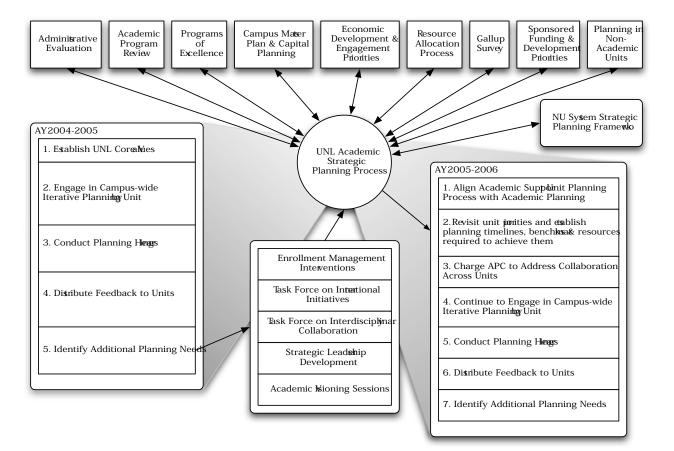
We should not waste time refining all-embracing vision statements, environmental scans, or elegantly phrased platitudes. I am skeptical that any of us have the ability to imagine the conditions or opportunities we will face beyond a one or two-year horizon. Nonetheless, I am mindful of the fact that it is difficult to get somewhere

unless you know where you are going. More importantly, it is difficult for those of us in administration to help you achieve your goals unless we know what they are and how together we can achieve them.

The chancellor gave the administrative leadership and faculty a considerable challenge that is ambitious in its scope and timing: we will develop a systemic, iterative planning process with the goals of engaging with the university mission and achieving continuous quality improvement.

The sections below describe the saga of our academic strategic planning process as it has progressed for two years now. The following sections are organized in three parts: Year 1: The Challenge of Planning Strategically, Year 2: The Rubber Hits the Road, and Years Next: What Must We Do Now? In the first two of these sections, our academic strategic planning activities are described along with reflection on them. The third section summarizes our conclusions and suggests questions for our visiting review team as they work with us to help make academic strategic planning at UNL an effective approach to pursuing our distinctive path toward excellence. Figure 3.1 provides an overall road map to the UNL strategic planning process as it has been followed for the past two years.

Figure 3.1 UNL Academic Strategic Planning Process



Year 1: The Challenge of Planning Strategically

The chancellor's challenge to get on with planning without spending a great deal of time doing environmental scans and crafting vision statements could on the one hand be interpreted as a cynical rejection of pro forma guidelines for traditional strategic planning, or on the other an optimistic expression of faith in UNL's campus leadership. Although the former is in part true, Perlman clearly placed his bets on the latter. The chancellor encouraged campus leadership over the last two years to think constructively about the power of individual effort to shape what we do. Deans and vice chancellors have read and discussed with him Jim Collins' *Good to Great*, widely known as one of the most influential management guides of the past decade, and they have taken to heart Collins' conclusion that great organizations are headed by CEOs and other leaders who take the time to get the "right people on the bus." Within the last few years, deans and chairs have worked with senior administrators to hire and retain the best faculty, who have helped the university strengthen its best programs (see Chapters 2 and 6). UNL has the right leadership in a talented group of deans and senior administrators, and the chancellor expects them to lead.

The first planning task was to define core values that articulate the UNL mission. Clearly, our academic priorities must flow from these. The second was to define a set of templates that would guide our academic units to produce viable responses — quickly — to the chancellor's specific requests. Inherent in both of these activities was the challenge to engage the entire university academic community in the planning effort; in short, to take it seriously. Here's what was done.

Defining UNL's Core Values

At a retreat with senior administrators in fall 2004, UNL deans drew from the work of the 2020 *Vision* and other task force reports described earlier as well as from published statements of our mission to articulate plainly and concisely the core values that define all work done at UNL. The draft core values statements embody the commitments of these campus leaders to education and scholarship at a major research university and their reflection on the mission and stated priorities of UNL. The core values document was distributed to the university community for review and discussed in two open forums; videoconferencing enabled faculty and staff at Extension sites to participate "live" in these discussions. (See announcement of these forums in Exhibit A at the end of this chapter.) Comments were frank and wide ranging (see notes of open forums at [www.unl. edu/resources/3-2]).

www.unl.edu/resources/3-2

In addition, all academic units that were asked to submit strategic plans were invited to comment individually on the core values, to suggest additions or changes to them, and to indicate how they are reflected in the strategic priorities they had identified. From these sources of input came several good suggestions for re-crafting the core values draft, but this review also made clear that our academic leadership was indeed in touch with the faculty — the core values draft, by and large, rang true.

Following this exposure, the core values draft was brought back to deans and the senior leadership at the end of the 2004-05 academic year and revised to reflect new input. Chancellor Perlman, in his 2005 State of the University address, introduced a new draft:

- We value the uncompromising pursuit of excellence.
- We value a diversity of ideas and people.
- We value a learning environment that prepares students for success and leadership in their lives and careers.
- We value research and creative activity that informs teaching, fosters discovery, and contributes to economic prosperity and the quality of life in Nebraska.
- We value engagement with academic, business, and civic communities throughout Nebraska and the world.
- We value an institutional climate that challenges every member of the university to advance these core values and celebrate their success.

Discussion about the core values continued during the 2005-06 year. With help from the University Communications staff, a final version was crafted and announced in May, 2006:

The University of Nebraska-Lincoln values:

- Learning that prepares students for lifetime success and leadership;
- Excellence pursued without compromise;
- Achievement supported by a climate that celebrates each person's success;
- Diversity of ideas and people;
- Engagement with academic, business, and civic communities throughout Nebraska and the world;
- Research and creative activity that informs teaching, fosters discovery, and contributes to economic prosperity and our quality of life; and
- Stewardship of the human, financial, and physical resources committed to our care.

The first letters of the core values statements, read vertically, spell "leaders," an expectation we have of faculty, staff and students in a university committed to excellence. "Leaders" also serves as a mnemonic device to aid in remembering the statements.

Developing the Planning Templates for Year 1 (AY 2004-05)

The first year of academic strategic planning was chancellor-driven, but not chancellor led. In his 2004 State of the University address, Perlman laid out the areas that he believed required attention in the first year's strategic planning effort. Although all UNL academic units were asked to respond to the planning charge, planning priorities were to be set by academic units themselves and not the chancellor or the Senior Administrative Team (see sidebar on page 44). Given this bottom up effort, it was imperative to design a process that would allow the Senior Administrative Team to deal efficiently with the masses of data due to arrive from the academic units on March 15. Also, we were hoping to create a process that worked for a wide variety of units and which gave them data they could examine and compare year after year.

The task of coordinating the campus effort to respond to our chancellor's planning charge was assigned to the Office of the Senior Vice Chancellor for Academic Affairs, and the academic planning effort was led by the senior vice chancellor in Academic Affairs units and by the vice chancellor of the Institute of Agriculture and Natural Resources in Institute units. Working with the Senior Administrative Team as a steering committee for the effort, the senior vice chancellor established a process for collecting planning data from academic units that addressed the overall criteria set by the chancellor, respected the existing planning procedures and expectations for faculty participation in individual colleges, connected the planning effort to ongoing institutional planning processes, and presented information in a format that allowed for faculty, staff, and the public to view and compare plans.

From the beginning, the process invested academic leaders at all levels in shaping the process. Plans were requested of academic deans and directors who reported directly to the chancellor, the senior vice chancellor, and the Institute vice chancellor. College deans in Academic Affairs were given leeway to handle the planning process as they thought best, given their units' culture, governance, and previous investments in planning efforts. Units in the Institute of Agriculture and Natural Resources worked collaboratively to produce an integrated plan, reflecting the aims of all Institute units.

To facilitate comparison of plans across units, formats were designed to collect unit responses and allow for electronic distribution and sharing of plans. Following discussion between the deans and the Senior Administrative Team, response templates were developed initially to

Senior Administrative Team

The Senior Administrative Team (SAT) is composed of all campus leadership that reports to the chancellor. In addition to the chancellor, the five vice chancellors (Academic Affairs, Institute of Agriculture and Natural Resources, Business and Finance, Research and Student Affairs) are members of SAT. The other members are campus-level administrative offices, also reporting to the chancellor. They include the associate to the chancellor (chancellor's chief of staff); assistant to the chancellor for community relations; assistant to the chancellor for Equity, Access and Diversity Programs; director of Institutional Research and Planning; director of University Communications; director of Intercollegiate Athletics; and director of the Nebraska Alumni Association. The SAT meets weekly, typically on Monday mornings.

The primary responsibility of the SAT is to provide advice to the chancellor on a wide variety of campus-wide decisions and policies. Agenda items for consideration by SAT are offered not only by members of SAT but also by other campus-level administrators on recommendation of a member of SAT. Other campus administrators frequently visit with SAT to provide expertise on particular agenda items or to bring proposals as recommended by a member of SAT. Examples of recent presentations to SAT include the campus master space address the two key planning requirements:

- a response from each unit to the proposed UNL core values, and
- a statement of academic strategic priorities from each unit, addressing the criteria requested by the chancellor.

A brief outline of the planning charge and criteria was sent to all academic units that were conducting the planning and appears in Figure 3.2.

In addition to producing the "core values" and "strategic priorities" planning templates, five design teams were appointed to develop templates for gathering information on specific important areas of work [www.unl.edu/resources/3-3]. The object here was to integrate ongoing planning with academic strategic planning and thus work toward integrating all of our planning efforts and reducing sporadic requests for planning information. Furthermore, in asking for these additional data along with the statement of a unit's academic strategic priorities, units were expected to link all of their annual planning with their stated priorities. The ongoing planning processes for which units' responses on "planning templates" were requested are described in the sections below.

www.unl.edu/resources/3-3

Climate Impact Plan

UNL is collaborating with the Gallup® Organization to carry out a continuous assessment of campus climate. The UNL Campus Climate Survey was developed by the Gallup® Organization and is referred to from here on as the Gallup® Survey. Follow-up processes are designed to help create a positive workplace environment for all. All unit supervisors are directed to discuss survey results with their unit employees and produce biennially a climate impact plan with specific strategies for improving the workplace environment. Climate impact plans and commentary on the climate impact planning process were collected as part of the first year's academic strategic planning process. (Additional information about the Gallup® Survey and its uses will be found at several points in this self-study.)

Space and Equipment Plan

Information on facilities and equipment needs has traditionally been collected from academic units as needs arose and as funding became available. In short, the approach to space- and equipment-planning was responsive, rather than proactive. The space- and equipment-planning template was designed to collect information that projected future needs, with a special emphasis on present and future space and equipment required for sponsored research. Units were asked to relate these requests to their strategic priorities.

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Figure 3.2 UNL Academic Strategic Planning Process Timeline for AY2004-05

Planning Timeline

- Department Plans- due January 31, 2005
- College Plans- due March 15, 2005
- Planning Hearings-first week in April

1. Proposed core values

The list of core values shown below is derived from UNL tradition, key documents and University leadership. It will form the base for planning and discussion this year. Throughout the year, forums will be held to gather university-wide response to this list, which subsequently will be refined to reflect these discussions.

- Commit to an uncompromising pursuit of excellence.
- Stimulate research and creative work that fosters discovery, pushes frontiers, and advances society.
- Establish research and creative work as the foundation for teaching and engagement.
- Prepare students for life through learner-centered education.
- Engage with academic, business and civic communities throughout the state and the world.
- Encourage, support and challenge every member of the university community to make meaningful contributions to our core values.
- Create a university culture that values diversity of ideas and people.

2. Planning Process

The planning process within Academic Affairs will be led in each college by the academic dean and by academic directors in units which report directly to the senior vice chancellor for Academic Affairs. The planning process within IANR will be led by the IANR associate vice chancellor in conjunction with the IANR deans. Chancellor Perlman will lead the process for academic units that report directly to him. Templates for responding to the planning components outlined below will be on-line by November 15.

- a. Confirm unit commitment to stated core values and other values that may embrace the university community (approximately one page)
- b. Identify and rank unit academic priorities that confirm core values (three-five pages total)

For each priority:

- Explain relation to core values
- Propose internal actions and resources to achieve priority goal
- Identify actions required by others to achieve priority goal
- Specify timeline to achieve goal and measures of success

c. Address unit contributions to campus-wide initiatives

(approximately one-page each)

- Climate impact plan
- Space and equipment priority needs
- Hiring priorities and rationale
- Enrollment management plan
- Diversity plan

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plan, security measures for the university's Information System, and finalization of a campus-wide conflict-of-interest policy. Particularly in evaluating complex issues that evolve across time, an agenda item will be brought back to SAT on multiple occasions. Responsibility for an agenda items is often assigned to a member of SAT for followthrough.

Annually, SAT meets off campus for a two-day retreat to plan for the coming academic year. Members of SAT provide an update on achievements for their units for the previous year, and key issues identified during the previous year are the focus of extended discussion. These conversations usually provide the bedrock for the chancellor's State of the University address, delivered early in the fall semester.

Hiring Plan

The strategic planning hiring template required colleges to submit faculty hiring plans that relate to the priorities defined in their strategic plans.

Enrollment Management Plan

Following the news of our drop in freshmen enrollment for academic year 2004-05, the Senior Administrative Team determined that UNL needed to take a strategic approach to enrollment management. This template addressed undergraduate and graduate enrollment and units were again asked to link projections to their strategic priorities.

Diversity Plan

Chancellor Perlman had established a committee, the Chancellor's Committee to Revise the Diversity Plan, with a charge identical to its title. Given that the committee had just begun this work, it seemed an opportune moment to ask our academic units about their views toward institutional diversity and the efforts they were making to help create a welcoming climate for all students, faculty, and staff, regardless of their backgrounds; thus the request for a diversity plan. At the time of the writing of this self-study, the university diversity plan is still in development.

www.unl.edu/resources/3-4

The academic units were provided electronic forms along with directions for their use for submitting their planning information on templates, relating to the areas described above [www. unl.edu/resources/3-4].

Jumpstarting the Planning Process

Following Chancellor Perlman's State of the University Address, the senior vice chancellor and the Institute vice chancellor sent a letter to all university faculty and staff launching the academic strategic planning process. [The letter is displayed in Exhibit B at the end of this chapter; see also Figure 3.2.] The vice chancellors explained the general expectations for planning stated above and introduced two important parameters. First, the strategic planning process would be limited to academic units, directed by academic deans and directors, and culminate in planning hearings to be attended by all college deans, program directors that report to senior administrators, and faculty and student representatives. Second, the process would be monumental and messy. It was important to acknowledge this latter fact. The chancellor and vice chancellors were asking for a lot of work to be done in a little time, hard work that potentially could affect every member of an academic unit. For those colleges/units that were producing an integrated plan, plans were due March 15; for those units creating an assimilative plan, incorporating plans of subunits, department plans were due January 31.

There were quite a few fits and false starts. The intention to handle all planning electronically caused problems. Not all units had staff trained to enter data into the newly designed templates and the templates did not always work as they were supposed to due to limited electronic systems and software. Several difficulties were encountered in creating sorting mechanisms for analyzing the data. Final templates were distributed to deans and departments fairly late in the year (December), which created some irritation. Some academic leaders actively resisted putting their

plans into the formats requested, believing that they did not fit what they wanted to say—an issue that is still problematic.

While these technical problems were being addressed, the Senior Administrative Team considered how the information from the plans would be put to use and anticipated next steps. The team also responded to questions from the university community about the academic strategic planning process, and it considered how to involve students and external constituencies. The time frame for the process this first year did not allow for extensive review by outside groups, and the process was directed primarily at strategic decision-making by our academic leaders, not at achieving communal consensus; nonetheless, it was important to address how the process would relate to the larger university community. At the same time, the concern surfaced that the process, as currently structured, did not encourage collaboration across units — perhaps too much to hope for, given the short time frame — a vitally important issue because opportunities for collaboration are critical for state-of-the-art research and instructional programs.

The Senior Administrative Team agreed to a process for plan distribution, discussion, and adoption that included the following parameters:

- A two-day planning retreat would be held in April 2005 where all deans and directors would give a 10-minute presentation on their strategic priorities, focusing on opportunities for collaboration with other units.
- Each presenter would distribute a one-page outline of the plan, listing strategic priorities, relating them to core values, and indicating timeline and parameters for achieving these goals.
- All Senior Administrative Team members, deans, directors and representatives from the Academic Planning Committee (see sidebar), Academic Senate and Association of Students of the University of Nebraska would attend.
- Access to units' reactions to the core values statements and statements of strategic priorities would be made available to all deans, directors and senior administrators.
- All climate impact plans, space and equipment plans, enrollment management plans, and diversity plans would be made available to the chancellor, senior vice chancellor, Institute vice chancellor and the design teams responsible for creating each of these planning templates.
- All hiring plans for direct reports to the chancellor, senior vice chancellor, and Institute vice chancellor would be accessed respectively by these administrators.
- The academic strategic planning process would have implications for decisionmaking and resource distribution in a number of defined domains.

UNL Academic Planning Committee

The Academic Planning Committee (APC) is a university-wide group responsible for formulating and recommending academic and planning goals and initiatives for UNL in the areas of education (resident and Extension), research, and service to the Academic Senate, colleges and chancellor. These goals are coordinated with the responsibilities assigned to UNL as part of the structure under the control of the president of the University of Nebraska and the Board of Regents.

Specifically, the Committee:

- Recommends actions and procedures for new and existing academic programs.
- Reviews with the chancellor or appropriate vice chancellors the Comprehensive Facilities Plan, the campus master land-use plan, and facilities needs as they relate to academic- and supportprogram goals.
- Is empowered to recommend changes in programs, including elimination.
- Encourages academic planning within the colleges and other units of UNL on a continuing basis through joint faculty-administrative-student action. The committee comments on the review process and visiting team report to the appropriate vice chancellor.
- Assists the chancellor in seeking remedies for a financial exigency. Such remedies may include elimination of faculty, staff, and administrative positions.

The Academic Planning Committee consists of 16 members as follows: (a) six faculty members elected as provided by the Academic Senate to staggered three-year terms. These members shall represent biological sciences, social sciences, physical sciences, and humanities

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with no more than two from a single college; (b) one faculty member at large selected by the UNL Graduate Council to serve a three-year term; (c) two academic deans selected by the chancellor to serve three-year terms; (d) the president of the Academic Senate (or designee); (e) one undergraduate student and one graduate/professional student as selected by the president of ASUN; (f) the director of Institutional Research and Planning for UNL who shall serve as secretary; (g) the senior vice chancellor for academic affairs; (h) the vice chancellor for the Institute of Agriculture and Natural Resources; and (i) the vice chancellor for research who sits as an ex officio non-voting member. The committee selects its chair from among its faculty members.

www.unl.edu/resources/3-5

The Planning Hearings and Administrative Feedback for Year 1 (AY 2004-05)

On April 25 and 26, 2005, some 18 unit administrators presented their strategic plans to the Senior Administrative Team and representatives of the Academic Planning Committee, the Academic Senate, and the Association of Students of the University of Nebraska. Admittedly, several participants feared that the presentations, slated to go on for hours, would be dull, boring, and — worse — useless for the purpose of advancing the process. Pleasantly, most were surprised to the contrary. The deans and directors gave carefully constructed reports and, for many, the presentations provided the first opportunity to hear the dreams and ambitions of their peer administrators in other units. The occasion gave deans and directors several opportunities for collaborative ventures. One immediate outcome was a collaboration involving NET (Nebraska Educational Telecommunications) and the colleges of Journalism and Mass Communications and Fine and Performing Arts to establish an intern program that would prepare journalism and arts students for professional work following their graduations.

Following the hearings, the chancellor, senior vice chancellor, and Institute vice chancellor committed to giving a more thorough reading of the plans and completing direct responses, in writing, by the end of the fiscal year — responses that would suggest actions to be taken and adjustments to be made in the next cycle of iterative planning. The senior vice chancellor also met individually with all deans and directors in Academic Affairs to discuss planning priorities and future unit ambitions. Some deans were struggling with how to present a comprehensive view of their colleges while at the same time being strategic, that is, prioritizing — which might cause them to leave something out. This clearly was a difficult assignment. These conversations helped shape expectations for the deans. For example, one dean who proposed 18 priorities in Year 1 came in with one priority in Year 2. While none of the plans in the first year could truly be called fully strategic, progress over previous campus-wide planning efforts was clearly evident and the experience led to considerable improvement the second year when more than half of the plans met all the expectations. Both academic vice chancellors reviewed separately the faculty hiring plans, giving approvals for the next hiring season, thus demonstrating that these plans would be acted on.

Finally, all deans and academic directors were asked to revise their strategic priorities, putting them in a brief form suitable for public presentation, for publication on the strategic planning website prior to the next academic year. These plans are available at [www.unl.edu/resources/3-5].

Timeline for Year 1 (AY 2004-05)

The time line for the work of Year 1 was both pre-planned and developed as the year progressed. Figure 3.3 shows how the year unfolded.

Figure 3.3 Timeline for UNL Academic Strategic Planning Process in AY 2004-05

September 2004

Strategic planning process announced in chancellor's State of the University Address; deans and directors examine key university documents and draft UNL core values statement.

October 2004

Strategic Planning Process Guidelines developed.

November 2004

Design teams formulated to produce templates for unit responses.

December 2004

First forum on draft of UNL core values held.

January 2005

Departmental strategic plans submitted (in those units where departments completed separate plans).

February 2005

Second forum on draft of UNL core values held; Campus Master Planning linked to strategic planning process.

March 2005

Academic units with direct reporting to chancellor and senior vice chancellor submit strategic plans to Blackboard site; IANR submits integrated plan to Blackboard site.

April 2005

Academic units with direct reporting lines to chancellor, senior vice chancellor, Institute vice chancellor attend planning retreat; unit heads present strategic priorities to each other, the Senior Administrative Team, and representatives from Academic Senate, Academic Planning Committee and Association of Students of the University of Nebraska.

April-May 2005

Unit diversity plans reviewed by Chancellor's Committee to revise the University Diversity Plan; enrollment management plans reviewed by Enrollment Management Council; space and equipment plans reviewed by Space and Equipment Design Team.

April-June 2005

Chancellor, senior vice chancellor, Institute vice chancellor meet with direct reports to discuss plans and offer responses.

June 2005

Chancellor holds retreat with Senior Administrative Team; they discuss:

- responses of Enrollment Management Council to academic unit enrollment plans;
- academic unit responses to draft core values statements;
- reports of chancellor, senior vice chancellor, Institute vice chancellor on their review of unit strategic plans;
- next steps in the planning process (i.e., involvement of other university units).

July-August 2005

Senior Administrative Team reviews space and equipment plans with Campus Master Planning Team.

August 2005

Academic units post revised strategic priorities on Academic Strategic Planning Website.

September 2005

Revised core values posted on Academic Strategic Planning Website; Chancellor announces second phase of strategic planning in State of the University Address.

October 2005

Chancellor, senior vice chancellor, Institute vice chancellor hold retreat with deans to discuss iterative planning process.

What We Learned in Year 1

In completing the first year of the academic strategic planning cycle, we experienced a few joys, many frustrations and learned a great deal about what it took to focus priorities in a large, complex research university. We had many built-in mechanisms for feedback. The Senior Administrative Team discussed the planning process continuously in its weekly meetings and more specifically at its annual retreat in June; representatives from the Academic Planning Committee and Academic Senate responded to the planning hearings; and the planning template design teams gave feedback on the quality of responses to the planning templates. The following sections identify issues raised during our first year's efforts.

Strategic priorities identified by academic units were not well-focused or well-defined.

By and large, college deans and other academic leaders who completed plans found the exercise useful for defining their priorities, but few of their actual plans met all the criteria (see Figure 3.2) originally outlined, that is, few identified focused priorities, metrics to measure success, timelines for completion and sources of needed resources. Several conditions contributed to this result, among them the extremely short time frame for completing a response, the mismatch between this new planning process and some long-standing planning efforts in colleges and departments, and the reluctance of some academic leaders to publicly identify priorities that place some academic units in line to receive more resources than others. To be strategic, a plan must identify priorities, steps to take, sources of resources to be utilized, timelines, and benchmarks for evaluation of progress. But clear progress had been made in working toward planning strategically and the general feeling was that much had been learned.

Faculty engagement in the planning process varied greatly across academic colleges and programs.

Deans and directors were given leeway to handle the process differently in each college and unit. In some colleges, individual departments worked together to develop plans, in others an executive committee worked with the deans to develop plans, and in still others, the college worked as a small community to develop the plans. These disparities in the way the process was handled led some faculty members to conclude that faculty had not been given the opportunity to participate fully in the planning process, and this perception was highlighted by the leadership of the Academic Senate. What was needed was to make public the good examples that had been developed, and there clearly were some, so that all could learn from them.

Some enrollment management plans did not provide good direction for increasing enrollment.

Some colleges and departments submitted plans to develop new concentrations and majors without identifying resources required or the impact of these proposed offerings on existing programs at the university. In addition, some enrollment plans that were submitted did not appear to be responsive to student demand. But there were also some well-developed plans that demonstrated how they might be implemented to meet student demand while addressing academic priorities.

Technical problems with the templates caused irritation and frustration.

Aside from the fact that the planning templates did not fit with some colleges' previous planning processes, the very effort of completing the plans on the forms provided caused frustration for many. Clearly, this had to change, but we now knew what to change.

Interdisciplinary collaboration was not highlighted in the planning process.

Representatives of the Academic Planning Committee who attended the planning hearings noted the lack of cross-unit and interdisciplinary collaboration in the unit plans. In part, this was felt to be an outcome of the structure of the planning process, which required plans to be submitted through existing academic units. This too needed to be fixed but we had experienced at least one success, in the Journalism-Arts-NET example mentioned previously.

Resource implications of the planning process were not clear.

An initial outline was published indicating that resource distributions would be connected to academic strategic planning; however, since there were no resources to distribute at the end of the first fiscal year, confidence in the ability of the planning process to affect resource distribution was shaky at best. The chancellor and vice chancellors became more determined that this had to happen if strategic planning were to succeed.

Space and equipment plans were difficult to interpret.

Some colleges and units submitted clear plans for new facilities and equipment needs, others presented sweeping expectations for future developments, and still others indicated little understanding of current space and equipment needs. If we were to ask for space and equipment information in an iterative planning cycle, clearly another approach was needed. Learning what does not work also helps to discover what processes will work.

It was not clear how to involve the rest of the university in the academic strategic planning process.

Our plan from the beginning was to make academic strategic planning the basis upon which planning by support units would be developed. However, we did not have a clear plan for this next step. The positive of this outcome is that it put this issue clearly before us, not to be ignored in future years' work.

Planning in non-college academic units could have been better coordinated.

The academic strategic planning formats were largely designed for units that had degree programs, hired faculty, and recruited students (i.e. departments and colleges). Academic units that did none or few of these things (e.g., Sheldon Memorial Art Gallery, Public Policy Center), yet reported directly to the chancellor, senior vice chancellor or Institute vice chancellor did not find the reporting formats or planning timeline to be suitable for their purposes.

UNL could benefit from a reflective examination of our planning process.

Our commitment to further develop the strategic planning process led in the summer of 2005 to a request to the Higher Learning Commission for permission to take part in the "Customized Accreditation Review Process" with a special emphasis on strategic planning for our upcoming North Central re-accreditation procedure (See [www.unl.edu/resources/3-6] for the request to the Commission). This was done for several reasons. We believed that explaining our process to persons outside our institution would make us develop greater clarity about what we were doing and why. We anticipated receiving helpful feedback from the visiting review team about the academic strategic planning work under way. And we believed this would ensure that efforts to prepare for our re-accreditation would support and not detract from our efforts to develop and implement our unique academic strategic planning process. We were pleased that the Higher Learning Commission granted our request.

Despite the problems that were encountered in Year 1, the commitment to the academic planning process and its promise to help the university become more focused in its pursuit of excellence remained high among many on campus. The job for Year 2 was to address these issues, make adjustments in the planning process, and, in effect, make sure that academic strategic planning led to decisions that had real implications for program development and resource distribution.

Year 2: The Rubber Hits the Road

A key planning event for UNL is the chancellor's Senior Administrative Team retreat, held each June. At the 2005 retreat, the team reviewed the academic strategic planning activities of the previous year and discussed ways to improve them. The team also considered how to address yet another challenge: The drop in overall enrollment from the previous year and soaring energy costs were projected to result in a \$6-million shortfall in the UNL budget. (The actual shortfall was closer to \$5 million.) The academic strategic planning process is designed to help us identify strategic priorities so that we could move resources toward them: what are we to do with the plans if we face a budget cut? Furthermore, the University of Nebraska system Board of Regents recently had approved a new approach to revenue distribution across the NU system, making $\underline{www.unl.edu/resources/3-6}$

each campus's budget reflect tuition revenue directly that is generated on that campus. This possibility makes the need for enrollment planning even more crucial. Consideration was given to which elements of the academic planning process should respond to this new policy and how to encourage units to be entrepreneurial and generate new revenue.

The Special Case for Enrollment Management

In the spring of 2005, the vice chancellors of Academic Affairs and Student Affairs together developed a strategy for using the enrollment management plans submitted by the colleges and encouraging better plans the following year. The aim was to invest the academic units more directly in attracting new students through explaining the effects of enrollment on the overall budget of UNL and defining a process for planning enrollment that was workable for academic units. Unit efforts needed to be placed in a context of "big picture" institutional goals for campus-wide enrollment.

It should be noted that the offices of Admissions, New Student Enrollment, Financial Aid and Undergraduate Studies had prior to this point adopted several effective strategies to encourage student enrollment and retention. These included targeted recruiting publications, special recruiting events, increased faculty and adviser contacts with returning students and new financial packages. The new enrollment planning strategy involved the following:

- Two administrative planning sessions were held in mid-spring with vice chancellors and key administrators. The goal was to define UNL's current and future enrollment potential. Patterns of remissions distribution, out-of-state recruiting goals, distance education goals, concurrent enrollment goals, and marketing and communication strategies used to achieve these aims were all considered.
- A full-day Enrollment Management Retreat was held with deans, vice chancellors, and professional staff from Student Affairs, University Communications and academic units. The goal was to explore the findings from the planning sessions, define barriers to student enrollment and ways to overcome them, and present a management tool for assessing enrollment outcomes.
- A follow-up session occurred at the deans' annual retreat in October, designed to achieve agreement on a structure for conducting annual enrollment management planning at the unit level as part of the academic strategic planning process.
- A comprehensive plan for student retention was also given attention. Realizing that enrollment management involves retention as well as recruitment, the Office of Undergraduate Studies in cooperation with Student Affairs and University Communications launched a plan for encouraging student retention (see Exhibit C at the end of this chapter). This plan was reviewed by academic deans and implemented by faculty and academic advisers, with periodic checks on progress presented to the Senior Administrative Team through the vice chancellors.

These enrollment management interventions were developed partly in response to the finding in Year 1 that some enrollment management plans did not provide good direction for increasing enrollment. In addition to rallying academic leaders to encourage recruitment and retention of students, the intent was to develop a way for academic units to match their enrollment plans/ analyses with UNL overall enrollment goals and with a strategy for creating university messages that support overall enrollment goals, messages that deans/faculty could use in recruiting and program brochures. Progress was made with these interventions in enrollment management, but additional interventions were needed between Years 1 and 2 of the planning process; these are displayed in the diagram of the UNL Academic Strategic Planning Process shown in Figure 3.1 and described in sections below.

Engaging the Campus in Iterative Planning for Year 2 (AY 2005-06)

In response to the discussions with the Senior Administrative Team and deans described previously, the academic strategic planning process was both streamlined and modified in Year 2 to address the issues listed in the sections below.

Redesign planning templates for submitting strategic priorities.

Because we had experienced the technical problems in Year 1 with the templates, the reporting templates for submitting strategic priorities were redesigned to require specific responses to the chancellor's original expectation that metrics and timelines for achieving stated goals be stated, and that funding required be identified, including department funds, college funds and funds expected from other sources, such as the Programs of Excellence. To aid in ease of data entry, all templates were redesigned as web-based forms. [www.unl.edu/resources/3-7]

Require reports of faculty involvement in the planning process.

We believed that asking for a written report of faculty involvement would help increase and make more consistent faculty engagement in the planning processes that showed such variation among units in Year 1. All units submitting plans were asked to describe how various constituencies, such as faculty, staff, students, external advisers, alumni and others, are involved in planning.

Create user-friendly forms for submitting faculty hiring requests.

The format for annual faculty hiring requests, submitted to the vice chancellors for Academic Affairs and the Institute, was redesigned to enable web entry and modified to include a rationale relating requests to strategic priorities and information about resources, space and equipment required for new hires.

Link budget reduction and revenue generation plans to the academic planning process.

Steps were taken to make the resource implications of planning clearer than they had been in the first year. Formats for units to both plan for the anticipated budget cut and propose entrepreneurial ways of generating new revenues were developed. Unit directors were also invited to request re-seeding funds (anticipating the day when new revenue will be available for distribution), linking their requests — once again — to their strategic priorities. www.unl.edu/resources/3-7

Create a modified report format for non-college academic units.

This step was taken to coordinate better planning in non-college academic units than had been experienced in Year 1. Non-college academic units that report directly to the chancellor (e.g. Sheldon Memorial Art Gallery, Lied Center for Performing Arts, Lentz Center for Asian Culture) were asked to present plans at mid-year to an audience of deans, giving deans an opportunity to incorporate these plans as appropriate in their own strategic plans, due at the end of the academic year.

Eliminate data collection where better coordination with other ongoing planning efforts will provide the information more efficiently.

The Year 1 (AY 2004-05) planning cycle also revealed that some of our methods of collecting data for ongoing planning processes had to be modified for Year 2 (AY 2005-06) for various reasons, as described below:

Climate Impact Plans. Climate impact plans were not requested again in AY 2005-06. They will be collected biennially, to coincide with the biennial cycle of the Gallup[®] Survey.

Space and Equipment Plans. The material submitted by academic units for space and equipment planning in Year 1 was difficult to assess. Rather than burden units with updating this information for Year 2, the data were given to the design team that had produced the response template for these plans. The team looked for: 1) projects that will benefit students or faculty across several units that warrant immediate funding (some were funded) and 2) projects that have implications for long-range university capital planning. How best to coordinate short-term and long-term space and equipment planning is still an issue.

Hiring Plans. During the first year of academic strategic planning, each college dean was asked to complete a template indicating hiring plans for the following three years, including hiring of tenure track and non-tenure track faculty, new graduate student lines and new staff positions. For each category, colleges indicated how positions related to their strategic plans and what funding resources were available or needed. Given the fluid nature of staffing needs and faculty turnover, the three-year hiring plan proved to be too cumbersome. Hence, for Year 2, we asked units for information related to faculty and professional administrative hiring only, and for one academic year. Units also were asked to provide more detailed information for each requested position, prioritizing all positions and describing the sources of existing and new funds. Also, hiring plans were integrated with other facets of strategic planning: under projected start-up, colleges now identify new space required or existing space to be remodeled; colleges also describe how their requested positions relate to campus priorities for research and graduate education, undergraduate education and diversity.

Enrollment Management Plans. Following the enrollment management retreat in the summer of 2005, a team of administrators from Undergraduate Admissions, Graduate Studies, Undergraduate Studies, and Institutional Research and Planning developed a format for an enrollment management data profile. The intent was to give each college and department a profile, showing their enrollment patterns by major, class rank and other parameters over the last three years.

The profile could then be used to help project desired future enrollments and aid in planning strategies to meet these goals. Creating the data profile for each college and department was more challenging than anticipated; at the end of Year 2, a new team, including the former team members as well as deans and department chairs, was formed to tackle this problem. Because the data profiles were not ready for the Year 2 planning cycle, departments and colleges were asked to update what they had submitted last year.

Diversity Plans. Material submitted by units in support of the university diversity plan was handed to the chancellor's committee to revise the University Diversity Plan; follow up will occur when the subcommittee completes its work.

Coordinating Academic Strategic Planning with Other Ongoing Processes

In many ways, the effects of the Year 1 Academic Strategic Planning process were not felt in Year 2; as noted earlier, there were no big dollars to direct toward them. Yet, in other ways, the planning process is having significant effects on other ongoing planning processes. As noted earlier in this chapter, one of our goals was to link strategic planning to other on-going processes. Following Year 1, several steps were taken to accomplish this. The diagram in Figure 3.1 (Page 41) lists in boxes across the top those on-going administrative processes that are now tied to the UNL Academic Strategic Planning process in a feedback loop. They are described in the sections below.



Administrative Evaluation

Formats and procedures for evaluating deans and

directors in Academic Affairs have been modified to more

closely relate to practices in the Institute of Agriculture and Natural Resources. All evaluation forms now include assessment of the administrator's support of the newly adopted UNL core values.

Academic Program Review

The long-standing UNL Academic Program Review (APR) procedures were already in the process of being revised by a subcommittee of deans and associate vice chancellors to make the process more effective and less duplicative of program accreditation procedures. The APR process revisions were further modified in fall 2005 to require that the APR self-study include an evaluation of program improvements related to department, college and university strategic plans. Likewise, programs are expected to identify as strategic priorities improvements that are proposed and supported by university administrators as part of the APR process. (See Core Component 4c [Chapter 7] for more information on the academic program review process.) www.unl.edu/resources/3-8

Programs of Excellence

The annual Programs of Excellence funding competition is a unique feature of the NU system. In 2002, when Programs of Excellence (POE) funds were first allocated by the NU system, UNL established a process for individual units and programs to identify priority programs in their areas consistent with the priority initiatives identified by the NU Board of Regents. Some 15 programs with potential for excellence were selected initially for funding. In succeeding years, departments and units were invited to submit competitive proposals in these and a few other identified areas; at present, we have 23 Programs of Excellence that have been funded. In addition, a few seed grants were awarded to help faculty further develop new areas that have great potential for achieving excellence.

At the end of Year 1 of our new academic strategic planning effort, we required that all Programs of Excellence proposals submitted in the UNL annual competition also be supported in unit/ college strategic plans. We also established a process of review that formally described the role of the Academic Planning Committee and offices of the senior vice chancellor for Academic Affairs, the vice chancellor for the Institute of Agriculture and Natural Resources, the vice chancellor for research, and the dean of the Agricultural Research Division. [www.unl.edu/resources/3-8]

Campus Master Plan and Capital Planning

When we collected space and equipment plans in Year 1, this part of our academic strategic planning process collided with five other space-planning initiatives under way: a revision of the campus master plan, a space inventory of all UNL facilities, an update of the University of Nebraska system capital planning process, an NU system budget request to the legislature for funds for major facilities renovation, and an independent consultant's analysis of campus potential for research space, funded by the UNL vice chancellor for research. The prospect of collecting information on space and equipment planning from academic units on a regular basis led to a review of all these processes and how they might be coordinated. This review effort, initiated by the senior vice chancellor and coordinated by the director of institutional research, is under way as of the writing of this report.

Economic Development and Engagement Priorities

The University of Nebraska system president announced a renewed commitment to economic development and engagement, an effort that was simultaneous with renewed commitment of the UNL chancellor, vice chancellor for the Institute of Agriculture and Natural Resources and vice chancellor for research to develop these efforts more fully (see Chapter 8). Strategic planning will be an important tool in making additional progress in this direction. Our hope for this and all of our ongoing processes is that the academic strategic planning process will shape their direction, just as the constraints and opportunities of the ongoing processes will influence academic strategic priorities.

Resource Allocation Process

As mentioned in the "Engaging the Campus" section above, academic strategic planning will guide resource allocation. The chancellor and Senior Administrative Team have not yet defined a process for budget allocation on this model, although a list of potential implications for resource allocation

was drafted (see sidebar). In anticipation of adopting a method of resource allocation based on strategic priorities, when submitting the required budget reduction during AY 2005-06, academic units were asked to identify areas for re-seeding, should new resources become available, based on their strategic priorities. They also were invited to submit plans for revenue generation that involved revenue sharing, again relating them to academic priorities.

Gallup[®] Survey

As previously mentioned, the UNL campus has conducted a biennial employee survey of campus climate, referred to commonly as the Gallup® Survey, the results of which are used by all university units to help employees and their supervisors work together to create a more satisfying and productive workplace climate. In the first year of the biennial cycle, a survey is taken of employee attitudes about workplace climate, and in the second year, results are discussed in each unit and plans developed to address problem areas. In AY 2005-06, five questions were added to the climate survey to assess campus-wide awareness of and engagement in academic strategic planning. The findings from these questions are presented later in this chapter.

Sponsored Funding and Development Priorities

Deans are asked to identify how their academic strategic priorities link to efforts to seek sponsored research funding and funding from foundations and private donors. Annual request to identify projects for possible earmark funding are also now related to academic strategic planning.

Planning in Non-academic Units

Academic Strategic Planning is an academic effort that informs ongoing planning in Student Affairs, Business and Finance, and other non-academic units. In discussions with vice chancellors of these areas, it was concluded that it was not necessary to create an elaborate structure for coordinating planning across all of these domains. Rather, planning processes in these areas should continue as in the past, being informed by the strategic priorities identified in academic areas. This is working reasonably well. A few examples of how planning is coordinated across other university units include:

- Processes are under way to coordinate space and equipment planning across Academic Affairs, the Institute of Agriculture and Natural Resources, Research, and Business and Finance. Enrollment Management planning is a collaborative effort of academic units, Student Affairs, Extension and Outreach, and Business and Finance.
- Communication of core values and academic initiatives is coordinated across Academic Affairs, the Institute of Agriculture and Natural Resources, and University Communications.

NU System Strategic Planning Framework

NU President James B. Milliken and our Board of Regents, working with NU system campus chancellors and university vice presidents, have recently developed an NU system strategic planning framework that articulates system-wide aspirations. Accountability measures for achieving these system-wide goals are in development. UNL has responded and will continue to respond to these goals as they are being developed in our ongoing planning processes, including academic strategic planning. All NU campuses have yet to determine how best to integrate their own planning processes with the system strategic framework.

Strategic Planning and Budget Decisions

(Draft–1/24/2005) In Chancellor Perlman's State of the University Address of 2004, he stated that the strategic planning to be completed that academic year will "form the basis for our decisions on priorities and resource allocation." Academic units were asked to keep this objective in mind as they designed their plans and present and defended priorities. Unit strategic plans will inform administrative decisions about the following:

- Re-distribution of funds from faculty vacancies.
- Distribution of available one-time funding for facilities improvements and equipment that supports teaching and research priorities.
- Priority consideration of Programs of Excellence proposals submitted for next year's POE funding cycle (i.e., POE proposals submitted during AY 2004-05 must relate to priorities identified in unit/college strategic plans).
- UNL identification of disciplinary areas/clusters that should be developed as programs of excellence.
- Development of UNL priorities for projects to be financed with NU Foundation funds.
- Allocation of existing physical space for teaching and research programs.
- Identification of future capital projects.
- Allocation of teaching resources to match enrollment demand.
- Allocation of resources to support marketing and recruitment efforts.
- Distribution of diversity funding.

New Demands for Quality Improvement

In addition to having "ripple effects" on ongoing planning processes, as described above, Year 1 of the Academic Strategic Planning process brought to the surface several issues that require a crosscampus response. We mentioned earlier the enrollment management interventions, including the retreat on this topic. Demands for other interventions in the planning process were identified through follow-up discussions with the Senior Administrative Team, the academic deans, the Academic Planning Committee, and the Executive Committee of the Academic Senate. They are represented in Figure 3.1 and described in the sections below.

Taskforces on International Initiatives and Interdisciplinary Collaboration

The chancellor, senior vice chancellor, and Institute vice chancellor established a "Task Force on International Initiatives" and a "Task Force on Interdisciplinary Collaboration" to produce white papers for administrative review and action on those topics. In addition, the Academic Planning Committee was charged to envision a cross-unit mechanism for encouraging interdisciplinary work.

Strategic Leadership Development

Two leadership workshops were held with deans and department chairs to help them identify strategies for doing unit planning and to support their leadership in setting unit priorities. In December 2005, department chairs who had experienced success in setting strategic priorities presented their strategies to fellow chairs and deans; outlines of some of their presentations can be found in the virtual resource room [www.unl.edu/resources/3-9]. The presentations addressed three leadership themes: leading for excellence, developing entrepreneurship, and budgeting for success. In April 2006, a follow-up workshop was presented, emphasizing unit leaders' roles in communicating university identity and priorities.

Academic Visioning Sessions

The chancellor, the senior vice chancellor, the Institute vice chancellor, director of University Communications and academic deans participated in "visioning workshops" to help develop a coherent set of messages about the university's academic strengths, priorities and core values. In two evening sessions, deans and senior administrators reviewed the academic strategic planning process and discussed its relationship to overall communications and marketing for the University of Nebraska–Lincoln. In preparation for these sessions, deans were asked to identify their individual perceptions of UNL's top five academic strengths and the top 10 strengths of their own college, identifying units and faculty associated with them. After sharing this information, the participants identified a number of "academic themes" that describe excellent academic work across several units and colleges; and they also proposed a number of messages related to UNL's core identity, many of which reflected our core values. As of the writing of this report, data from these sessions are being compiled and are to be discussed again with the deans. The anticipated outcome of this exercise is a list of common messages about UNL's values and academic strengths that help us retain focus on our common aspirations.

www.unl.edu/resources/3-9

Timeline for Year 2 (AY 2005-2006)

The time line for the work of Year 2 was both pre-planned and developed as the year progressed. Figure 3.4 shows how the year unfolded.

Figure 3.4 Timeline for UNL Academic Strategic Planning Process in AY 2005-06

June 2005

Chancellor holds retreat with Senior Administrative Team; they discuss next steps in the planning process (i.e., involvement of other university units).

Chancellor, senior vice chancellor, Institute vice chancellor respond to college/unit enrollment plans; work with ad hoc committee to plan enrollment management retreat.

August 2005

Chancellor, senior vice chancellor, Institute vice chancellor respond to overall strategic plans and hiring priorities; request colleges to submit revised priorities statement by September 1 for web posting.

Campus-wide enrollment management retreat.

Senior vice chancellor reviews academic strategic planning process for AY 2005-2006 with Deans Council.

September 2005

Senior vice chancellor charges Academic Planning Committee to work with the Interdisciplinary Task Force to review posted strategic plans (available September 15), identify cross-cutting themes, hold discussions, and give recommendations for developing cross-cutting themes by November 2.

Revised core values posted on academic strategic planning website. Chancellor announces second phase of academic strategic planning in State of the University Address.

Academic strategic planning website goes live at http:// www.unl.edu/svcaa/planning/.

October 2005

Academic Affairs posts revised college and program strategic priorities on academic strategic planning website. Chancellor, senior vice chancellor, Institute vice chancellor hold retreat with Deans to discuss iterative planning process for AY 2005–2006.

Final strategic planning templates distributed at deans meeting.

Space Planning Team generates a list of questions and issues about plans that require clarification.

Senior vice chancellor sends progress letter to campus announcing website and planning process.

Space Planning Team meets to review/discuss Space and Equipment Plans.

November 2005

Space Team presents draft findings and questions to Senior Administrative Team.

December 2005

Deans submit plans for implementing 2 percent budget reduction.

Chancellor, senior vice chancellor, Institute vice chancellor hold Strategic Leadership Retreat with deans and chairs. Space Planning Team finalizes report/questions and forwards them to senior vice chancellor.

January 2006

Deans/directors identify positions for elimination, as applicable.

Senior vice chancellor provides Space Planning Team questions to respective deans.

Plans due from department chairs to deans for those units in which departments are submitting separate plans.

March 2006

Strategic plans due to chancellor, senior vice chancellor, Institute vice chancellor. Budget re-seeding requests due and budget revenue generation plans due.

April 2006

Academic Strategic Planning Hearings.

May 2006

Deans review report from Interdisciplinary Task Force.

June 2006

Chancellor's retreat with Senior Administrative Team; review of the year's academic strategic planning process.

Deans review report from International Initiatives Task Force.

Summer 2006

Chancellor, senior vice chancellor, Institute vice chancellor respond to strategic plans.

Early Successes of Academic Strategic Planning

In direct support of a collaboration that grew from the Academic Strategic Planning hearings in 2005, the office of the Senior Vice Chancellor for Academic Affairs granted \$100,000 in temporary funding for a new partnership among NET and the College of Journalism and Mass Communications and Hixson-Lied College of Fine and Performing Arts. The proposed partnership is intended to develop and support a program of study that reflects the professional world that broadcasting, directing or design students will encounter when seeking careers following graduation. The funding supports a .50 FTE faculty position and four graduate assistants. Matches to this funding are the remainder of the .50 FTE faculty position, provided by NET, and \$25,000, provided by the two colleges together.

The partnership pools faculty and equipment resources from each of the three units to create learning opportunities for students that would not be possible for either college, working alone. The creation of such a partnership fits centrally in the portion of our strategic initiatives that focus on the creation or expansion of collaborations that cut across traditional department and college lines, to create new and interesting activities and courses, and when appropriate, programs of study, that could be of benefit to students in both colleges, as well as to the campus as a whole. This proposed partnership could result in program offerings that would become a permanent part of the degree program inventories in both colleges and would be delivered by faculty and staff that could hold stable appointments in one or more of the three partner units. This partnership would also serve as a critical component in facilitating a smooth transition

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Completing Year 2 of the Planning Cycle

At the time of the writing of this report, we have received all of the strategic plans from deans and directors reporting directly to the two vice chancellors responsible for academic strategic planning. Planning hearings were held on April 19 and 20; when our visiting review team arrives on campus, deans and directors will have received written responses from the chancellor, the senior vice chancellor and the Institute vice chancellor as was done the previous year. At the chancellor's retreat on June 8-9, 2006, the Senior Administrative Team reviewed the past year's planning process, considering ways to improve the process for next year's iterative planning cycle. Issues to be addressed as we continue the process in AY 2006-07 include:

- Improve technology used by colleges and departments to enter planning information;
- Provide workshop assistance for academic leaders to help them define strategic priorities that have direct and clear implications for resource investment;
- Complete "academic visioning" work with academic leadership and University Communications to define UNL's academic themes and overall messages; and
- Articulate a common set of priorities for UNL that reflect our past planning and respond to new emphases emerging from the academic strategic planning process.

Years Next: What Must We Do Now?

As mentioned earlier, we proposed to do a "special emphasis" self-study that focused on our new academic strategic planning effort in order to help us better coordinate our various planning efforts, focus on strategic priorities, and establish timelines and benchmarks for achieving them. As this chapter has described, the academic strategic planning process has evolved to address these goals and various situational constraints. We look to our reviewers to assist us in improving the process.

The first two years of planning have been developmental with little time for sustained reflection. We did, however, take the opportunity in AY 2005-06 to use our annual Gallup® Survey to evaluate campus awareness of the process and its importance to the university. In addition to including the customary questions about campus climate, the Gallup® Survey contained five questions related to academic strategic planning. Responses from faculty and staff provide some direction for work to be done to better inform the total campus about the academic strategic planning process and better engage our faculty participants. Figure 3.5 reports faculty and staff responses to the Gallup® Survey questions.

Because we had never before asked questions about academic strategic planning in the Gallup[®] Survey, we have no benchmarks for responses to these items. And because we have not yet received our other 2006 Gallup[®] Survey results, we have no points of comparison with other 2006 responses. We do know that in 2004, 3.65 (5 = strongly agree) was the mean response from all university employees on all items. In general, we can say that our faculty at large seem to be more aware of the academic strategic planning process and the university priorities than our staff, as we would expect. Responses to the last two items may suggest that both faculty and staff perceive a greater value in doing strategic planning for the campus overall than for a program or department. The plans received from academic units in Year 2 suggest that the academic strategic planning process is helping UNL begin a cycle of continuous improvement to build on the ambitious goals of the *2020 Vision*, the reports developed in response to that document, and the various other planning efforts that preceded this process. It is too early to mark specific achievements attributable to the process, and, too, the process is still being refined to make it more user-friendly, less complex, and more adaptable to new contingencies and constraints. We want to make the

academic strategic planning process more valuable to units and the university. It has been necessary to, in a sense, "try things out" as we are seeking the most effective processes, but at some point, it will be essential to develop a consistent process so that all will know what to expect from one year to the next.

It is obvious that UNL is still in the early stages of developing an academic strategic planning process that will promote and support continuous improvement and progress in our quest for excellence. To succeed in this requires thoughtful evaluation. The effort of reporting on our activities for this self-study alone has been valuable, both as a way of helping us discover how various planning processes of the university relate to one another and of providing for our campus a more detailed description of the intent, purpose and history of the academic strategic planning process. In fact, several internal readers have admitted a greater understanding of this process and its intent after having read the drafts of this chapter. Evaluative deliberations described in this chapter have been part of our evaluation as are the items on the Gallup® Survey.

Here are some observations that we have made about our academic strategic planning process and some questions we hope to answer in consultation with our visiting review team. Figure 3.5 2006 UNL Faculty and Staff Responses to Gallup® Survey Questions on Academic Strategic Planning

- Item "I am aware of the University of Nebraska–Lincoln's priorities for the year." Faculty (N = 1310) = 3.54 Staff (2,685) = 3.22
- Item **"I am aware of the academic strategic planning process."** Faculty = 3.77 Staff = 3.16
- Item **"I am engaged in the academic strategic planning process."** Faculty = 3.06 Staff = 2.26
- Item **"Academic strategic planning seems to be helping my neighborhood identify its priorities."** Faculty = 3.06 Staff = 2.73
- Item "I see a great deal of value for the University in doing academic strategic planning." Faculty = 3.37 Staff = 3.37

Scale: 1-5, 1=Strongly Disagree - 5=Strongly Agree; 0=Do not know, or does not apply

Investment in academic strategic planning carries the assumption that it will work to help us identify and address our priorities and move the university forward.

• How can we best evaluate whether academic strategic planning is moving us toward our goals? And if it is not, what other method would help us meet them? How will we decide if the planning process itself is worth continuing?

continued from page 60

of staff at NET that has begun and that will continue for a number of years into the future.

The program of study that would be designed would enable students to receive instruction and professional mentoring from seasoned professionals in broadcasting, directing and design, in conjunction with access to the newly renovated audio, video, interactive and multi-media production facilities at NET. The program offers increased opportunities for students from the two colleges to work collaboratively on capstone projects, as well as on special initiatives that serve the State of Nebraska.

A separate new partnership developed out of the academic strategic planning hearings between the Lentz Center for Asian Culture and the Libraries. After the Lentz director learned about the Libraries' plans to work with the Sheldon Memorial Art Gallery on a digital imaging project, she contacted the Libraries about working with the Lentz Center's collections. Subsequently, information about the books in the Lentz Center are now in the Libraries catalog, and sound recordings from the Lentz Center have been moved to the music library to increase use of these materials. The sound recordings are protected by copyright and cannot be digitized, but the Libraries are investigating some online services that will provide the Lentz Center with access to music to use with their exhibitions. This partnership would not be moving as quickly without the sharing of ideas that occurs through the strategic planning process.

Additionally, the Libraries are partnering with Sheldon to add information about its extensive book collection to the Libraries' catalog. Talks will begin this fall as to how to best incorporate a gift of art exhibition catalogs into university holdings.

Setting priorities through academic strategic planning implies that decisions about academic investments will be made at higher levels on the basis of these plans.

• What kinds of responses to unit plans from senior leadership would best help move priorities forward while engaging unit leadership and faculty in the planning process?

Strategic planning takes time and effort that must be justified with measurable benefits.

- How should we assess the costs of the process at every level? How does it contribute to faculty morale and productivity? Is responsibility for producing the plans appropriately distributed?
- How can we best assess the benefits of the process? If the benefits are to include new distribution of resources, how can we best justify distributing resources to some areas and not others? How can we best determine whether there is a net gain from engaging in academic strategic planning?

Consistency of procedure is important to unit administrators, many of whom have requested that the process not be changed from year to year.

• Recognizing that new important issues will surface each year, how do we develop a process that is both consistent and flexible? What basic components should be included in each year's annual planning cycle? Is annual iterative planning a good idea? How can a balance between consistency and flexibility be accomplished?

The UNL academic strategic planning process is currently enacted by existing administrative units, which work independently to produce an annual plan.

• Might we alter the process to encourage planning across academic units?

The "bottom up" structure of the UNL academic strategic planning process emphasizes excellence at every level; at the same time, this approach makes it difficult to communicate UNL's priorities across all units.

• Is the academic strategic planning process helping us define priorities for decisionmaking at every level of the university so that we can best respond to future demands? Should we be concerned about developing and communicating a unified set of strategic priorities for the UNL campus as a whole?

The UNL academic strategic planning builds from units up and potentially involves many faculty and administrators; open disclosure of plans across the university is implicit in this effort.

• How do we help deans and program directors work together while advancing their individual goals and competing for resources? How can the process help us bring together college and unit goals to meet overall university priorities?

National conversations about accountability for higher education are having an impact on accreditation standards and educational assessment, a development that could have an impact on institutional and unit priority setting.

• Should UNL create a more overt relationship between our academic strategic planning process and the national conversation about accountability for higher education? If so, how?

The remaining chapters of our self-study address specifically how the University of Nebraska– Lincoln has met and continues to meet criteria for accreditation as specified by the Higher Learning Commission. These chapters demonstrate and evaluate the range and scope of activities at UNL in support of our mission and core values. In our process of evaluating how we meet these criteria, we related these efforts to our academic strategic planning process, where applicable. Our purpose in pursuing academic strategic planning is to assure a vibrant and robust university that meets and exceeds these expectations now and for generations to come.

Exhibit A: Announcement to faculty concerning review of core values statement

TO:	UNL Faculty and Staff
FROM:	Harvey Perlman, Barbara Couture, and John Owens
SUBJECT:	Open Forum on Core Values
DATE:	November 7, 2004

As you know, the University of Nebraska–Lincoln is now engaged in a strategic planning process launched earlier this fall. This planning is focused upon identifying and confirming our core values and establishing academic program priorities that express these commitments. As part of our planning process, we invite you to participate in the first of two UNL forums dedicated to a campus dialog about our core values. The first forum will be held on Thursday, December 2 from 11:00AM-1:00PM in the City Union.

In many respects, our campus community already has engaged in serious efforts to define and express our institutional values through the directed work of task forces, such as those which produced our "2020 Vision" and "Transitions to the University" reports, and through college and university-wide initiatives, such as the Programs of Excellence. To assure that our strategic planning in this and succeeding years supports priorities that express our core values, we need to articulate these commitments specifically and assure that they resonate with all who contribute to our university community.

With this objective in mind and needing a good place to start, we collectively engaged our academic deans to produce a draft statement of our core values—a statement to help us direct our efforts to identify strategic priorities this year and to encourage campus-wide discussion about the core values that these priorities address. This statement is repeated below this message.

We ask you: Does the draft statement reflect values that involve all of our UNL constituencies? Are there key commitments this statement misses? Do the stated values, in their current form, resonate with our faculty, staff and students? We hope that you will join us for the first forum on December 2 to help us answer these questions. This discussion has been timed for the lunch hour to allow for maximum participation. Please feel free to bring your lunch. Coffee and other refreshments will be available. We look forward to hearing from you on the 2nd.

- Commit to an uncompromising pursuit of excellence.
- Stimulate research and creative work that fosters discovery, pushes frontiers, and advances society.
- Establish research and creative work as the foundation for teaching and engagement.
- Prepare students for life through learner-centered education.
- Engage with academic, business and civic communities throughout the state and the world.
- Encourage, support and challenge every member of the University community to make meaningful contributions to our core values.
- Create a University culture that values diversity of ideas and people.

Exhibit B: Letter to faculty launching the academic strategic planning process

TO:	Faculty and Administrative Leadership of the University of Nebraska–Lincoln
FROM:	Barbara Couture, Senior Vice Chancellor for Academic Affairs
	John C. Owens, Vice Chancellor, IANR
	c: Harvey Perlman, Chancellor
SUBJECT:	Integrated Strategic Planning Process
DATE:	October 18, 2004

In his state of the university address this fall, Chancellor Harvey Perlman announced a universitywide strategic planning effort to result in an action plan for the UNL campus which will lead our academic community to: set priorities that link to core values shared by our academic community, determine strategies for attaining these goals, and identify measures of success. This is an important effort for the UNL campus, one that will help us chart our future together, building a premier research university which engages students, faculty, and staff alike in the uncompromising pursuit of excellence.

This new strategic planning process will be integrated and iterative, relating to other university processes, such as faculty hiring and the Programs of Excellence, and occurring each year. Annually, the strategic planning process will culminate in a Planning Hearing attended by all college deans. The Planning Hearing will be the opportunity for college deans to share academic plans and priorities, and make a case for resource allocation, based on the strength of their unit

plans. Senior Vice Chancellor for Academic Affairs Barbara Couture will coordinate the planning process for Academic Affairs and Vice Chancellor for IANR John Owens will coordinate the planning process for the Institute of Agriculture and Natural Resources. They will work together to create a unified strategic plan for the University of Nebraska–Lincoln. This year, college and IANR plans are due March 15, 2004.

Within Academic Affairs, each academic dean will lead the strategic planning process in his/her college; academic directors will lead the process in units which report directly to the SVCAA. Within IANR, the planning process will be led by the Associate Vice Chancellor in conjunction with the IANR Deans. Chancellor Perlman will coordinate the planning process for those

academic units that report directly to him. You will find attached an outline of the basic components of the planning process. In some colleges, deans will ask individual departments to provide unit plans by January 31, following the attached planning process; in short, the college plan will incorporate individual department plans. In other colleges, the college administrative leadership will pursue planning as a single unit. In many of our UNL colleges, strategic planning is already taking place; the intention of this new process is not to undo or put aside these efforts, but rather to integrate them into a process which engages all academic units and provides opportunities for cross-unit collaboration.

Central to the strategic planning process at UNL is the definition and confirmation of core values held by our university community. You will find in the attached planning rubric a list of core values which was derived from aspirations expressed in three reports that have been central to UNL planning over the past five years: "Intellectual Engagement and Achievement at UNL: Report from the Blue Sky Committee," "A 2020 Vision: The Future of Research and Graduate



Education at UNL," and "Everyone a Learner, Everyone a Teacher: Report from the Transition to University Task Force." As Chancellor Perlman indicated in his State of the University Address, we have already done the work of examining our environment and mission through producing these seminal reports. We are now ready to base our planning on the values and goals expressed in them. We ask you to confirm whether the values expressed there, and repeated in our attached planning process, indeed reflect commitments to excellence university-wide. We invite our academic units to suggest additions to this list of core values, along with explanations of how their additions apply to the mission of UNL as pursued across our diverse campus. In addition, as Chancellor Perlman announced recently, we will hold a series of open forums where these core values can be discussed by all members of our university community who attend.

Other components of the required college strategic plan include: a statement of unit priorities along with strategies and resources required to implement them and benchmarks to measure success; and separate documents to address: climate impact plans, facilities and equipment priorities requests, hiring priorities and rationale, enrollment management plans, and diversity goals and objectives. Within the next two months, templates will be provided to college deans for submitting the college responses in each of these areas.

This first year of planning will be messy and difficult, but the rewards will be great. To become a premier research university, we need to be of a common mind about where to allocate our resources and build competitive strengths. We look forward to engaging with our academic leadership and faculty in this first year of strategic planning to achieve this aim. As an aid to keeping our process on track, we will provide quarterly updates telling how units are progressing toward completion of their strategic plans.

We are delighted to be working with the UNL campus toward creating a brighter future for us all and welcome your suggestions as this planning process proceeds.

Attachment: UNL Strategic Planning Process AY 2004-05 (see Figure 3.2)

Exhibit C: Plan for encouraging student retention

Academic Units: Best Practices for Retention of Students

Remind faculty and staff that retention of all students is every UNL employee's responsibility and is in the employee's best interests.

- Deans, Chairs, Heads and Directors should regularly share retention data for all student cohorts with faculty and staff and discuss ways to improve retention efforts (this could easily be accomplished through Blackboard).
- Recognize faculty, staff and student efforts regarding the recruitment and retention of students.

Organize a special welcome for new and returning students.

Several colleges and departments hold a welcome event for new first-year and transfer students. This type of event provides new students an opportunity to interact with faculty, staff, and advanced students. Some events include alumni and advisory board members. For example:

- the College of Engineering Student Advisory Board plans a "Tailgate" party to welcome new and returning students.
- the Department of Theatre Arts sponsors "Rock the Dock," a welcome held on the loading dock of Howell Theater for all majors, faculty and staff the first week of classes.
- the Department of Textiles, Clothing and Design hosts "Getting to Know You," a welcome for new students, that features the work and accomplishments of TCD students, alumni and faculty.

Encourage or require first-year students and new transfer students to attend the Annual Mid-Semester Check held the fourth week of classes in the evening at the Nebraska Union. • Attendance at Mid-Semester Check is required of students enrolled in first-year core classes in the College of Business Administration and the College of Engineering and Technology, as well as students in Learning Communities.

Communicate with students on a regular basis.

- Using Blackboard as the communication vehicle, Hixson-Lied College of Fine and Performing Arts developed a welcome message to send to new students which includes a survey that inquires about students' interests and expectations.
- Several departments use a list serve of students to send regular announcements and newsletters in addition to posting them in student resource areas and lounges.

Encourage course instructors to give some type of student assessment — a quiz or test — within the first 3-4 weeks of class — so that students may obtain feedback before the middle or end of the semester.

• Students enrolled in first-year writing courses in the Department of English receive formal evaluation on their initial writing assignments within the first two weeks of classes.

Consider, as a college or a department, offering a Central Referral Program.

- A central referral program provides faculty, staff and other students the opportunity to refer a student they believe whose academic progress is being affected by personal issues to a designated individual who will follow up with the student and direct the student to the appropriate persons/ resources.
- In 2003, the College of Agricultural Sciences and Natural Resources adopted a central referral program model and developed the CASNR CARES program. Of the 238 CASNR CARES student referrals in AY 05-06, 16 students graduated and 195 enrolled for Fall 2005-06. [www.unl.edu/resources/3-10]

Encourage staff in academic and student services offices to attend professional development activities that focus on student development and best practices for interacting with students.

• Academic advisers were encouraged to attend the September 30, 2006 presentation by Charles Nutt — Advising for Student Success and Retention: A Review of Promising Practices. As a result, professional academic advisors on the Admissions, Advising and Retention sub-group of the Enrollment Management Council are now sharing best practices in advising at their monthly meetings.

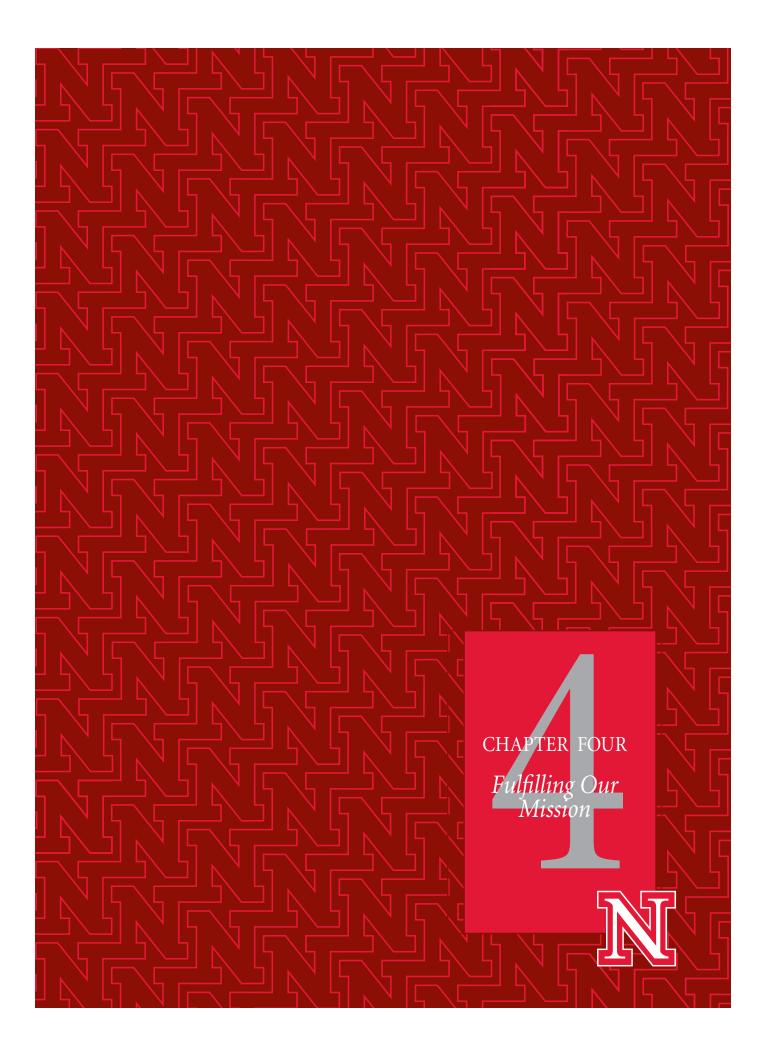
Follow-up to priority registration.

At the end of priority registration, Registration and Records will identify students who have not

www.unl.edu/resources/3-10

enrolled for the following semester and send names to OUS to coordinate the student contacts by either the respective academic or student services unit. All units will report results to OUS, which in turn will aggregate student responses to be shared across the institution. For example:

- in Spring 2005, the Director and staff of the OASIS programs contacted each of the 311 students of color who did not enroll for Fall 2005. By August 2005, 227 of the 311 students enrolled for Fall 2005 semester. Of the 84 not enrolled, 36 students were on probation and one was dismissed. Students indicated that the personal contact by the OASIS staff member motivated them to enroll for Fall 2005.
- the Associate Dean in the College of Engineering contacts students who did not receive a passing grade for the first year core class. Students are required to meet with him.





Chapter Four:

Fulfilling Our Mission

Criterion 1: Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

The University of Nebraska–Lincoln operates confidently and boldly to fulfill our statemandated mission as a land-grant university. We are called to serve as the intellectual center for the state and to provide leadership in education and research. Our land-grant mission adds the special responsibility of ensuring that the citizens of Nebraska benefit from the knowledge and research generated by our faculty and students. We are stewards of the state's future, helping people achieve their highest aspirations and goals, educating and helping to retain our citizens, and attracting new individuals to Nebraska. We do this through our leadership in **teaching, research** and **creative work,** and **engagement**.

This tripartite mission requires substantial collaboration across all divisions of the university. No one area is charged only with teaching; no single entity solely comprises our research enterprise; and while our Extension operations carry a heavy service component, in actuality, every unit of the university has embraced engagement with the public as a core value.

For example, within the School of Natural Resources in the College of Agricultural Sciences and Natural Resources lie a number of programs with direct links to each mission. The school combines disciplines as varied as the physical, biological and social sciences to address complex natural resource and environmental issues, to provide relevant scientific information to the scientific community as well as to citizens and to encourage the stewardship of natural resources. While currently teaching 168 undergraduate majors and 73 graduate students, the school's faculty offer learning opportunities in areas as diverse as forestry, fisheries and aquaculture, environmental economics, remote geographic sensing, global climate, soil restoration and rural sustainability. The school also supports several signature research programs, among them, the

www.unl.edu/resources/4-1

The University of Nebraska-Lincoln, chartered by the Legislature in 1869, is that part of the University of Nebraska system which serves as both the land-grant and the *comprehensive public University* for the State of Nebraska. Those responsible for its origins recognized the value of combining the breadth of a comprehensive University with the professional and outreach orientation of the land-grant University, thus establishing a campus which has evolved to become *the flagship campus of the University* of Nebraska.

Through its three primary missions of teaching, research, and service, the University of Nebraska–Lincoln is the state's primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge.

NU Role and Mission approved by the Board of Regents May 10, 1991. College names modified February 2004; updated August 2005 to reflect changes in units and unit names. (See [www.unl. edu/resources/4-1] for the entire role and mission statement for UNL.) National Drought Mitigation Center, the Center for Advanced Land Management Information Technologies, the Conservation and Survey Division, the Water Center, and the High Plains Regional Climate Center. Several of these groups draw faculty collaborators external to the school such as computer scientists, geoscientists and lawyers to work with school projects. The knowledge developed in these areas provides research-based information, engaging policy makers, industry, and the public. For instance, one team of scientists has developed ways to mitigate groundwater pollution, a critical issue for an agricultural state such as Nebraska. Other researchers have developed strategies to lessen the impacts on humans and wildlife as urban cities encroach on once-rural habitats. The National Drought Mitigation Center provides information to policymakers regarding water use. Faculty there speak with state, regional and national media about issues related to drought and help individuals address specific situations.

This research-based service to our state is a feature that distinguishes UNL. Nebraskans have long expected their university to provide answers to questions and leadership on many pressing issues. And the university has responded. We educate a diverse population of native Nebraskans and talented students from across the nation and world; we provide intellectual, and cultural leadership, making significant contributions to the knowledge bases of many disciplines; and we help build communities while catalyzing economic development in Nebraska and beyond.

Educating Talented Students from Nebraska and the World

As stated previously, undergraduate education is a priority mission for UNL. Approximately 84 percent of current undergraduate students at UNL are graduates of Nebraska high schools. And these students come from all over Nebraska. Since 2001, students have been recruited from 92 or 93 of Nebraska's 93 counties each year. (In some years, there may be no high school graduates from some of Nebraska's smallest rural counties.) In 2005, there were distance education students in 80 Nebraska counties. Undergraduate enrollment in the fall of 2005 was 17,037; an additional 4,150 graduate students and 488 professional students (juris doctorate, masters of architecture, audiology doctorate) also were enrolled.

In a number of areas, UNL offers the single educational program in the state. These include programs in architecture; engineering; textiles, clothing and design; agriculture; and most doctoral programs. We serve the citizens of the state through the range of programs we offer and by our research findings, which are the foundation of our teaching and outreach missions.

As a national research university, we also meet the needs of a global economy, educating undergraduate and graduate students from the nation and world. Graduate students from 99 countries were enrolled at UNL in the fall of 2005. They hailed from all 50 U.S. states and from Armed Forces Europe, Armed Forces Pacific, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

The success of our efforts to prepare undergraduate and graduate students to be leaders in their communities and professions virtually surrounds us. In fact, there are so many university graduates serving in leadership capacities throughout the state of Nebraska that their numbers are difficult to accurately determine. A look at two professions is revealing. In 2006, Nebraska Law

graduates occupy many of the most important and visible positions in Nebraska, including United States Senator; chancellor of the University of Nebraska–Lincoln; speaker of the Unicameral; chairpersons of both the Appropriations and the Revenue Committees of the Legislature; chief justice of the Nebraska Supreme Court; chief justice of the Nebraska Court of Appeals; Nebraska's sole active judge on the United States Court of Appeals for the Eighth Circuit; two of Nebraska's three active judges on the United States District Court for the District of Nebraska (including the first woman ever to sit on that court); Nebraska's Attorney General; the current president, the immediate past-president, and the next two presidents of the Nebraska State Bar Association; a member of the University of Nebraska Board of Regents (of the eight sitting regents, three earned undergraduate degrees from UNL); and the executive director of Legal Aid of Nebraska.

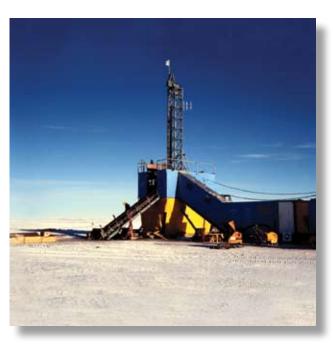
Additionally, the superintendents of most of the larger school districts in the state are UNL graduates: Omaha, Omaha Westside, Bellevue, Papillion-LaVista, Elkhorn, Gretna, Nebraska City, Blair, South Sioux City, Norfolk, Kearney and North Platte. In the largest districts that do not have UNL graduates as superintendents — Millard and Lincoln — the Number 2 administrative positions are held by UNL graduates.

Leading in Research and Creative Work

UNL faculty members are engaged in research with international significance. UNL geoscientist David Harwood directs the ANDRILL project, an international consortium of more than 100

scientists who are drilling rock cores from beneath sea ice in Antarctica to develop a detailed history of the Antarctic climate for the past 20 million years. The U.S. portion of the project is funded by \$12.9 million from the National Science Foundation. Information gleaned from the cores will help establish Antarctica's role in global climate change.

UNL bioengineer William Velander's work with engineered blood products has led to ways to create a safe, pure and abundant supply of a blood coagulation protein that could provide less expensive therapies for persons afflicted with hemophilia B. Velander also is working to develop a "bandage" from engineered fibrinogen — a factor that aids blood clotting. By engineering both products from animal milk, problems associated with human blood, such as contamination by viruses that cause AIDS or West Nile disease, and the high cost of isolating the



products from human blood are alleviated. The National Institutes of Health support his research, which involves scientist collaborators from across the country.

Printmaker Karen Kunc has earned wide praise for her distinctive wood-block prints. She will receive the prestigious Printmaker Emeritus Award at the 36th annual conference of the Southern

Graphics Council in 2007. The Southern Graphics Council is the largest non-profit printmaking organization in the country. Kunc has an international reputation as a printmaker and artist whose works have been exhibited in venues as varied as Kearney, Neb., and Laramie, Wyo., to Switzerland, the Czech Republic, Finland, France, Iceland, Italy, Japan and Russia. In 2004, Kunc chaired the annual conference of the Mid American Print Council, hosted at UNL. She earned her B.F.A. from UNL and has been a member of the faculty since 1983.

Pianist Paul Barnes has formed an artistic collaboration with composer Philip Glass in which Barnes has created and performed piano transcriptions of many Glass compositions. The collaboration led to the university commissioning Glass to create a new work commemorating the Lewis and Clark Corps of Discovery. Barnes premiered the work at Nebraska's Lewis and Clark bicentennial commemoration event in 2004; it was subsequently performed in several other venues. An elected member of the national board of the American Liszt Society, Barnes hosted the society's annual festival at UNL in 2005.

Chapter 7 further describes many other examples of faculty leadership in research and creative activity.

Engaging Nebraska and the World

Sometimes spoken of as service or outreach, engagement is the key element of our mission that makes us distinctive as a land-grant university. We provide direct help to many Nebraska communities, create opportunities for economic development that extend beyond the state, and provide cultural leadership that enriches people's lives in Nebraska and beyond.

Our Role and Mission document states: "The University recognizes its obligation to extend the resources of the University beyond the campus and throughout the State. Serving the needs of Nebraska requires more than responding to the felt needs of the time. UNL must be visionary in its planning and must help the citizens of the state prepare for the future as well as deal with the present."

In response, we have developed programs in all 93 counties in Nebraska, through 82 Extension offices and four Research and Extension Centers located in quadrants of the state. Additionally, some 15 graduate degree programs are provided through distance education offerings. But our engagement mission goes much beyond this, extending to work that develops communities and provides social and economic leadership nationally and internationally. Economic development now is a growing area of emphasis and priority for the university. We support this by educating the next generation of employees as well as employers, by offering quality research-based information to business and industry, by generating products and processes and offering them to industry for commercial application, and through the creation of new ideas and areas of exploration for research and commerce.

UNL's role in the economic development of the state will be more fully described in Chapter 8 responding to Criterion 5. However, some examples help expand that idea here. The College of Business Administration launched the Bureau of Business Research in 1922. Its signature

publication, *Business in Nebraska*, published since the 1930s, offers researched-based information about the business climate in Nebraska, allowing policy makers and business owners to develop informed strategies about business issues. The Bureau tracks trends and makes research-based predictions about the future of business in Nebraska.

Another example of a unit contributing to economic development is our Food Processing Center. Since its inception in 1983, this center has helped add value to the raw commodities produced in Nebraska. Its scientists have helped producers find ways to keep food products safe from contaminants and allergens, have developed new products from existing raw materials and have helped numerous entrepreneurs take products to the marketplace. The center has assisted farmers and producers apply for and receive Value-Added Producer Grants, introduced by the U.S. Department of Agriculture in 2002. Successful grant recipients can use the funds for planning activities (business and marketing plans, feasibility studies) or for working capital (web-site

development, marketing personnel, marketing materials) for marketing value-added agricultural products or for farm-based renewable energy. Nebraska has received approximately \$8 million in grant funds to support value-added activities in the state. The center has provided support to the applicants by assisting with writing and editing the grant applications.

The center helped UNL Dining Services, which provides food service to UNL's residence halls, to offer "All-Nebraska" meals. Launched in 2005 as the "Good, Fresh, Local" program, UNL Dining Services offered 10 different specialty meal nights featuring products grown in or produced in Nebraska. More than 800 pounds of locally produced turkey were roasted for a Thanksgiving feast. Other products involved in the program included homegrown lamb, fresh fruits and vegetables, apple pies and homemade breads.



Food Industry Complex, home of the Dairy Store.

The center has provided technical assistance and business support to a family that opened the state's first farmstead cheese manufacturing operation in 2005; assisted a family-run business that produces and markets spaghetti sauce to grocery stores; helped set up a processing facility for a honey operation; and prepared nutritional panels, ingredient and allergen statements for a regional bakery, in addition to providing product-development and marketing assistance.

Yet another example emerges from a partnership among the university, the University of Nebraska Foundation and private sector investors: the NU Technology Park. The 137-acre park, which opened in 1997, is a technology business incubator for start-up companies or organizations mostly in the software and biogenetics industries. It is home to 19 companies employing about 800 people. www.unl.edu/resources/4-2

The Office of Technology Development is another asset that supports UNL's economic development efforts. Its mission is to maximize the value of intellectual property resulting from research at the University of Nebraska–Lincoln by commercializing inventions and technologies to benefit the state, university, inventors and licensees; creating economic development outreach efforts; and nurturing entrepreneurial activity. [www.unl.edu/resources/4-2]

Finally, the university is a key contributor to the cultural life of Nebraska and many of our artistic resources are celebrated nationally and beyond. The Sheldon Memorial Art Gallery and Sculpture Garden has one of the leading university collections of 20th century American art. The collection, comprising some 12,000 pieces, is being built through gifts, donations and art purchases. The Gallery recently revived the Nebraska Invitational, a practice initiated by the Nebraska Art Association (NAA), the Sheldon's dedicated, independent, nonprofit support group. Beginning in the 1890s, the NAA presented contemporary artworks at annual invitational exhibitions. One or two works from these shows were often purchased for the collection, and local collectors also acquired pieces that were later donated. Many of Sheldon's signature pieces, including Edward Hopper's iconic Room in New York and Georgia O'Keeffe's New York, Night, were acquired from the artists through the invitational. The Sheldon Gallery itself is a work of art. Designed in 1963 by architect Phillip K. Johnson, the neoclassical building is considered among the most significant architectural works in the region. With funding from its support group and underwriters, the Sheldon presents 10 to 12 admission-free exhibitions annually. Through its Sheldon Statewide program, the Gallery offers works from its collection in an annual traveling exhibition, displayed in venues as varied as schools, malls, banks and museums in 12 cities throughout the state.

Since its grand opening in 1990, the Lied Center for Performing Arts has presented music, dance and theatrical works by established artists, new artists and emerging artists, along with Broadway shows, circus acrobats and international orchestras. The Lied supports an aesthetic education program, sponsors "run out" performances, artist residencies and other activities for communities within Nebraska. Similarly, faculty in the Hixson-Lied College of Fine and Performing Arts have a long tradition of performing within the state as well as educating students. In 2004, faculty in the college were engaged in Nebraska's commemoration of the Lewis and Clark Bicentennial. A play was commissioned and performed as was a new work for piano and orchestra by Philip Glass. The internationally known Chiara String Quartet is in residence at UNL from 2005 to 2008.

Arts resources at UNL also include the Great Plains Arts Museum, the Lentz Center for Asian Culture, the International Quilt Study Center, Eisentrager/Howard Gallery, the Robert Hillestad Gallery and the Nebraska Repertory Theater. Additionally, the university's television network, known as NET Television, has played a role in the cultural life of the state. NET programs enable all citizens of the state, including those living in isolated areas, to experience outstanding cultural events. NET Radio is Nebraska's National Public Radio affiliate and broadcasts statewide. In addition to NPR programs, NET Radio's playlist includes classical and other music formats and locally produced newscasts. Additionally a campus radio station, KRNU, staffed by broadcast journalism students, has an eclectic college-oriented playlist as well as locally produced newscasts.

Involving Others to Keep on Track

We have always engaged with external reviewers to assure that we are fulfilling our mission as it is intended. And through a number of practices, these external audiences play a role in decision-making at the university. The university is governed by an elected Board of Regents. Each regent serves a geographic area. The student presidents of all four campuses also sit on the board in a non-voting capacity. Students and citizens always are appointed to search committees for campus chancellors, the university president, and generally to search committees for campus vice chancellors and deans.

A number of advisory groups exist to offer input. They include: Chancellor's Club (major donors to NU Foundation), Ag Builders of Nebraska, and the UNL Alumni Association National Board. Several college deans have functioning lay advisory councils. And a number of "friends" groups, functioning mostly in fundraising capacities, also offer input when solicited. These include: Friends of UNL Libraries, the Nebraska Art Association, Friends of the Mary Riepma Ross Media Arts Center, Friends of the State Museum, UNL Garden Friends, Friends of the Nebraska Repertory Theatre and Friends of Lied. A more complete list of advisory groups is included in Chapter 8.

The chancellor has made a practice of visiting communities throughout the state to communicate with citizens and listen to their needs and wants. He has also testified to the Legislature on behalf of the university.

Additionally, Nebraskans are not reluctant to voice their opinions, both for or against, by directly contacting the university, most notably the chancellor. His email address is public; he invites comment, and his inbox often is full.

Please see Core Component 5a (Chapter 8) for a more extended discussion of how external input is sought.

Core Component 1a.

The organization's mission documents are clear and articulate publicly the organization's commitments.

UNL's mission is listed in the policy documents of our Board of Regents and repeated on our website. To assure that our faculty, students and staff remain aware of the core values behind this document, as part of our strategic planning process (see Chapter 3), we recently re-articulated these values in a form that helps us all keep them "top of mind." The new statement forms the acronym LEADERS, reminding us of both of our leadership role in the state and our commitment to leading effectively in the fulfillment of our mission. The core values appear as a sidebar on these pages.

UNL Core Values

At the University of Nebraska–Lincoln, we value:

- Learning that prepares students for lifetime success and leadership;
- Excellence, pursued without compromise;
- Achievement in a climate that maximizes and celebrates the success of all;
- Diversity of ideas and people;
- Engagement with academic, business and civic communities throughout Nebraska and the world;
- Research and creative activity that informs teaching, fosters discovery and contributes to economic prosperity and our quality of life;
- Stewardship of the human, financial and physical resources committed to our care.

www.unl.edu/resources/4-3

www.unl.edu/resources/4-4

The "core values" statement has been disseminated through email to all faculty and staff, via publication in the *Scarlet*, a weekly newspaper for faculty and staff, through placement on the university website and through the chancellor's annual State of the University address. Additionally, the university will undertake a formal marketing campaign in the latter half of 2006 to widely promulgate the values both internally and externally.

The chancellor's annual State of the University address also expresses publicly how UNL fulfills its role and mission. This address receives extensive media coverage, is carried live by the campus radio station (KRNU), and is broadcast statewide via university television and webcast live. It is also archived on the web and available for download. In his 2004 address, Chancellor Perlman said this about the university's commitment to integrating its three focal missions:

We believe in the integration of teaching, research, and service. These missions are neither independent nor in conflict, even though they sometimes compete for our attention, our resources, and our time. Our primary reason for existence is to assist young people to achieve adult success through our teaching programs. Research informs our teaching and makes our classrooms more current, more sophisticated, and more unique. For the increasing number of students who participate in our research activity, it is often a life-changing experience that can be duplicated at no other type of institution. It also prepares students to assume leadership roles for the uncertain but always changing world they will enter. As a land-grant institution, we extend our comparative advantage in teaching and research toward improving the lives and prosperity of all the people of Nebraska. [www.unl.edu/resources/4-3]

In his 2005 address, the chancellor cited numerous examples of university work in fulfillment of its mission, calling attention to:

- Initiatives to improve undergraduate education (teaching)
- Doubling of external funding during the past year (research)
- Outstanding scholarly work of faculty (research)
- Leading the country in 4-H participation per capita (service)
- Carrying out research related to developing needs in the state (e.g., water, bio-fuels) (research and engagement)
- Working to enhance diversity (core value)
- Planning for general education reform (teaching)
- Supporting interdisciplinary work (teaching, research and creative work, and engagement)
- Developing strategic planning efforts aimed at positioning the university to respond effectively to a changing environment (core value) [www.unl.edu/resources/4-4]

In numerous speeches, documents and appearances, the chancellor and other administrators clearly reference UNL's tripartite mission as a guiding force for the institution. The core values and mission statement are the primary documents driving our strategic planning with emphasis on diversity, hiring, identifying priorities, enrollment management practices and constituency involvement.

Fulfillment of Core Component 1a: UNL's commitments to teaching, research and creative work, and engagement are well recognized on campus and among our constituents. These commitments are expressed in a variety of documents and are re-emphasized frequently to all through vehicles such as the annual chancellor's State of the University address. The recently developed core values provide a succinct statement of UNL's commitments. The discussion leading to the establishment of the core values helped remind persons both internal and external to the university of its mission. As will be documented through this self-study, the work of the university is highly consistent with this mission.

Core Component 1b.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The University of Nebraska's commitment to the diversity of its learners and other constituencies can be traced back to its original charter, Section 18 of which reads in part: "No person shall, because of age, sex, color or nationality, be deprived of the privileges of this institution."

In both the statement of our core values and the current university mission statement, attention to the needs of diverse populations is clearly indicated. The core values include valuing a "diversity of ideas and people." The institution's role and mission statement states:

The University of Nebraska–Lincoln promotes respect for and understanding of cultural diversity in all aspects of society. It strives for a culturally diverse student body, faculty, and staff reflecting the multicultural nature of Nebraska and the nation. UNL brings international and multicultural dimensions to its programs through the involvement of its faculty in international activities, a student body that includes students from throughout the world, exchange agreements with other universities abroad involving both students and faculty, and the incorporation of international components in a variety of courses and curricula.

In 1997, University of Nebraska President L. Dennis Smith issued the following to serve as the official statement of the university relative to the values of diversity:

As we stand at the threshold of a new millennium, we, as the educators of the University of Nebraska, must stand ready to incorporate new ideas and concepts that are vital to the development of our nation as it continues its leadership role in an ever-developing global economy. We must take stock of what makes us a great state and develop those areas that have yet to receive our full commitment, both as an institution, and as individuals. One of the most important of these areas has to do with multiculturalism and diversity.

We, the people of the State of Nebraska, are a mosaic of ethnicities, languages, and lifestyles. We live in an age when we must treat the various cultures and languages in our state as assets, not as weaknesses. At this point in our history, we would do a great disservice to our future generations if we were to encourage people to think that knowing only one culture and speaking only one language would be enough to remain competitive in an age when technology and the internet have brought us all closer together as a world-wide family.

As the individuals who have been charged with leading the University of Nebraska in this new century, we hereby set forth the following overarching goals:

- Support a university-wide effort to recruit and retain the best students, faculty, and staff from diverse backgrounds;
- Work toward an enrollment representation on each campus of the University of Nebraska that is reflective of the state population of each group; and
- Prepare students to become productive, capable citizens in a world of diverse cultures.

We at the University of Nebraska will strive to:

- Create campus climates where acceptance and respect are encouraged and modeled, so all members of the educational community enjoy equitable opportunities for professional and personal fulfillment.
- Support programs that explore and honor the experiences, perspectives and contributions of Nebraska's increasingly diverse communities.
- Create truly diverse communities of faculty and staff that reflect both our multi-cultural society and individual differences and achieve among faculty and staff representative numbers of groups historically denied equal access because of race or gender.

We are the University of Nebraska. As the population of our state develops, we must be prepared to change to better meet the needs and address the issues of our increasingly diverse communities. This is not a utopian world, and we must understand that we will be faced with challenges from those who would rather look backward than forward.

However, we must remember that what transpires in the next decade, in the next century, and in the next millennium will depend on the seeds of equality, justice, and opportunity that we plant today.

These goals are in keeping with Board of Regents Policy Goals Pertaining to Equity for People of Color which were originally issued February 1993 and re-confirmed February 1997 and with LB389 — 1997. [www.unl.edu/resources/4-5]

A number of official policies govern UNL's actions regarding diversity. Every publication or advertisement created by the university contains either the official non-discrimination statement or a truncated version approved for use when space might be limited, especially in advertising. The official version reads: "The University of Nebraska–Lincoln does not discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation."

The Board of Regents has two policies regarding gender equity and equity towards persons of color. The Gender Equity policy was first issued in April 1991 and was reconfirmed in December 1996. UNL administrators make annual reports outlining progress towards achieving the goals included in that policy. Gender equity concerns are also a Regents' board agenda item each year. The Regents' policy goals pertaining to equity for people of color were originally issued in February 1993 and reconfirmed in February 1997. More information about these statements is included "Response to the Commission Statement on Diversity" [www.unl.edu/resources/SD-2]. This "Response" also includes planning information about diversity goals and programming and statistics relative to how diversity is reflected in the make up of the student body and faculty.

In 2003, a position was established in the chancellor's office to enhance UNL's efforts towards diversifying the faculty. M. Colleen Jones, clinical assistant professor of management in the College of Business Administration, currently holds the position. The duties include:

- Work with deans, academic and administrative departments to create awareness and competence in diversity recruitment strategies.
- Research and provide counsel on and models of best practices in diversity recruitment and development.
- Assist in the development of pools of candidates for positions and opportunities.
- Establish linkages with current faculty of color to identify resources and programs to enhance promotion and tenure.
- Serve as a conduit for faculty of colors' concerns about professional issues.
- Counsel deans and department heads/chairs concerning developmental opportunities for current diverse faculty to facilitate achievement of tenure.
- Strengthen relationships with diverse communities in Lincoln to enhance the "town" climate for faculty and staff of color.
- Provide faculty/administrative leadership for the Melvin W. Jones Learning Community. (M. Colleen Jones is the widow of Melvin W. Jones, former vice chancellor for business and finance.)

www.unl.edu/resources/4-5

www.unl.edu/resources/SD-2

- Collaborate with the assistant to the chancellor for Equity Access and Diversity Programs to establish proactive and "seamless" awareness, recruiting, hiring, orientation and retention strategies.
- Establish communications linkages and coordinate programs and initiatives with the associate to the NU president. (A position in University of Nebraska Central Administration.)

Three specific organizations address our commitment to diversity. They are: the Chancellor's Commission on the Status of Women, the Chancellor's Commission on the Status of People of Color, and the Committee on Gay, Lesbian, Bisexual and Transgender Concerns. Annually, the chancellor confers awards to members of the university community for outstanding contributions to the status of women, to the status of people of color and to the gay, lesbian, bisexual and transgender community. Additionally, since 1997, the chancellor has conferred "Fulfilling the Dream Awards" on Martin Luther King Jr. Day to university and community members for their exemplary actions in promoting the goals and vision of the Rev. Dr. Martin Luther King Jr. The building of a new Culture Center (to replace the current out-dated facility) is in the planning stages; UNL students have voted to pay 50 percent of the construction costs through student fee assessments.

Diversity plans also are a component of the academic strategic planning effort. Each academic unit responded to the following questions about their commitment to diversity as part of the 2004-05 strategic planning process:

- Given the mission of your academic unit, how does your unit define or describe diversity? How does your unit demonstrate visible support for diversity?
- What is your unit doing to recruit and retain a diverse faculty and staff? What is your unit doing to meet the Legislative mandate of being at the top 50 percent among our peers in the employment of women and minority faculty? What recruitment strategies have been most successful?
- What is your unit doing to recruit and retain a diverse student body at the undergraduate and graduate level? What recruitment and retention strategies have been most successful?
- What is your unit doing to support the diversity goals of the University Comprehensive Education Program (general education)? How is diversity integrated into the curriculum of your unit? What has your unit done to prepare all students to live and work in a diverse community?
- What is your unit doing to provide an environment where underrepresented groups are valued and included? How does your unit identify and respond to such climate issues?
- Feel free to provide below any additional remarks related to diversity.

Recent tuition increases have caused concern that the university could become unaffordable to lowincome students, thus making it a less diverse institution on that dimension. A U.S. Department of Education report, however, has indicated that for 2004-05, UNL had the 11th highest percentage of undergraduates with Pell Grants among public institutions. This suggests that diversity along the income dimension remains strong at UNL. **Fulfillment of Core Component 1b:** Both at the University of Nebraska system level and at the UNL level, strong statements of administrative support for the importance of diversity to the work and responsibilities of the university exist. Practices, such as administrative assignments and organizations dedicated to the support of diversity, put these statements into action. The reader is also encouraged examine the material in "Response to the Commission Statement on Diversity" [www.unl.edu/resources/SD-2] and in response to Core Component 4c (Chapter 7) for additional information on the UNL response to its diversity goals.

Core Component 1c. Understanding of and support for the mission pervade the organization.

The majority of faculty, staff and students at UNL identify and endorse the tripartite mission of the university — if not in exact language (for example, teaching, research and outreach or, in similar words, learning, discovery and engagement) at least in the spirit of the mission. We know that faculty members often choose to come to the University of Nebraska–Lincoln because of its mission as a land-grant university and its reputation as a member of the Association of American Universities.

A number of recent examples lend credence to our belief that the faculty and staff are committed to the university's mission. The academic strategic planning process, described in the previous chapter, hinges entirely on carrying out the mission as it is interpreted in our core values. Discussions about academic strategic planning as well as the core values and seminal reports, such as the *2020 Vision* report, produced in the last several years have all focused on our commitment to teaching, research and creative work, and engagement. In addition, the ways in which we have conducted on-going practices, even during times of duress, reflect our commitment to UNL's mission, as described in the sections below.

Mission and Budget Reductions

Decisions to reduce expenditures and programs, when resources are cut, have been made to ensure the integrity of our mission. For example, the budget reduction undertaken during fiscal year 2002-03 (described more fully in Chapter 2) in response to a reduction in state aid of \$9 million (4.6 percent of the budget) required significant program review to ensure integrity of mission. The chancellor stated that the principles governing program review must be: "to preserve and protect undergraduate education to the best of our ability" and "to continue efforts to enhance the quality of programs identified in our academic prioritization process." He also insisted that we maintain "our research and service programs [that] are essential to economic development in our state." For these reasons, he said, "we would not do across-the-board reductions."

All units submitted proposals for 10 percent reductions in their budgets; faculty and staff assisted in developing unit proposals. From these proposals, the chancellor developed a draft plan for the budget cuts, which were submitted to the Academic Planning Committee for hearings. The group, composed of faculty, deans, students and administrators representing various disciplines, provides an all-university voice to ensure that the mission is supported. (See Chapter 3 for more about the makeup and mission of this committee.) The committee presented its draft plan to the chancellor, who developed a final plan.

Mission and Campus Climate

Another measure that UNL has undertaken to assure that we are fulfilling our mission is a biennial assessment of campus climate, commonly known as the Gallup® Survey. As previously described, the university has worked with the Gallup® Organization since 2002 to assess the campus climate. We were the first higher education institution to engage Gallup® in this manner. Gallup® uses two proprietary survey instruments, the Q12® and the I10[™], in which 23 questions assess organizational climate issues. The scores are tallied using a Likert scale in which 5 is "strongly agree" and 1 is "strongly disagree." Individuals are asked to think about their "neighborhood," loosely defined as work groups or reporting relationships in responding to the survey.



In the most recent survey, conducted in 2004, UNL faculty and staff's aggregate score was 3.79 (out of 5.0) in response to the question: "The mission or purpose of my organization makes me feel my job is important." The Gallup® Organization reports that approximately 33 percent of UNL respondents marked "5" in answering this question; this compares to Gallup®'s 50th percentile ranking of 25 percent (i.e., for all companies Gallup® has tested, the average number of respondents who mark this question "5" is 25 percent.) Approximately 74 percent of eligible UNL employees responded to the survey (N=3,810; total eligible=5,117). In short, our staff and faculty have an understanding of mission that is markedly better than average. The information, collected by work unit and also aggregated, has been used to help units develop action plans for improvement.

Mission and Capital Planning

Space planning activities also assure compliance with our mission. During 2005 and 2006, the university's Office of Institutional Research and Planning undertook a process to review and redevelop the campus master space plan. Support for the tripartite mission drove the process in its entirety, as decisions were made to allocate space based on mission requirements and future needs. Examples include: identifying space for an outdoor laboratory to support horticulture and agronomy needs on the East Campus (teaching and engagement); coordination with the Antelope Valley project (a city flood-control project) to set aside space for additional research buildings; plans to provide a new use for a former manufacturing plant located at the edge of the downtown campus, and purchased by the University of Nebraska Foundation; plans to support extended education offerings and research activities; improving student and public access on campus through signage and plans for developing a main entrance to East Campus (teaching and engagement); and designating space for new academic and classroom facilities on both the East and City campuses (teaching and research). Finally, we recently required that requests from academic units for space be related to their academic strategic plans, which must demonstrate commitment to UNL's core values.

Mission and Academic Program Review

All academic programs are reviewed according to an established procedure to ensure consistency with institutional role and mission and provide data for long-range planning. These Academic Program Reviews are consistent with Cooperative State Research Education and Extension Service requirements (CSREES) (for units within the Institute of Agriculture and Natural Resources), with appropriate Nebraska statutes and with University of Nebraska Regents bylaws. The Academic Program Review emphasizes the need for, and the goals of, the program in terms of its relationship to the tripartite mission of the university and the needs and goals of the state of Nebraska, the University of Nebraska and the people affected by the program. Resources available, and resources not available but necessary to meet these needs and goals, are identified. Success in achieving past and current program objectives is an important criterion. The review also establishes future program objectives and is a key part of the university's ongoing strategic and budget cycles. (See Core Component 4c in Chapter 7 for more information on the academic program review process.)

Fulfillment of Core Component 1c: The mission of UNL is well understood on campus and is an essential part of several ongoing planning discussions and processes, among them, climate assessment, capital and space planning, academic program review and academic strategic planning. In short widespread understanding of the mission is reinforced through several programs carried out at UNL.

Core Component 1d.

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The University of Nebraska–Lincoln has a well-defined system of governance and organizational structures that enable it to fulfill its mission. The governing documents of the university include the NU system Regents Bylaws [www.unl.edu/resources/4-6], the UNL Bylaws [www.unl.edu/resources/4-7] and the syllabus of the Academic Senate [www.unl.edu/resources/4-8].

The University of Nebraska–Lincoln is one of four campuses comprising the University of Nebraska System, governed by an elected Board of Regents (see system organizational chart in Figure 4.1). The University of Nebraska is headed by a president; the university system provost, four campus chancellors, and the Institute vice chancellor serve as vice presidents. The NU Central Administration functions to consolidate leadership and efforts regarding: www.unl.edu/resources/4-6 www.unl.edu/resources/4-7 www.unl.edu/resources/4-8

- Interactions with the governor, legislature, and state agencies;
- Development of university budget and budget requests;
- Response to the system-wide strategic framework (see Chapter 3);
- Support of special initiatives such as Programs of Excellence, diversity hiring, business
 computing for the university and system-wide benefits programs; and
- Liaison with federal government personnel and agencies.

The University of Nebraska–Lincoln campus is organized to assure effective leadership of all units contributing to our mission. The reporting relationships among the chancellor, vice chancellors, deans and directors is demonstrated on the UNL campus organizational chart (see Figure 4.2).

In addition to the formal review processes mentioned earlier, a number of annual activities promote and encourage collaborative input and feedback among the organizational units on the UNL campus; these include chair workshops, pre-tenured faculty workshops, teaching workshops, deans' retreats and Senior Administrative Team retreats (see Chapter 3 and Chapter 7 for additional information on support activities for faculty and unit leaders). The university is organized into several "leadership units" that meet regularly, as shown below:

- Senior Administrative Team. Chancellor; vice chancellors; director of university communications; director of institutional research and planning; assistant to the chancellor for equity, access and diversity programs; associate to the chancellor; assistant to the chancellor for community relations; director of the alumni association; director of intercollegiate athletics. (Meets weekly or as needed.)
- *Deans and Directors*. All administrators/supervisors who report directly to a vice chancellor or chancellor. (Meets bi-monthly as a group.)
- Council of Academic Deans. All deans of academic units. (Meets bi-weekly.)
- Academic Senate. The senate consists of 95 elected faculty representatives plus nonvoting administrative representatives. Senators serve three-year terms. The Executive Committee is elected from the senate membership and meets weekly. The senate meets monthly during the academic year. Administrative officers and other university community leaders make reports and answer questions on a regular basis at both the Executive Committee and full senate meetings. The senate office is open during regular office hours and offers services to the entire university community. The chancellor, senior vice chancellor and Institute vice chancellor meet with the Executive Committee on a regular basis. (See [www.unl.edu/resources/4-9] for additional information on the Academic Senate.)
- Association of Students of the University of Nebraska. Student government provides student voice; the elected president serves as a non-voting member of the Board of Regents. The ASUN senate meets weekly; annual elections are held in March with leadership change immediately following certification of the election. (See [www.unl. edu/resources/4-10] for additional information on ASUN.)

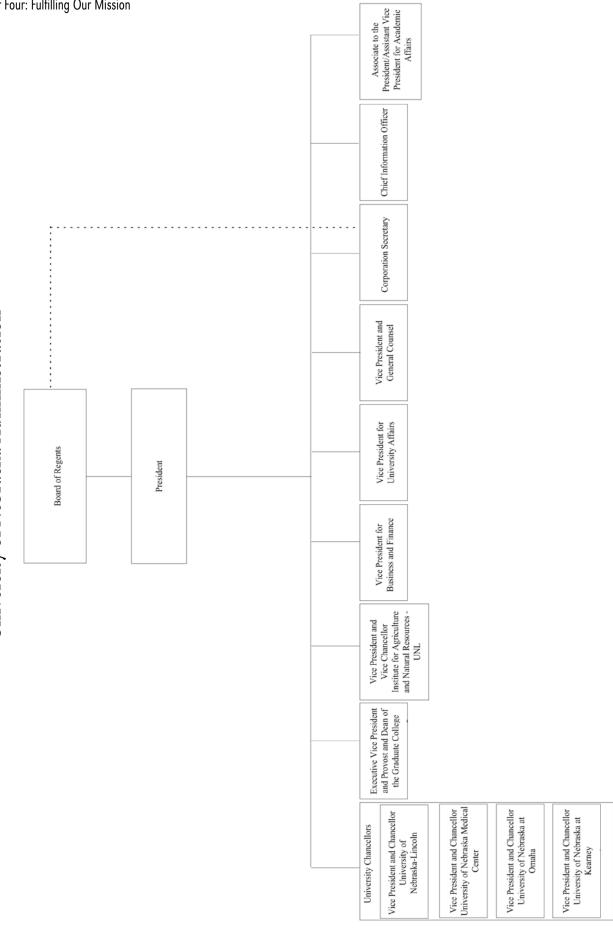
www.unl.edu/resources/4-9

www.unl.edu/resources/4-10

In addition to the above leadership units, many continuing committees play important roles in the shared governance of the university. Some are system-wide, others are campus-based and appointed by the chancellor, and some are organized by the Academic Senate. These additional committees include: Academic Planning Committee, the Academic Rights and Responsibilities Committee, the Curriculum Committee, the Honorary Degrees Committee, the Commencement Committee, the Library Committee, the Computer Services and Facilities Committee, the Employee Benefits Committee and the Academic Standards Committee. Additional information about these committees can be found in the NU System Regents Bylaws, UNL Bylaws, and the syllabus of the Academic Senate. Task forces are appointed as needed to address specific issues and situations not covered by continuing committees.

Fulfillment of Core Component 1d: Effective structures are in place to support the necessary deliberations, collaboration and participation among university leaders and faculty to ensure direction consistent with the university's mission. Roles and responsibilities are well defined in governance documents and the campus is organized to support the ongoing work of the university.





Chapter Four: Fulfilling Our Mission

UNL Administrative Org. Chart to come

Core Component 1e. The organization upholds and protects its integrity.

A number of activities ensure that the university upholds and protects its institutional integrity; these include: financial audits; program review and certification; climate assessment; and communications and marketing standards.

Financial Audits

Financial audits at the university are regularly undertaken by the:

- Board of Regents audit committee;
- Nebraska State Auditor, who appoints an external auditor for the university;
- Operations Analysis unit, which conducts internal audits, financial auditing, and reviews accounting procedures; and
- Sponsored Programs office, which completes pre- and post-grant award auditing plus grant closeout functions. (Duties of this office are more fully described in Chapter 7.)

Program Review and Certification

The systems of Academic Program Review and CSREES review that provide oversight to academic programs were mentioned earlier. The various continuing committees of the university also have responsibilities in specific areas to provide oversight to the integrity of the work being done and how it is done.

The work involved in fulfilling requirements for national certification agencies associated with individual academic disciplines is further evidence of integrity. (See list of affiliated accreditations at [www.unl.edu/resources/4-11]; also see component 4c, Chapter 7). UNL academic units complete accreditation reviews for more than 30 professional or disciplinary organizations.

www.unl.edu/resources/4-11

The UNL intercollegiate athletics program is also under close oversight to assure that it upholds and complements the fulfillment of the university's overall mission. Steps that have been taken to provide review include, but are not limited to:

- Athletics Director reports directly to the chancellor.
- Faculty Athletics Representative is appointed by the chancellor to provide overview of the program.
- Intercollegiate Athletics Committee (a committee composed of faculty) conducts regular reviews of the athletics programs as they support athletes' academic progress.
- Coordinator in the Office of Registration and Records oversees all eligibility requirements of athletes independent of the Athletics Department.

The UNL self-study for the NCAA certification process was completed in the spring of 2006 and is available at [www/unl.edu/resources/4-12]. The NCAA site visitation team will come to the campus in early October, 2006.

www/unl.edu/resources/4-12

Gallup® Survey of Campus Climate

As previously mentioned, since 2002, UNL has contracted with the Gallup® Organization to administer an annual survey, consisting of Gallup's well-documented Gallup Q12® and I10TM instruments, to all faculty and staff to assess work climates at UNL. The Q12® assesses engagement in one's workplace and the I10TM measures workplace inclusiveness. Gallup has a long history with

Figure 4.3 UNL Faculty and Staff Responses to Selected Gallup® Survey Questions (2004)

Item - I feel free to express my views at work. Faculty and Staff = 3.55

Item - **At work, employees are always treated with respect.** Faculty and Staff = 3.22

Item - My organization treasures diverse opinions and ideas. Faculty and Staff = $3.19\,$

Item - **At work my opinions seem to count.** Faculty and Staff = 3.44

Item - **My associates or fellow employees are committed to doing quality work.** Faculty and Staff = 3.85

Item - The mission or purpose of my organization makes me feel my job is important. Faculty and Staff = 3.79

(N=3,810 of 5,117 eligible employees) Scale: 1-5, 1=Strongly Disagree - 5=Strongly Agree 0=Do not know, or does not apply All questions are copyrighted by Gallup® and may not be used without permission. these instruments and is confident of their usefulness in accurately depicting work climates. The return rates for this on-line survey are high [2002 = 67 percent; 2004 = 74 percent; 2006=77 percent], and indicate we are willing to take a hard look at our climate to ascertain conditions and set goals.

a hard look at our climate to ascertain conditions and set goals for improvement. Displayed in Figure 4.3 are some responses to the survey items in the spring 2004 survey (note: 2006 results will be available in the fall of 2006):

Data gathered from the Gallup® surveys inform the development of unit "climate impact" plans for improving support structure and unit environment. These plans focus on local "neighborhoods," defined as the "groups with whom you interact daily at work, for example, an academic department."

Please see also Core Component 4d (Chapter 7), which provides descriptions of several important documents that relate to institutional integrity, such as the following:

- Code of Student Conduct;
- Professional Ethics for Faculty statement;
- Research Ethics statement; and
- Academic Rights and Responsibilities Committee's policies and procedures.

Fulfillment of Core Component 1e: UNL has necessary practices in place to ensure the protection of the integrity of the university. Responsibility is widespread, ensuring that many individuals and groups have an identified role in protecting the integrity of the university. Special provisions are in place in the financial and athletics areas. Please see the material in response to Core Component 4d (Chapter 7) for additional information.

Summative Evaluation of UNL's Performance on Criterion 1

The mission of the University of Nebraska–Lincoln is well understood and many institutionalized practices ensure that we are fulfilling it. The tripartite mission of the university, as well as the important interactions among the three areas of the mission, is given attention in every major planning and programming activity on campus. Although the current official role and mission statement for UNL — a document that has been subjected to a multiple-level approval process involving regents, presidents and vice presidents (and which they show no interest in reconsidering at this time) — is not in a form that makes it useful as a daily reminder of our aspirations, we have adopted many internal methods of keeping it "top of mind." Most recently, our academic strategic planning process, seminal reports, such as *2020 Vision: The Future of Research and Graduate Education at UNL* (noted in Chapter 3 and elsewhere) and the new core values statements have taken on the function of describing our role and mission to most persons on campus and ensuring

a continuing conversation about that mission. It appears that there are common perceptions on campus as to what our directions and responsibilities are as an institution. In addition to the strong emphasis on teaching, research and engagement, from the earliest years of the university, the importance of supporting diversity along many dimensions has been recognized in official documents.

We are working to communicate to our constituents how our accomplishments as a university impact Nebraska citizens' quality of life and are important to national and international academic dialogue, but we suspect more work needs to be done on this. It is not always easy for constituents to understand what goes on in a higher education institution, and it is our responsibility to try to increase that understanding in any way we can. While we have collected a considerable amount of assessment data about student learning (see Chapter 6), we



have not yet dealt with how to explain how an education at this institution benefits students. We are looking at a number of ways to address this question as we work to review and reform our general education program (see Chapter 7), and this issue of institutional assessment is also being addressed system-wide as our system president, chancellors and the Board of Regents consider accountability measures for the NU system. As noted in Chapter 3, through the process of academic strategic planning, we are now also developing ways of assessing and prioritizing what we do as an institution. We need to continue these efforts to develop vehicles for showing ourselves and our public how we meet our mission and how we are continuously improving.

We are confident that we have now in place a number of practices involving a range of people, offices and groups that ensure that we are always protecting our integrity as an institution. Working on this self-study, however, has helped us examine these practices as a whole. We will

continuously work to assure that all areas are covered and that our practices are designed to meet the challenges faced today.

In terms of mission, we certainly must be highly attentive to the dynamic world in which we work, and more specifically, to the changing place of public higher education, once located squarely in the regulated public sector and now affected by the competitive economic market. The academic strategic planning process, described in the previous chapter, has been put in place in part to enable us to be able to respond to this change more rapidly and with better forethought. As we move academic strategic planning forward, we will need to develop mechanisms to assess the mission fit of plans that are developed through this new process.





Chapter Five:

Planning for Progress

Criterion 2: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

This chapter focuses on important forms of ongoing planning in which various units of the University of Nebraska–Lincoln and the University of Nebraska system are engaged. The chapter addresses our preparation for the future, taking into account shifting trends; how our resources support our planning; ongoing self-assessment; and the alignment of our mission and planning.

Core Component 2a.

The organization realistically prepares for a future shaped by multiple societal and economic trends.

As discussed in Chapter 3, UNL is engaged in a continuous academic strategic planning effort, involving our academic units. UNL also responds to strategic objectives provided by the University of Nebraska System. In this section, we discuss the ongoing system-wide planning efforts, community planning efforts, and regional planning that engage many UNL units. We conclude with a sampling of additional on-going unit-specific planning processes that relate to or have an impact on academic strategic planning. These combined efforts demonstrate a comprehensive approach to responding to multiple societal and economic trends.

University of Nebraska System-wide Planning

UNL is involved in the planning efforts of the University of Nebraska system and provides leadership in many areas. When President James B. Milliken arrived in 2004, he worked with the campus chancellors and Board of Regents to develop "Investing in Nebraska's Future: A Strategic Planning Framework 2005-2008." This document is subtitled: "An Implementation Tool for the

University of Nebraska Bylaws 2.8 The Chancellors-Vice Presidents.

Each major administrative unit shall have a Chancellor as its chief executive officer, who shall also be a Vice President of the University, and who shall report to the President of the University and through the President to the Board.

2.8.1 *Powers and Duties of the Chancellors.*

Subject to the guidelines and policies of the Board and the President, the Chancellors shall do all things necessary for the development of the major administrative unit for which they are responsible, and shall be members of the President's staff for purposes of inter-unit cooperation and planning. In addition, the Chancellors shall have the following specific responsibilities: ...(e) Concern themselves with *the planning and development of* all activities of their units and be responsible for their coordination.

source: University of Nebraska Bylaws 2005 PDF

www.unl.edu/resources/5-1

www.unl.edu/resources/5-2

Board of Regents and University Leadership." The framework consists of six overarching goals, emphasizing: access and affordability, quality programs, workforce and economic development, research growth, engagement with the state and accountability. Each goal has a number of related objectives, which will be prioritized, and strategies and accountability measures will be developed for board and university-wide monitoring over a multi-year period. [www.unl.edu/resources/5-1] Other planning efforts directed at the systems level are described in the sections below.

Distance Education Planning

A "FY 2005 – FY 2008 Distance Education Strategic Plan" was developed by the Office of the Executive Vice President and Provost of the NU system in April, 2004 and has been updated annually. It includes attention to the roles of each of the four campuses of the University of Nebraska in distance education, criteria for distance education investment, tuition policy, technical support plans and intellectual policy along with distance education growth projections. [www.unl.edu/resources/5-2]

Information Technology Planning

A "Comprehensive Information Technology Plan" was created in 2004 by the University of Nebraska Computing Services Network, the information technology services division of the University of Nebraska Central Administration. [www.unl.edu/resources/5-3]. It is the primary administrative computing service for the University of Nebraska. A major mission of the University of Nebraska's chief information officer is to define, develop and oversee strategic information technology in support of the University of Nebraska's mission, vision and goals.

Each University of Nebraska Information Technology campus office supports the mission, goals and vision of the university and their respective campuses. UNL's Information Services unit is included in the academic strategic planning process.

University of Nebraska Rural Initiative

The University of Nebraska Rural Initiative is a university system-wide approach to focus the knowledge, skills, and creativity of the four campuses (Kearney, Lincoln, Omaha and the Medical Center) on stabilizing and enhancing the economy and quality of life in non-metropolitan Nebraska. The initiative works in partnership with federal, state, and local governments, communities, businesses, agriculture, nonprofit organizations and other institutions of higher education to achieve its mission.

The University of Nebraska Rural Initiative reports to the NU vice president and vice chancellor of the Institute of Agriculture and Natural Resources. The Rural Initiative planning process incorporates university system priorities and meshes with the IANR planning process. The process takes into account the university system's Strategic Planning Framework 2005-2008 and is informed by listening sessions conducted in cooperation with IANR and by research on trends in Nebraska, regionally and nationally. In early 2005, the Rural Initiative planning process affirmed its mission, vision and values and established areas of concentration for programs, discovery and capacity building. Goals are developed and updated annually that reflect these areas of

concentration and also connect to the goals of IANR. Accomplishments and impacts are reviewed annually within the IANR planning process. [www.unl.edu/resources/5-4]

University of Nebraska Public Policy Center

The University of Nebraska Public Policy Center provides assistance to policymakers and researchers on a wide range of public policy issues. The center works with policymakers in all three branches of government at local, state, and federal levels. As a system-wide policy center, its staff members work with university researchers from all campuses of the University of Nebraska system. The Public Policy Center is included in UNL's academic strategic planning process. [www. unl.edu/resources/5-5]

Community Planning

The University of Nebraska–Lincoln has been involved with several planning efforts that involve the City of Lincoln and county governments.

Lincoln's Downtown Master Plan

In conjunction with the Downtown Lincoln Association and the City's Urban Development Department, the Lincoln-Lancaster County Planning Department has created a "Downtown Master Plan" for Downtown Lincoln. The purpose of the Master Plan is to identify major land use and development policies for Downtown Lincoln. This includes delineating a number of land-use activity zones and the interrelationships among the zones. Because UNL is the northern edge of Downtown Lincoln, it was important that we be involved in a plan that impacts land use and other relationships in such close proximity. The assistant to the chancellor for community relations represented UNL on the Downtown Action Team steering committee, which made final recommendations. UNL is particularly interested in traffic and pedestrian flow, safety issues and in maintaining parking along streets that make up the southern boundary of the downtown campus. The Downtown Master Plan timetable slightly preceded our Master Space Plan schedule, allowing both plans to maintain flexibility. The city's plan was adopted into the City-County Comprehensive Plan in fall 2005. The final plan considers Downtown area transportation issues including options for localized transit shuttle services and the potential for bikeway corridors within the Downtown area, housing, economic development, safety and community services.

The assistant to the chancellor for community relations represents UNL on the Downtown Lincoln Association board. She is a past chair of the group. The Downtown Lincoln Association serves its downtown constituents and the Lincoln community by providing leadership, marketing, management, economic development services and events to ensure a vibrant, inviting downtown. [www.unl.edu/resources/5-6]

Antelope Valley Project

The Antelope Valley Project is a 20-year effort to remove 600 square blocks of central Lincoln, including acreage bordering the east side of UNL's downtown campus, from the 100-year flood plain. The city of Lincoln, UNL and the Lower Platte South Natural Resources District are partners on the project. The major projects include moving a stream channel, building new roads and bridges over the new channel and building an elevated roadway to avoid railways that border

www.unl.edu/resources/5-4

www.unl.edu/resources/5-5

www.unl.edu/resources/5-6

the north of campus. Projects affecting UNL are anticipated to be completed in 2007; completion of the entire project, contingent on funding, is 2011 or later.

Through an interlocal agreement, the partners formed the Joint Antelope Valley Authority. JAVA is an administrative governmental entity created to help disseminate Antelope Valley Study information to the public and elected officials; complete final project design; secure



Computer generated Antelope Valley finished project

project funding from private individuals, corporations, foundations and different levels of government; and construct the approved projects. A three-member administrative board governs JAVA, with each partner appointing a board member. UNL's vice chancellor for business and finances represents the university on this board, which meets monthly in public session. JAVA has no authority to levy taxes or to bond the credit or revenues of any partner. Each year, JAVA's Administrative Board prepares and distributes to each partner a recommended funding amount needed from each partner. In turn, each partner's governing body, in our case the University of Nebraska Board of Regents, retains control over its own annual budget processes based upon legal and fiscal constraints, while remaining responsive to changing situations, shifts in public interest, and emergencies.

Other individuals representing UNL in various phases

of the construction project include the assistant vice chancellor for facilities management and planning, the director of utilities services (who serves as campus project coordinator), the director of landscape services and a campus architect who serves as campus construction coordinator and liaison. These individuals represent UNL at meetings of the JAVA board (monthly); the Joint Antelope Valley Management meeting (monthly); the U.S. Army Corps of Engineers Construction Coordination meeting (monthly); and Joint Antelope Valley Construction meetings (weekly).

Starting in the mid-1990s, a four-year planning process involving hundreds of citizens and more than 1,000 meetings was used to develop agreement on the plan, which, in addition to changing the flood plain, is designed to improve traffic flow, decrease interactions with an adjacent rail line and economically develop an older and, in some cases, run-down area of Lincoln. The project has progressed in phases, with the initial projects announced in 1999, allowing partners to contribute resources in a managed way.

The major benefit to UNL is that 50 acres on the east edge of the downtown campus will be removed from the flood plain, allowing the university to progress on planned expansion of research facilities in this area. Additionally, major streets will be rerouted from the campus core, improving internal pedestrian safety. In 2002, the Board of Regents conveyed approximately 36 acres of property to JAVA. Several buildings have been demolished or partially demolished and

reconstructed as they lay in the path of the new stream channel or various roads. Land swaps and cash compensation have helped UNL construct a multi-level parking garage, relocate and build a new transportation services facility and relocate and build new recreation fields. [www.unl. edu/resources/5-7]

www.unl.edu/resources/5-7

Regional Planning Activities

Primarily through our partnerships with other universities in the Midwest and Big XII conference, UNL has been involved in several regional planning efforts, described in the sections below.

Big 12 Athletic Conference Academic Planning Activities

Several groups associated with the Big 12 Athletic Conference (composed of Baylor University, Iowa State University, Kansas State University, Oklahoma State University, Texas A&M University, Texas Tech University, University of Colorado [Boulder], University of Kansas, University of Missouri [Columbia], University of Nebraska–Lincoln, University of Oklahoma and University of Texas) meet periodically. These groups include Big 12 presidents/chancellors, provosts/chief academic officers, chief research officers, chief business officers/chief financial officers, student affairs vice presidents/chief student affairs officers, economic development officers, international programming officers, student affairs activities directors, marketing and communications officers, facilities directors, campus police, human resources directors, auditors, chief technology officers and alumni directors.

The presidents and chancellors of all the Big 12 Athletic Conference institutions have embarked on a project to explore how these universities might collaborate to form a new economic engine for the seven-state region. The group engaged Pike Powers and Ron Kessler of Powers & Kessler, L.L.C. to create a Center for Economic Development, Innovation and Commercialization (CEDIC) alongside the Big 12 Athletic Conference. The group has enlisted their help to assist the universities in the economic development area by obtaining more research dollars and accelerating the commercialization of university technology to create jobs and well-being in the seven-state region. Initiatives proposed for 2006:

- Working with the engineering schools, agriculture schools and other schools and departments, the Big 12 CEDIC will generate a funded collaboration action plan for a Bio Fuel/Bio Material Summit in the fourth quarter 2006.
- Working with the business schools, engineering schools, entrepreneurship centers and offices of technology transfer, the Big 12 CEDIC generated a funded Big 12 New Venture Championship, which was held in Dallas March 10-11, 2006, concurrent with Big 12 basketball tournaments.
- The Big 12 CEDIC will execute a Big 12 Business Heroes event honoring alumni and faculty from each university in December 2006 (coinciding with the Big 12 championship football game in Kansas City).

Four Corners Research Alliance

UNL is a participant in the Four Corners Research Alliance. The Four Corners Research Alliance was born at the 2004 Merrill Conference hosted by the University of Kansas that was attended by presidents/chancellors of the University of Kansas, Kansas State University and the University of Nebraska–Lincoln. UNL Chancellor Perlman hosted a conference call in later Spring 2005 in which the respective chancellors/presidents or their representatives of the Iowa State University, University of Iowa, University of Kansas, University of Missouri-Columbia, University of Nebraska–Lincoln, and Kansas State University expressed strong support for this inter-institutional collaborative initiative and charged the senior research officers of the respective institutions to develop the scope of collaboration and the plan for implementing such collaboration.

The senior research officers of the participating public research universities from Iowa (University of Iowa and Iowa State University), Kansas (University of Kansas, University of Kansas Medical Center, and Kansas State University), Missouri (University of Missouri-Columbia), and Nebraska (University of Nebraska–Lincoln) have been holding conference calls to develop the scope of collaboration.

Three general potential areas of collaboration have been identified:

- *Research.* Development of large research projects that collectively provide unique advantage in national competition and leverage unique regional strengths and resources.
- *Research Infrastructure*. Development of large infrastructure which participating institutions cannot afford individually or that provides regional advantage in competition.
- *Economic Development*. Identify regional strengths for economic development and prosperity and potential diversification to other industries. There is not a consensus as to whether economic development is an area of collaboration that can be implemented.

Discussions continue on this project, named for the geographic fact that a corner of each state touches the three others at a point near the Missouri River.

U.S. Department of Agriculture – North Central Region

The Cooperative State Research Education and Extension Service (CSREES) of the U.S. Department of Agriculture cooperates with many partners. A group of its partners are the more than 100 colleges and universities, including UNL, that constitute the Land-Grant University System. CSREES has divided the country into regions. Faculty and administrators from institutions in each of the regions, as well as nationally, convene by discipline and issue to develop, propose and implement multi-state research, education and extension programs.

Great Plains Network (Information Services)

UNL's Information Services is a founding member of the Great Plains Network, a collaboration of information technology service providers at midwest universities, in the fall of 1998. The other members are from North Dakota, South Dakota, Kansas, Arkansas and Oklahoma. The purpose of the organization is to provide access to the newly formed Internet-2 capability. This digital network was originally restricted for the use of university researchers but more recently has been opened to campus instructors and K-12 institutions as well. It has facilitated collaboration among researchers at multiple campuses and the sharing of classroom expertise at several locations at a time. UNL was one of the pioneers in both areas, including the classroom where UNL, Kansas State, and Oregon collaborated on an early course in plant science and others as well. UNL Information Services continues to play a leadership role within GPN, particularly as the next generation network is developed using optical fiber. [www.unl.edu/resources/5-8]

On-Going Unit-Specific Processes

In addition to the academic planning done by individual units described in Chapter 3, a variety of other unit and campus-wide plans have been developed that may have impact on academic strategic planning. We are making efforts to relate information from these on-going efforts to the annual academic strategic planning exercise.

Among the existing plans are:

• Strategic Plan for the Institute of Agriculture and Natural Resources 2000-2008 [www.unl.edu/resources/5-9] The Institute, like other units, is part of the formalized academic strategic planning process described more fully in Chapter 3. The institute's first strategic plan was launched in 1988.	<u>www.unl.edu/resources/5-9</u>
• Plan of Work, University of Nebraska Cooperative Extension 2000-2006 [www.unl. edu/resources/5-10]	www.unl.edu/resources/5-10
• Nebraska Alumni Association Action Plan 2005-2006 [www.unl.edu/resources/5-11]	www.unl.edu/resources/5-11
• Undergraduate Student Recruiting Plans 2005-06 [www.unl.edu/resources/5-12]	www.unl.edu/resources/5-12
College Independent Study Strategic Plan, July 2005 [www.unl.edu/resources/5-13]	www.unl.edu/resources/5-13
• University of Nebraska–Lincoln Independent Study High School Strategic Plan, August 2005 [www.unl.edu/resources/5-14]	www.unl.edu/resources/5-14
• The UNL Physical Master Plan 2006 [www.unl.edu/resources/5-15]	www.unl.edu/resources/5-15
 Development of Distance Education Programs within the University of Nebraska–Lincoln, March 1, 2004 [www.unl.edu/resources/5-16] 	www.unl.edu/resources/5-16
• NET (Nebraska Educational Telecommunications) Strategic Plan 2005-2008 [www. unl.edu/resources/5-17]	www.unl.edu/resources/5-17
• Housing Master Plan 2002-2014 [www.unl.edu/resources/5-18]	<u>www.unl.edu/resources/5-18</u>
• Integrated Marketing Plan 1999 [www.unl.edu/resources/5-19]	www.unl.edu/resources/5-19

www.unl.edu/resources/5-8

www.unl.edu/resources/5-20

Additional ongoing planning in university units is described below.

- Office of Business and Finance: Strategic planning in Business and Finance is closely aligned with the strategic planning of the Senior Administrative Team. This linkage is assured by the vice chancellor for business and finance, who is part of the SAT. When the university-wide strategic plan is revisited each year, Business and Finance revisits its strategic plan to assure both plans are aligned. This alignment reaches into the strategic plan and related goals of each Business and Finance unit (e.g., Facilities, Police, Human Resources, etc.). The units report their progress toward strategic objectives and related goals to the vice chancellor for business and finance periodically. The vice chancellor consolidates these reports, along with the divisions' progress, into the overall report. There is also a final report for each academic year. To the extent that there are changes in priorities as determined by the chancellor and/or his senior team, the vice chancellor for business and finance directs appropriate adjustments in division priorities, which are carried out by the unit heads. Progress toward these objectives is the key component of each unit head's performance evaluation.
- Office of Research and Graduate Studies: Planning activities are conducted via annual retreats with senior managers and in some instances all staff. The office is implementing an organizational and professional enhancement initiative, which includes professional development, planning and training activities. The unit also has done planning as part of its Gallup® response process.
- Office of Student Affairs: Divisions within the Office of Student Affairs submit goals and objectives annually and these are prioritized at the office's annual retreat in the spring. This document is then forwarded to the chancellor's annual planning retreat in June for discussion to be sure these plans are congruent with the university-wide goals and objectives for the coming year. Most units within student affairs do not have formal strategic plans. Units such as Campus Recreation and Housing conduct facilities planning. Campus Recreation, for example, is in the process of developing requests for proposals to conduct a master space plan exercise for indoor recreation facilities. [www.unl.edu/resources/5-20]
- *Intercollegiate Athletics:* The long-term strategic plans of the Athletic Department flow from the larger university goals as established by the chancellor and the senior administrative team, and include student retention/graduation rates, success on the playing field, excellence in athletic facilities and financial viability. The athletic director works with key members of his executive staff to develop long term (usually five-year) plans in each of these areas, and annually reviews the goals, strategies and tactics of each of these units.

Fulfillment of Core Component 2a: The University of Nebraska–Lincoln is engaged in many kinds of planning activities with a variety of local and regional partners. Each of these activities supports important work in which the university is engaged and extends the capabilities of the university through collaborations with its partners. The input the university receives from these various partners ensures that the university is attentive to important social and economic trends in its planning.

Core Component 2b.

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

UNL's resource base is adequate to support our programs and our plans to maintain and strengthen quality in the future. As evidence of this, we offer information on our financial resources, compared to peers, and data on professional accreditations. Professional accrediting bodies require evidence of financial stability in the units they review, and UNL units have met this standard continuously for decades. Finally, we note that our athletic program is entirely selfsupporting and contributes resources to academic support services.

UNL's Financial Resources Compared to Peers

A continuing issue for public universities is the adequacy of state financing beyond student tuition to support academic programs. UNL continues to enjoy strong state support. While Nebraska is not a populous state and, like many other states, it has similar problems such as funding for Medicaid and correctional facilities that put stress on state resources, Nebraska continues to exhibit strong support for its university. Figure 5.1 below displays this by comparing the amount of state support per student as a percentage of per capita personal income against 10 of our peer institutions. UNL's total budget for FY 2004 was \$725.3 million. The state appropriation was approximately \$186.4 million. Nebraska's per capita personal income for 2004 was \$32,341. The state subsidy, per student, is approximately \$10,154. Thus the state provides the equivalent of about one-third of average per capita income against a student's educational costs. The presumption is that the higher the percentage, the more dedicated a state is in supporting students' education. UNL does better than half of our peers on this measure.

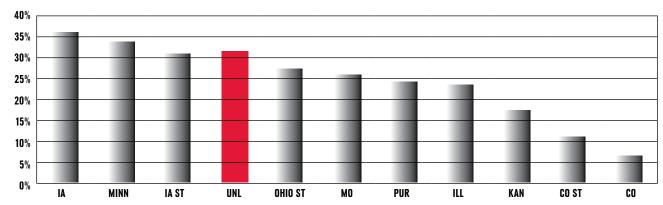
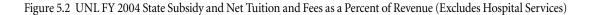
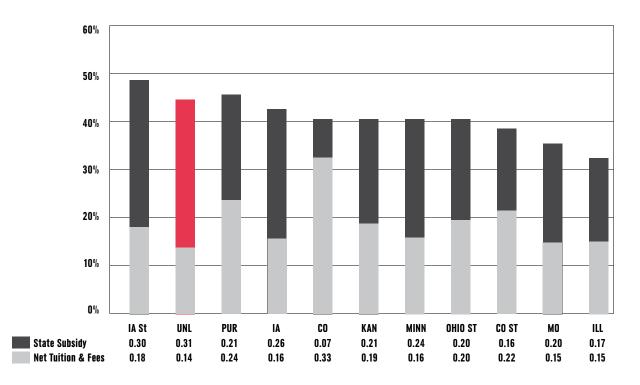


Figure 5.1 Amount of State Support per Student as a Percentage of Per Capita Personal Income.

With greater state support for our academic programs as compared to our peers, UNL's dependence upon tuition income to support its programs is correspondingly lower than our peers (see a list of UNL's peer institutions in 2c below), as Figure 5.2 below shows. While the mix of state and tuition support varies from state to state, UNL's 45 percent support from both of these sources is comparable to our peers, while our tuition rates are lower than our peers. The data reported in Figure 5.2 also show that if state resources wane, we have some flexibility to raise tuition, to maintain tuition competitiveness with our peers, and to sustain our 45 percent support from the combination of these income sources. The remainder of UNL's programs are funded by contract and grant revenue (37 percent), gifts (9 percent) and auxiliary operations (9 percent).





UNL's Accreditation Record

UNL holds specialized accreditations in many academic areas. As is well known, organizations that provide professional and specialized accreditation insist that the programs and units that are so accredited demonstrate adequate financial and personnel resources. The multiple accreditations held continuously by UNL suggest that our academic programs are adequately supported by the university to both carry out their missions and maintain program quality. Table 5.1 below lists our institutional and program accreditations. The final reports of the visiting teams for many of these accreditations will be available in the HLC work room during the visiting review team's site visit.

Table 5.1 UNL Institutional and Professional Accreditations

College/Program	Accrediting Agency	Last/Next
Institutional	North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400; Chicago IL 60602-2504; Phone: (312) 263-0456	1996-1997 / 2006-2007
Agricultural Sciences & Natural Resources		
All Programs (see exceptions)	Cooperative State Research, Education and Extension Service (CSREES). Exceptions: Agricultural Engineering, Biological Systems Engineering and NE Vet Diagnostic Lab System	Ongoing and not date specific
Agricultural Education (Joint program with the College of Education & Human Sciences) (B,M,D)	National Council Accreditation of Teacher Education (NCATE)	2002-03 / 2009-10
NE Vet Diagnostic Laboratory System	American Association of Veterinary Laboratory Diagnosticians	1999-00 / 2009-10
Architecture		
Architecture (FP)	National Architectural Accrediting Board, Inc. (NAAB)	2002-03 / 2008-09
Community & Regional Planning (M)	Planning Accreditation Board of the American Planning Association (PAB)	2002-03 / 2007-08
Interior Design (B)	Council for Interior Design Accreditation (CIDA)	2000-01 / 2006-07
Arts & Sciences		
Clinical Psychology (D)	American Psychological Association (APA)	1997-98 / 2005-06
Business Administration		
All programs (B,M,D)	Association to Advance Collegiate Schools of Business International (AACSB International)	2005-06 / 2010-11
Accountancy (B,M)	Association to Advance Collegiate Schools of Business International (AACSB International)	2005-06 / 2010-11
Education and Human Sciences		
All BS Programs (B) Family & Consumer Sciences; Nutrition & Health Sciences; Textiles, Clothing & Design	American Association of Family and Consumer Sciences (AAFCS)	2006-07 / 2008-09
All Professional & Educational Programs (B,M,S,D) Ed Administration; Ed Psychology; Spec Ed & Communication Disorders; Teaching, Learning & Teacher Education	National Council Accreditation of Teacher Education (NCATE)	2002-03 / 2009-10
Counseling Psychology (M,D)	American Psychological Association (APA)	2000-01 / 2006-07
Dietetics Internship for NSD (M,D)	American Dietetic Association (ADA)	1998-99 / 2008-09
Early Childhood Education (B)	National Academy of Early Childhood Program through the National Association for Education of Young Children (NAEYC)	2003-04 / 2007-08
Marriage & Family Therapy (M)	Commission on Accreditation for Marriage & Family Therapy Education (COAMFTE)	2003-04 / 2008-09
Nebraska Internship Consortium in Professional Psychology (D)	American Psychological Association (APA)	2001-02 / 2008-09
School Psychology (D)	American Psychological Association (APA)	2003-04 / 2010-11
School Psychology (D,S)	National Association of School Psychologists (NASP) with NCATE	2004-05 / 2009-10
Special Education-Hearing Impaired Program (M)	Council for Education of the Deaf (CED)	1995-96 / 2006-07
Speech-Language Pathology & Audiology (M)	Education Standards Board of the American Speech Language Hearing Association	2001-02 / 2007-08
Teacher Education Programs (B,M,S,D)	Nebraska Department of Education (NDE)	2002-03 / 2009-10

College/Program	Accrediting Agency	Last/Next
Engineering		
Agricultural Engineering (M)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Architectural Engineering (B)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Biological Systems Engineering (B) * (although accredited through the College of Engineering, this department is located in the College of Agricultural Sciences and Natural Resources)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Chemical Engineering (B)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Civil Engineering (B)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Computer Engineering (B) (Lincoln Campus)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Computer Engineering (B) (Omaha Campus)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Construction Management (B)	American Council for Construction Education (ACCE)	2000-01 / 2006-07
Construction Engineering Technology	Technology Accreditation Commission (TAC) with the Accreditation Board for Engineering & Technology (ABET)	2009-10
Electrical Engineering (B)	Engineering Accreditation Commission of Accreditation Board for Engineering & Technology (EAC) of ABET	*/2011-2012
Electronics Engineering (B)	Accreditation Board for Engineering & Technology (ABET)	*/2011-2012
Industrial Engineering (B)	Engineering Accreditation Commission of Accreditation Board for Engineering & Technology (EAC) of ABET	*/2011-2012
Mechanical Engineering (B)	Engineering Accreditation Commission of Accreditation Board for Engineering & Technology (EAC) of ABET	*/2011-2012
Hixson-Lied College of Fine and Performing Arts		
Art & Art History (B,M)	National Association of Schools of Art and Design (NASAD)	2002-03 / 2012-13
Music (B,M,D)	National Association of Schools of Music (NASM)	1998-99 / 2008-09
Music Education (Joint program with the College of Education & Human Sciences) (B,M,D)	National Council Accreditation of Teacher Education (NCATE)	2002-03 / 2009-10
Theatre (B,M)	National Association of Schools of Theatre (NAST)	1996-97 / 2007-08
Journalism and Mass Communications		
All Programs (B,M)	Accrediting Council on Education in Journalism & Mass Communication (ACEJMC)	2003-04 / 2009-10
Law	· · · · · · · · · · · · · · · · · · ·	I
All programs (FP) (see exception)	American Bar Association (ABA); and Association of American Law Schools (AALS) (Exception: Master of Legal Studies program)	2003-04 / 2010-11
Museum		1
University of Nebraska State Museum	American Association of Museums	1993-94 / 2007-08
(A) Associate, (B), Baccalaureate, (M) Masters, (FP) First Professional (D) Doct	orate, (S) beyond masters, but less than doctorate	
* Engineering Programs - ABET policy prohibits public disclosure of the period	for which a program is accredited.	
Source: Office of the Senior Vice Chancellor for Academic Affairs		

Last Updated: September 1, 2006

UNL's Self-Supported Athletic Department

The University of Nebraska–Lincoln Department of Intercollegiate Athletics (Athletics) is financially self-sufficient, provides a portion of its gross revenues (excluding private donations) to the university as a reimbursement for financial support, receives no student fees and remits tuition dollars to the institution for each student-athlete receiving scholarship support. The amount remitted back to UNL annually is approximately \$1.5 million. Our Athletics Department is one of very few university athletic departments to contribute back to the university. All the department's operating expenses are financed through its own revenues (ticket sales, sponsorships, television appearances and licensing rights). All revenues received by Athletics are under the financial control of the university. Private donations are received by the University of Nebraska Foundation, and they are recorded in Athletics' financial statements as funds are drawn.

I have always thought that we come as close [as] any university to incorporating a strong athletic program into the context of a major, research university. The power of red is sufficiently potent to produce both winning teams and world-class education and research, and each gains strength from the other. Chancellor Perlman e-mail to university 1-3-06

Fulfillment of Core Component 2b: Comparative financial data indicate that UNL receives strong state support, with the UNL state subsidy per student exceeding that of seven of our 10 peer institutions. The total funding from state support and tuition at UNL is similar to that of its peers. Since UNL's tuition is lower than most of its peers, UNL has the opportunity continue this level of total funding if its state support should decline through raising tuition and remaining competitive and affordable. UNL's spending on its primary missions is similar to that of its peers. UNL has many nationally accredited programs. This indicates these programs have adequate resources to achieve high quality standards. UNL is fortunate that its athletics program is not only self-sufficient financially but also contributes funds to the overall university budget.

Core Component 2c.

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

In addition to our newly adopted academic strategic planning process, UNL has many processes described in the sections below, for charting institutional effectiveness, including: UNL peer benchmarking, UNL quality indicators, the Gallup® Survey of workplace climate, special evaluative reports, and our academic program review process. These instruments are used variously by our university regents, president and chancellors, other campus administrators, and faculty and staff to inform our planning and improvement of programs and processes.

UNL Peer Benchmarking

UNL has implemented a benchmarking procedure to evaluate and assess itself against institutional peers on several dimensions. In 1992, the NU Board of Regents adopted the following universities (colloquially referred to as our "regental peer group") for benchmarking and comparisons:

- University of Colorado-Boulder
- Colorado State University
- University of Illinois at Urbana-Champaign
- University of Iowa
- Iowa State University
- University of Kansas
- University of Minnesota Twin Cities
- University of Missouri Columbia
- The Ohio State University
- Purdue University

The following are examples of data collected to compare UNL to the peer group listed above and assure that we are meeting and exceeding similar expectations for support and quality in a variety of areas:

• *Peer Faculty Salaries Data*. Used to evaluate faculty salaries by discipline and rank to determine any shortfalls relative to peer institutions. These data are used for budgeting and requests for additional state funds when shortfalls are noted. The NU President and Regents have adopted a system-wide benchmark for achieving peer equity. The NU Regents, on Dec. 12, 1987, approved a resolution affirming a policy that faculty salary targets should fall in the midpoint of salaries at peer institutions. [www.unl. edu/resources/5-21]

www.unl.edu/resources/5-21

- *Tuition and Fees Data.* Used to evaluate student costs compared to peer institutions and determine competitiveness, future "pricing," and relative position in the marketplace.
- *Enrollment Data*. Used to evaluate trends and growth/loss with peer institutions and those with which we compete for students.
- *Retention/Graduation Rates.* Used to assess persistence. This information is evaluated by Enrollment Management Committee and used for enrollment management planning and programming. Analysis includes attention to graduation rates of specific groups (e.g. colleges/departments, minority groups, general education students).
- *Student Diversity Data*. Used to evaluate success in diversity recruitment and success relative to peer institutions.
- *Faculty Diversity Data*. Used to evaluate success in faculty diversity recruitment and success relative to peer institutions.
- *ACT Scores.* Used to assess "quality" of entering student body relative to UNL's peer group and success in recruitment of high-ability students.
- *Federal Research Expenditures.* Used to determine success in obtaining and expending research funding for both internal purposes and relative competitiveness compared to our peer group.
- *Number of Degrees Awarded.* Used to evaluate university "output" or student successes and relative "productivity" as compared to peer institutions.
- *Annual Giving Rates.* Used to evaluate and convey the support of UNL alumni in terms of financial contributions.

UNL Quality Indicators

The UNL Quality Indicators internal benchmark list was developed in 2002 and has been published annually since then. [www.unl.edu/resources/5-22]. Uses for the data vary. Departments use the data that they submit on faculty productivity to spark discussions about such standards in their departments. The data on diversity are used to track our progress in student and faculty recruiting and retention of women and people of color. Our research expenditures are tracked to keep us on target to continue to improve the quality of our research and investment in faculty researchers.

Gallup® Survey on Workplace Climate

As mentioned in Chapter 4, UNL has engaged the Gallup Organization to conduct annual workplace climate assessments. Gallup's rigorous research has identified 12 questions that measure employee engagement and link powerfully to relevant business outcomes, including retention, productivity, profitability, customer engagement, and safety. These questions, called the Q12 ®, measure dimensions that leaders, managers and employees can influence. The I10 ™ instrument is a similar instrument that focuses on "inclusiveness," defined loosely as the celebration and embracing of individual differences in the workplace environment. These instruments have been administered to all faculty and staff at the university on three occasions, most recently in

www.unl.edu/resources/5-22

Gallup® Survey Questions

Q00. On a five-point scale where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with UNL as a place to work?

Standard Q 12® survey

Q01. I know what is expected of me at work.

Q02. I have the materials and equipment to do my work right.

Q03. At work, I have the opportunity to do what I do best every day.

Q04. In the last seven days, I have received recognition or praise for doing good work.

Q05. My supervisor, or someone at work, seems to care about me as a person.

Q06. There is someone at work who encourages my development.

Q07. At work, my opinions seem to count.

Q08. The mission or purpose of my organization makes me feel my job is important.

Q09. My associates or fellow employees are committed to doing quality work.

Q10. I have a best friend at work.

Q11. In the last six months, someone at work has talked to me about my progress.

Q12. This last year, I have had opportunities to learn and grow.

Standard I 10 ™ survey

I01. I always trust my organization to be fair to all employees.

IO2. At work, employees are always treated with respect.

103. My supervisor or department head or chair keeps all employees well informed.

IO4. I feel free to express my views at work.

105. My organization treasures diverse opinions and ideas.

106. At work, I am encouraged to use my unique talents.

107. I always feel valued in my organization.

108. My supervisor or department head or chair is open to new ideas or suggestions.

109. My supervisor or department head or chair always makes the best use of employees' skills.

110. My organization delights in making the best use of employees' backgrounds and talents.

Special questions about Academic Strategic Planning and climate asked during the 2006 survey:

C01. My neighborhood used our previous Campus Climate survey results in a positive way.

C02. I am aware of the University of Nebraska-Lincoln's priorities for the year.

C03. I am aware of the academic strategic planning process.

C04. I am engaged in the academic strategic planning process.

C05. Academic strategic planning seems to be helping my neighborhood identify its priorities.

C06. I see a great deal of value for the University in doing academic strategic planning.

Gallup®, Q12® and I10[™] are trademarks of The Gallup Organization, Princeton, N.J. All questions are copyrighted by Gallup® and may not be used without permission.

the spring of 2006. Between the first and second administrations, "neighborhoods" (groups of people who work together daily) constructed and implemented "impact plans" to improve their immediate workplace environments. UNL also has used the survey as an opportunity to assess awareness of the academic strategic planning process, described in Chapter 3. Plans for further administrations of the Gallup[®] Survey are being developed. (See sidebar for a list of Gallup[®] Survey "Q12[®]" and "I10TM" items and special items added at the request of UNL.)

Special Evaluative Reports

UNL has in the past several years engaged in self-assessment independent of the Higher Learning Commission Accreditation effort. Some of the reports generated from these activities were also noted in Chapter 2. These reports were commissioned by the senior vice chancellor for academic affairs to evaluate our status on certain major issues and to develop plans for improvement. Some recommendations from these reports have been addressed in the academic strategic plans of colleges and our offices of admissions, graduate studies, and undergraduate studies; some in plans conducted by the Office of Institutional Research and Planning; and some in actions and plans of our Office of Research. The reports are:

- A 2020 Vision: The Future of Research and Graduate Education at UNL. Often called the 2020 Vision, the final report of the Future Nebraska Task Force provided analysis of the present status of research and graduate education at UNL and development of a vision for the future. Each academic unit developed plans to carry out the recommendations of this report. (2000) [www.unl.edu/resources/5-23]
- *Life Sciences Task Force report.* The Life Sciences Task Force considered the current state of life sciences at UNL, along with more specific issues considered important by the three pertinent college administrations: the College of Arts and Sciences, the College of Agricultural Sciences and Natural Resources and the Agricultural Research Division. The task force was asked to provide recommendations and a process for the overall enhancement, increased visibility and integration of life sciences at UNL. Followed up by Curriculum and Research sub-committees charged with drafting specific steps to be taken. (2000) [www.unl.edu/resources/5-24]
- Intellectual Engagement and Achievement at UNL: The Report from the Blue Sky Committee. (Often called the Blue Sky Report). The Blue Sky committee was asked to make a broad assessment of faculty, staff and student experiences at UNL, and charged with considering how those experiences relate to the goals of A 2020 Vision. (2003) [www.unl.edu/resources/5-25]. The observations made in the Blue Sky Report have inspired further analyses and goal setting.
- Everyone a Learner, Everyone a Teacher Report from the Transition to University Task Force. (Often called the *Transitions* report.) The *Transitions* task force was asked to review and assess the effectiveness of first-year undergraduate orientation programs and courses and develop a framework or plan for coordinating and supporting these separate programs. (2003) [www.unl.edu/resources/5-26]

As described in Chapter 3, the academic strategic planning process recently identified the need for two additional studies, called for by the senior vice chancellor and the Institute vice chancellor: the Taskforce Report on International Initiatives and the Taskforce Report on Interdisciplinary Collaboration. [www.unl.edu/resources/5-27] [www.unl.edu/resources/5-28] Follow up strategies are now being developed to assure institutional improvements in these areas.

Academic Program Reviews

The Academic Program Review process affords the opportunity to review all academic programs for the purpose of improving quality. A standard procedure has been established to ensure institutional consistency and provide the necessary data for long-range planning. The Academic Program Review procedure is incorporated into the Cooperative State Research Education and Extension Service (CSREES) comprehensive review for programs in the Institute of Agriculture and Natural Resources. And it is coordinated with other professional program accreditation reviews. The Academic Program Review procedure also includes reporting on criteria used www.unl.edu/resources/5-23

www.unl.edu/resources/5-24

www.unl.edu/resources/5-25

www.unl.edu/resources/5-26

www.unl.edu/resources/5-27 www.unl.edu/resources/5-28 in program reviews required by the Nebraska Coordinating Commission for Postsecondary Education, described in LB663 and specified in Title 281, Nebraska Administrative Code, Chapter 4. According to the Bylaws of the University of Nebraska–Lincoln, the review must emphasize the need for and the goals of the program in terms of their relationship to the needs and goals of the State of Nebraska, the University of Nebraska and the people affected by the program; resources available; and resources not available but needed to meet these needs and goals. Success in achieving past and current program objectives is an important criterion. The review also establishes future program objectives and is a key part of the university's ongoing strategic and budget planning cycles. Academic strategic plans also are aligned with academic program review (see Chapter 3).

Fulfillment of Core Component 2c: UNL employs several robust mechanisms to evaluate its institutional effectiveness and to provide information needed to support continuous improvement. Comparisons are made on a number of measures with 10 peer institutions selected because of their strong reputations for quality and compatibility with our mission; information from these comparisons guide planning. The Academic Planning Review process ensures that each department is reviewed by a team that includes experts from other institutions. Programs being reviewed develop follow-up plans for using the feedback they have received. Internally UNL has developed and implemented a Quality Indicators program through which performance on a number of measures is charted annually; this information serves as a guide to goal setting. The Gallup® survey is another internal assessment measure; it is used to gather information to support continuous improvement of campus climate. Special reports are commissioned to provide direction to efforts towards continuous improvement. As reported in Chapters 2 and 3, these reports have had significant effect on the university and many of these annual processes are now coordinated with academic strategic planning.

Core Component 2d.

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Evidence that all levels of planning for UNL align with our mission is discussed in depth in Chapter 3, which describes our academic strategic planning process, and our discussion of Core Component 2a.

Summative Evaluation of UNL's Performance on Criterion 2

UNL faculty and staff are very actively involved in planning. The many planning efforts under way produce thoughtful deliberations concerning goals and uses of resources and have ensured careful allocation of resources to meet goals. These planning activities have involved UNL with many important partners and have helped make more certain that the university is responsive to changes in the environment in which it works. Critics often say that higher

education institutions do not change; regardless of whether that is ever a just criticism, it is certainly not the case for an institution so highly involved in planning with as many partners as is UNL. In recent years we have become much more effective in planning to bring about targeted improvements, something that is particularly important in these times of dynamic change. Evidence is available that UNL's resources are sufficient and wisely used. Comparisons with peers and the accreditation status of UNL programs both support that contention. UNL has established strong measures for charting its progress, using both benchmarking with a set of carefully selected peer institutions and internal benchmarks that have been established.

The work under way to develop an academic strategic planning process for UNL is crucial to our ability to prepare for the future. The weakness in the present



planning state of affairs is its lack of organization. Plans developed in one part of the university too often do not align with other plans being developed. Evidence important to continuous improvement efforts is often not widely distributed and thus not widely used. A key intention of the implementation of academic strategic planning is to bring the planning efforts of the university together — not to eliminate the kinds of planning that are now present but to tie them together in ways that they will reinforce each other.





Chapter Six:

Ensuring Student Learning and Teaching Effectiveness

Criterion 3: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The University of Nebraska–Lincoln places extraordinary emphasis on undergraduate learning and teaching. Our investment in undergraduate education reflects a core value: Learning that prepares students for lifetime success and leadership. UNL re-emphasized the primacy of this investment in 2003 when the university was forced to cut its budget. During deliberations about where to cut, our highest priority was preservation of the undergraduate academic core. This chapter will focus on how we assess our educational endeavor and how our resources support effective learning and teaching.

Core Component 3a.

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

In his 2004 State of the University Address, Chancellor Perlman articulated the importance of teaching based on student learning outcomes:

While research can be measured in dollars, ultimately our teaching success is measured by how well we help our students achieve their full potential. The tragedy of wasting even one mind should compel us to continue to devote our energies to achieve even higher levels of student learning and success.

Student

The green shell of his backpack makes him lean into the wave of responsibility, and he swings his stiff arms and cupped hands,

paddling ahead. He has extended his neck to its full length, and his chin, hard as a beak, breaks the cold surf. He's got his baseball cap on

backward as up he crawls, out of the froth of a hangover and onto the sand of the future, and lumbers, heavy with hope, into the library.

"Student" is from Ted Kooser's book, *Delights & Shadows*, published in 2004 by Copper Canyon Press and is reprinted with the permission of the author. Kooser is U.S. Poet Laureate emeritus and professor of English at UNL. *Delights & Shadows* received the 2005 Pulitzer Prize for Poetry. www.unl.edu/resources/SD-1

I am now convinced that for us to make substantial progress, we must insist that student learning outcomes be the measure for the success of any effort to enhance the undergraduate experience. Great teaching does not depend on how good students feel about the experience but on how much they learn.

The shift to student learning poses many questions. Can we change the structure of higher education so it measures students' progress by their learning achievements rather than by how long they sit in a classroom? Is our curriculum structured and coordinated in such a way that facilitates interdisciplinary thinking? Can we allocate the valuable time of faculty toward those students who might benefit the most from faculty attention? Can we more fully exploit technology to enhance student learning at less cost? How will we respond to the growing pressure for giving dual credit for high school courses or for accepting credits from other institutions of varying overall quality? The answers to all of these questions are much easier if we focus on learning outcomes.

This statement demonstrates the deep commitment of our university administration to establish an outcomes-based learning program for our students. Since the last accreditation visit, UNL has made significant progress in implementing an outcomes assessment plan. And we are taking even bolder and more dramatic steps as we move into the future. The material in the document "Response to the Commission's Statement on Assessment," found at [www.unl.edu/resources/ SD-1], describes the processes and programs that UNL has developed and has in place to build a culture of assessment based on learning outcomes across the university.

To demonstrate how UNL is meeting our commitment to assess student learning in all programs through learning outcomes, we have described the following:

- · General Education Plans for Outcomes Assessment,
- Outcomes Assessment in Other Undergraduate Programs, and
- Evaluation of UNL's Progress with Assessment of Student Learning.

General Education Plans for Outcomes Assessment

UNL's current effort to reform and revise our undergraduate general education program demonstrates the progress UNL is making to establish outcomes assessment as part of our institutional culture.

As reported more fully elsewhere, in presenting their plan for the review and reform effort, the General Education Planning Team recommended that the new program be based on student learning outcomes. Therefore, it has now defined as its first proposal for campus-wide approval this academic year a set of institutional objectives and corresponding student learning outcomes. These objectives and outcomes will guide the development of the program structure and content. Members of the planning team and the General Education Advisory Committee attended an American Association of College and Universities workshop in summer 2006 on developing an assessment plan for general education; during the workshop, external consultants commended UNL's bold commitment to design a general education program from outcomes back to the learning experiences

intended to demonstrate them. (Please see Core Component 4c [Chapter 7] for a description of the development of this program.) The sidebar displays the objectives tentatively adopted for the new general education program.

Outcomes Assessment of the Undergraduate Majors

UNL's institutional commitment to outcomes assessment in general education is accompanied by a high level of activity at the college and program level. Outcomes assessment has been instituted as a three-stage process of: 1) determining what the desired student learning outcomes are, 2) identifying the best measures for determining whether these outcomes have been realized, and 3) using the results of these measures to either confirm or improve instructional and curricular practice.

UNL had just begun to implement an outcomes assessment plan for all undergraduate programs when the university was preparing for the 1997 accreditation team visit. The team at that time noted the newness of the plan and areas for improvement. During a 1999 focus visit and a follow-up report in 2002, UNL demonstrated significant progress in implementing its outcomes assessment plan. The material below shows UNL's current response to questions about assessment posed by the Higher Learning Commission.

How are your stated student learning outcomes appropriate to your mission, programs and degrees?

Faculty are primarily responsible for developing statements of learning outcomes for their programs.

Learning outcomes are expected to be aligned to mission, student-focused, measurable and represent an appropriate level of learning.

Learning outcomes statements are influenced by standards and recommendations of national professional associations, outcomes from similar programs at other institutions and learning outcomes from courses in the curriculum.

Learning outcomes are shared though course syllabi, undergraduate bulletins, departmental websites, student handbooks and/or recruitment materials.

Learning outcomes are reviewed by internal and external constituents, including departmental faculty, students, alumni, internship supervisors, employers, advisory boards, accreditating agencies and academic program review teams.

What evidence do you have that students achieve your stated learning outcomes?

Colleges and their programs regularly report what was assessed, how it was assessed and what was learned from the assessment evidence gathered.

Units and programs use a variety of direct and indirect measures to assess stated learning outcomes as well as the broader educational experience.

Programs are expected to reflect on and reach conclusions about their assessment

Institutional Objectives for Undergraduate General Education at the University of Nebraska-Lincoln

(approved by the General Education Advisory Committee on Dec. 8, 2005)

The University of Nebraska-Lincoln is committed to providing an education of lasting value, an education that empowers you to become a life-long learner who will thrive in a complex and ever-changing world and assume a variety of work and life responsibilities. To that end, we are committed to help you:

- Develop intellectual and practical **skills**, including proficiency in written, oral, and visual communication, inquiry techniques, critical and creative thinking, quantitative applications, information assessment, teamwork and problemsolving;
- Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences and human diversity;
- Exercise individual and social **responsibilities** through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures and engagement with global issues; and
- Integrate these abilities and capacities, adapting them to new settings, questions and responsibilities.

You accomplish these objectives at the University of Nebraska-Lincoln through coursework and programs distributed across and through colleges and majors, conducted at progressively more challenging levels, and delivered using a variety of methods and experiences. evidence, identifying strengths as well as areas for improvement.

Reports indicate program improvements focusing on student learning and the educational experience have increased steadily and significantly since 1997.

Better structures for facilitating and supporting the documentation, quality and visibility of the assessment process are being sought and piloted.

In what ways do you analyze and use evidence of student learning?

Programs are encouraged to assess a manageable set of learning outcomes each year and to use methods that fit with disciplinary traditions and scholarship.

Results are used to facilitate discussions at program and college levels about effectiveness of the curriculum, pedagogy and co-curricular activities.

Results have highlighted a broad array of insights into student learning, including the continuous improvement of learning outcomes, coherence of the curriculum, advising, co-curricular experiences, student-faculty interaction and recruitment/ retention.

Insights from results have led to changes at the course level and program level as well as in advising practices and other means of communicating with students.

How do you ensure shared responsibility for assessment of student learning?

Assessment processes are developed and conducted from the ground up by faculty in individual colleges, departments and programs while facilitated and supported from the top down.

Institutional and college assessment committees provide leadership for establishing a vision for assessment at UNL and coordinating activities to achieve that vision.

How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

Evaluation and improvement of assessment occurs at all levels of the institution (program, unit, college, institutional) in different ways:

At program level, programs continually refine their methods for assessing student learning.

At college level, colleges are reviewing and providing feedback on programmatic assessment efforts.

At institutional level, the efficacy and sustainability of assessment is consistently reflected on through communications from colleges and programs.

In the material that follows, a series of figures represent the current status of outcomes assessment at UNL. Evidence presented in these graphs is primarily based on reports submitted by each college about its assessment activities. The figures compare assessment activities reported in 2005 with assessment activities reported for the 1997 and 1999 accreditation visits and at the time of the 2002 accreditation progress report. The following institutional reports are available at[www.unl. edu/resources/6-1]):

- 1997 reports on 1996-97 assessment activities,
- 1999 reports on 1998-99 assessment activities,
- 2001 reports on 2001-01 assessment activities, and
- 2005 reports on 2003-04 and 2004-05 assessment activities (College of Arts and Sciences information in the 2005 reports is based on 2002-03 and 2003-04).

The figures are derived from data summarizing the use of assessment results reported in the "2005 Outcomes Assessment Results and Use Chart." [www.unl.edu/resources/6-2]. Figure 6.1 shows the percent of undergraduate units/programs at UNL that have carried out an outcomes assessment activity in the last five years (2001 or 2005 or both).

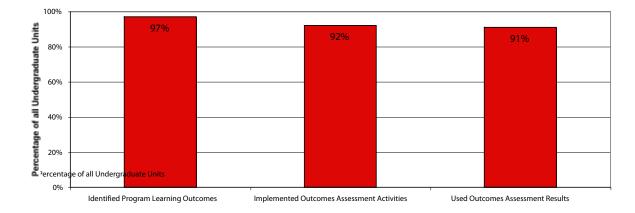


Figure 6.1 Participation of UNL Undergraduate Units/Programs in Outcomes Assessment (2001 & 2005 Reporting Years)

Within the last five years, nearly all undergraduate units at UNL have identified learning outcomes for their programs, implemented activities to assess learning outcomes and the educational experiences of students and used evidence from those assessments primarily for program improvement. The small number of programs that have not participated in one or more of these activities are primarily new programs that are just getting under way, generally programs with few students and/or interdisciplinary programs that do not have a home department governing the outcomes assessment.

www.unl.edu/resources/6-3

Almost every undergraduate program has developed a list of learning objectives and/or outcomes for their program. These lists can be viewed at [www.unl.edu/resources/6-3]. Eighty percent of those programs have revisited or refined those outcomes in the last five years (since 2001). The lists of learning outcomes are reviewed by the university assessment coordinator for three characteristics:

- Do statements focus on what a student will learn and not what the program will provide?
- Do statements represent the kinds of higher-order thinking skills (application, analysis, synthesis, evaluation) that would be expected of a college graduate?
- Do statements address values, attitudes, and habits of mind as well as knowledge, skills, and competencies?

The review suggests that nearly all outcomes statements developed for our current undergraduate programs do focus on what students will learn instead of what programs will provide. For example, learning outcomes generally are stated like this: "Students will successfully apply the knowledge and skills of the discipline to issues encountered in a research or internship experiences;" rather than like this: "Students will have an opportunity to engage in research or internship experiences related to the discipline." However, the assessment coordinator has observed that fewer outcomes statements go beyond stating what a student will learn to indicate how that learning will be demonstrated, represented or produced.

Most programs' learning outcomes statements do focus primarily on higher-order thinking skills. In many instances, program outcomes list a mix of statements about lower-order thinking skills (recognition and recall) and about higher-order thinking skills (application, analysis, synthesis and evaluation), which is appropriate given that a working knowledge of content and skills serves as a basis for more complex cognitive activities. Our assessment coordinator has observed that a few programs have not focused enough attention on higher-order thinking skills.

Although most learning outcomes statements developed for UNL undergraduate programs address knowledge, skills and competencies, statements that address values, attitudes and habit of mind are less frequent across disciplines. It is likely that most programs value and promote these attributes of learning, but fail to recognize how to include them or how a program might best assess these attributes.

The engagement of UNL undergraduate units in the conduct and use of outcomes assessment has made steady and significant progress over the last 10 years. The percent of undergraduate units/programs conducting outcomes assessments and using the results to improve programs has doubled since 1997. Progressively over time nearly all of the units conducting outcomes assessments now also use that evidence for program improvement. Figure 6.2 presents information on the increase in outcomes assessment activities between 1997 and 2005. In 1997, only 46 percent of our undergraduate units/programs conducted outcomes assessment with only 37 percent using the results. In 2005, more than 80 percent conducted outcomes assessment, with only slightly

fewer using the results. In 1997, only 46 percent of our undergraduate units/programs conducted outcomes assessment with only 37 percent using the results. In 2005, more than 80 percent conducted outcomes assessment, with only slightly fewer using the results.

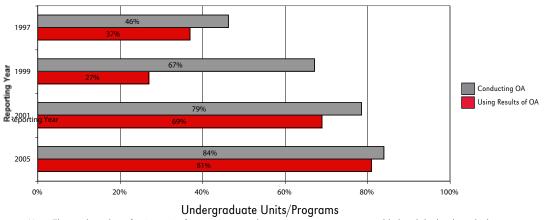


Figure 6.2 UNL's Progress in Conducting and Using Outcomes Assessment (1997-2005)

The Higher Learning Commission/North Central Association review team noted in its 1997 focused visit that implementation of outcomes assessment lagged in some colleges. Figure 6.3 shows that in 2005, every college has a significant number of its undergraduate units engaged in the conduct and use of outcomes assessment, with four colleges reporting full participation, and all reporting about 75 percent participation or better. Each college has summarized how outcomes assessment is structured in their college and discussed past achievements and future focuses. These college summaries can be found at [www.unl.edu/resources/6-4].

www.unl.edu/resources/6-4

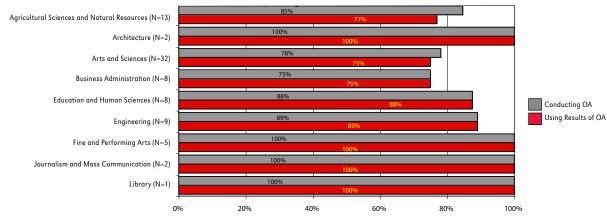


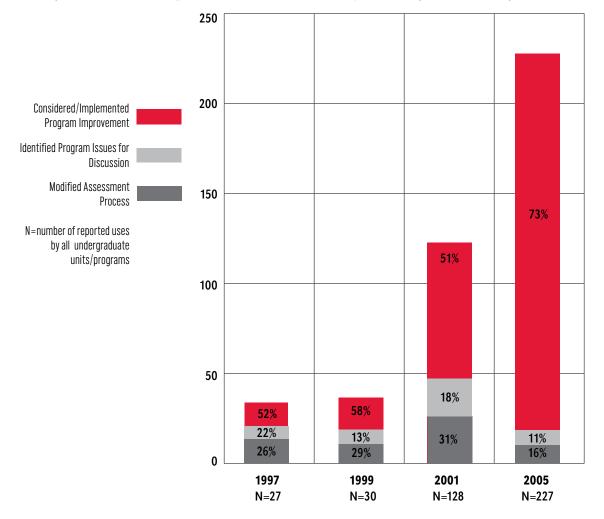
Figure 6.3 UNL's Progress in Conducting and Using Outcomes Assessment by College (2005 Reporting Year)

Percentage of all Undergraduate Units in each College Note: N refers to number of programs.

Note: The total number of units varies from year to year because new programs were added and the level at which assessment is conducted (college, department, program) shifts. The number of programs for 2005 is 79.

Recognizing that the assessment process doesn't end once evidence is collected, UNL also tracks how undergraduate units/programs are using assessment evidence to improve practice. Figure 6.4 indicates there has been a significant increase in the number of reported uses of assessment evidence by undergraduate units/programs between1997 and 2005. Most of the reported uses involve the consideration and implementation of program improvements and a sizable amount involve improvements to the assessment process itself.

Figure 6.4 Increase in the Reported Use of Outcomes Assessment by UNL Undergraduate Units/Programs since 1997



An area of continued focus is increasing the use of direct measures of student learning in addition to or instead of indirect measures. Figure 6.5 indicates that of all the undergraduate units/ programs reporting use of outcomes assessment in 2005, slightly more than half use evidence only from indirect measures. The other half use evidence from either direct measures or a combination of direct and indirect measures.

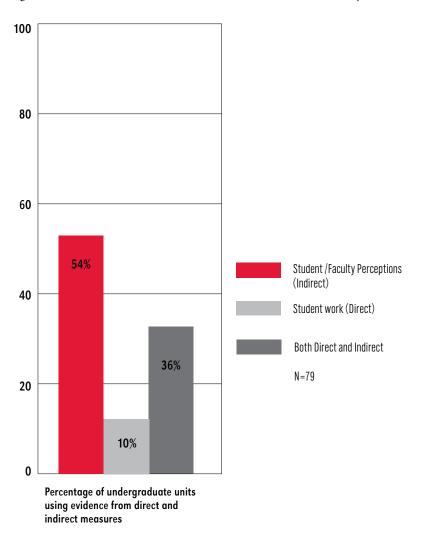


Figure 6.5 Use of Direct and Indirect Evidence in Outcomes Assessments by UNL Units (2005 Reporting Year)

Just as the percent of undergraduate units/programs using assessment evidence has about doubled since 1997 (see Figure 6.2), the percentage of undergraduate units/programs using that evidence to consider and implement program improvements has also increased considerably. Figure 6.6 illustrates this growth since 1997 by documenting the percent of undergraduate units/programs using outcomes assessment results for some sort of program improvement.

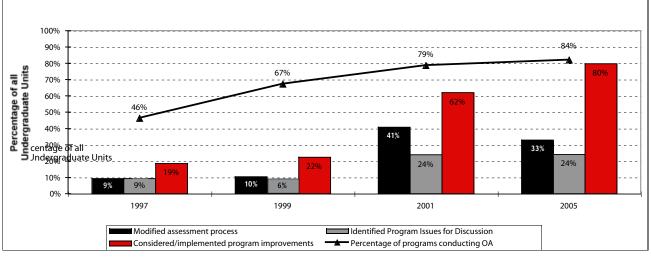


Figure 6.6 Use of Outcomes Assessment by UNL Undergraduate Units since 1997 (2005 Reporting Year)

Undergraduate Units/Programs

Note: The total number of units varies from year to year because new programs were added and the level at which assessment is conducted (college, department, program) shifts. The number of programs for 2005 is 79.

Undergraduate units report gaining a broad array of insights from the outcomes assessment evidence they collect, as shown in Figure 6.7. As intended, the primary insight gained from outcomes assessment is knowledge about student attainment of program learning outcomes.

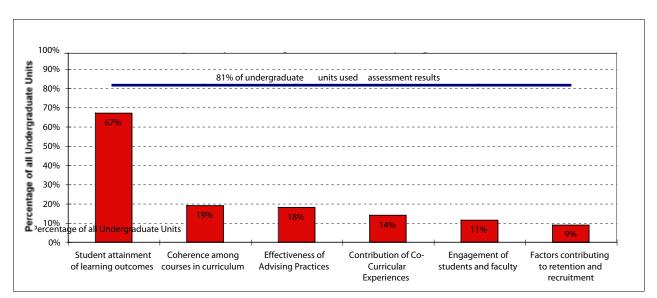
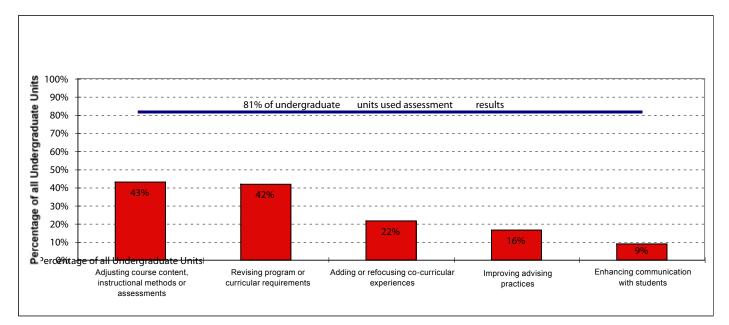


Figure 6.7 Insights Gleaned from Outcomes Assessment as Reported by UNL Undergraduate Units (2005 Reporting Year)

Finally, Figure 6.8 provides information on the kinds of course and program changes that have resulted from the outcomes assessment process; most prominent are adjustments in course content, methods and kinds of assessments, as well as revisions of program requirements.

Figure 6.8 Types of Programmatic Changes Reported by UNL Undergraduate Units/Programs Conducting Outcomes Assessments (2005 Reporting Year)



The figures discussed provide data on the percent of units /programs using assessment information on program improvements. Assessment results have also affirmed the effectiveness of programs. Examples of these reported confirmations can be found at [www.unl.edu/resources/6-5]. The sidebars on accompanying pages illustrate ways that assessment has helped us to monitor and improve programs.

Several programs at UNL have made curricular or other changes in response to direct evidence of learning outcomes. A few are mentioned below.

Advertising (College of Journalism and Mass Communications)

The Advertising sequence has required graduating seniors to complete seniorexit interview surveys for a number of years. Faculty analyze the interviews twice a year to watch for patterns of strengths and weaknesses. One of the areas that consistently emerged as a weakness with the program was preparing students with knowledge and applied use of new technologies. To provide students more opportunities to learn new software technology without adding courses to the curriculum or diverting teaching time from principles to teaching software, advertising faculty applied for a one-time technology fund grant. With it, the sequence hired a professional to offer "Technology Tuesdays," which gives students additional opportunities to expand their working knowledge of design software. The program has worked well for about five years. Since the addition of this program, students' survey responses about their preparation in knowledge and applied use of new technologies have improved.

Electrical Engineering (College of Engineering)

Prerequisite exams for learning outcomes covered in key courses in the program suggested that students were making significant progress on most learning

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Evaluation of UNL's Progress with Assessment of Student Learning

The following sections provide an evaluation of the current status of learning outcomes assessment through answering some questions that we have asked ourselves.

Who at UNL puts outcomes assessment to use?

UNL faculty members in each academic program are the typical audience for assessing and sharing learning outcomes. Outcomes are shared with the entire faculty in department meetings/ retreats, with instructors of courses and with curriculum committees. In some instances, these outcomes are incorporated into formal program-planning processes or documents such as curriculum packets given to all instructors or curriculum matrices mapping where outcomes are to be taught throughout the curriculum. Many programs also share learning outcomes with students through course syllabi, the undergraduate bulletin, departmental websites, student handbooks or recruitment materials. Programs also share their program learning outcomes with advisory boards, accreditation agencies and academic program review teams. Although we are encouraged by these uses, students and faculty could be more engaged in these processes than they are at present.

How are learning outcomes developed and verified at UNL?

A broad range of sources and approaches are used to develop and verify learning outcomes listed by the programs. The most influential sources of verification are standards or recommendations of national academic and professional organizations, such as disciplinary professional societies or accreditation groups. Programs in engineering, architecture, business administration, journalism, education, human sciences, physical sciences, social sciences, libraries, and fine and performing arts have adopted or taken into consideration these achievement or performance standards/ recommendations when developing their lists of learning outcomes. The second most influential sources are the faculty members in each academic program. Often a faculty subcommittee has developed the outcomes that are then shared with the broader faculty for approval. This faculty input is then sometimes verified or supplemented by suggestions of other constituencies including students, alumni, internship supervisors, advisory boards of alumni and employers. Other sources used occasionally to develop or verify learning outcomes include outcomes from similar programs at other institutions and learning objectives/outcomes of individual courses within the curriculum.

Do UNL programs' learning assessments focus on higher-order thinking skills?

As indicated in an earlier section, most of UNL programs' learning outcomes statements do focus primarily on higher-order thinking skills with some appropriate mix of attention to lower-order skills. Programs need to continue to review the outcomes they seek for the type and quality of performance they require.

How might UNL improve our programs' outcomes assessment plans?

The quality of UNL programs' outcome statements could be improved by encouraging programs to word outcome statements so that it is clear how outcomes are to be assessed, to ensure they represent the level of learning expected of a college graduate and that they address attitudinal outcomes as well as cognitive outcomes. There is a need, also, to continue to broaden with whom

and how outcomes are shared. Faculty, students and other external constituencies need to be more formally engaged in the discussion and assessment of these outcomes. To encourage programs to think through this aspect of their assessment more carefully, the University-Wide Assessment Committee should develop recommendations and suggestions for sharing outcomes and for what purposes, and identify some best practices as examples for others. But we need other methods to help engage faculty as well (see PEARL project described below and at [www.unl.edu/resources/ SD-1]). We need also to increase units' use of student demonstrations of learning (direct measures) by setting a clear expectation that indirect measures should supplement direct measures and by helping units to identify effective and meaningful approaches for assessing student learning directly. Finally, most of the work on outcomes assessment that has been done at UNL has focused on undergraduate programs, although progress also has been made in assessing learning in graduate programs (see [www.unl.edu/resources/SD-1] for examples). One reason for UNL's greater attention to the undergraduate level (in addition to the fact that there are many more students affected at that level) is that graduate programs have traditionally included extensive assessments of student performance, such as comprehensive and oral examinations, that provide better information on student learning than often has been available at the undergraduate level.

www.unl.edu/resources/SD-1

What is UNL doing to improve faculty engagement in outcomes assessment?

In addition to engaging in a campus-wide effort to develop a general education program based on learning outcomes, we have made three substantial changes in the way we do things at UNL that are making a difference in the way faculty and programs are approaching outcomes assessment; these include:

- Regular participation in the National Survey of Student Engagement and other student learning assessments;
- Participation in Graduate Studies assessments; and
- Conducting a faculty development pilot, the PEARL Program, to assist faculty and programs in developing assessment plans.

These efforts are described in greater detail in the sections below.

Participation in NSSE and Other Student Learning Assessments

The National Survey of Student Engagement is a national survey administered annually at four-year colleges and institutions to assess the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In the spring of 2002 and 2004, a sampling of UNL first-year and senior students participated in the NSSE. The 2002 NSSE results made a significant contribution to the discussion and writing of the *Intellectual Engagement and Achievement at UNL* (Blue Sky report) and *Everyone a Teacher, Everyone a Learner* (Transition to University Taskforce report). We are currently preparing for the 2007 administration and will continue to participate in the NSSE every three years.

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outcomes. But a further analysis of the exam scores and qualitative interviews with students indicated students were struggling in applying abstract mathematical concepts to engineering problems. To address this learning issue, the program added a laboratory to an existing course that enables students to visualize abstract concepts and to see them applied to real problems.

Food Science and Technology (College of Agricultural Sciences and Natural Resources)

During their final year in the program, students participate in a product development scenario. Students frequently expressed surprise at the costs involved in marketing a food product, the requirements for financial returns, the influence profits have on corporate decision-making regarding new food product introductions and the role branding has on development decisions. Faculty found their students have extraordinary technical knowledge in the engineering, microbiology, chemistry and processing of foods; information about how business interests interface with the science was sometimes lacking. The program's capstone course now integrates several lectures that include business topics (costs associated with marketing and product placement, the role marketing, business, and legal professionals have in new product development), as well as a field trip to Omaha to visit a major multi-national food company. During

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the half-day field trip, the lecture topics are reinforced by industry professionals. Although the department has not formally assessed the impact of these changes in approach, its students are at least now exposed to this information. During its next curriculum evaluation, department faculty will consider whether a food-marketing course would be helpful.

Dietetics (College of Education and Human Sciences)

Several in-class activities that address research skills and problem-solving were created by a faculty member while participating in the Peer Review of Teaching Project. These class activities were created because internship directors rated graduates' preparation on problemsolving and critical thinking skills the lowest and seniors rated their preparation in research methodologies and interpretation of research and statistics as only adequate. The new class activities will be incorporated into existing 400-level courses and the program will continue to focus and monitor student performance on these outcomes in the future.

Agricultural Economics (College of Agricultural Sciences and Natural Resources)

Agricultural Economics' 2003 senior survey responses indicated faculty needed to be better informed about revisions and changes to the curriculum and advising. Students commented on career-track advising, their lack of confidence in

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The number of students surveyed in 2004 tripled, allowing us to summarize results at the college level as well as at an institutional level. The 2004 survey was sent to more than 3,000 first-year and senior students at UNL; the response rate, 41 percent, is slightly higher than the national average. In 2004, UNL received responses from 739 first-year students and 504 seniors. This summary of survey results focuses primarily on five clusters of survey items identified by NSSE administrators as benchmarks of effective educational practice. These five benchmarks are:

- Active and Collaborative Learning,
- Enriching Educational Experiences,
- Student-Faculty Interactions,
- Level of Academic Challenge, and
- Supportive Campus Environment.

Table 6.1 compares UNL scores on these benchmarks with how the NSSE instrument predicted our institution would score based on the background characteristics of our students (for example, proportion of different races/ethnicities, proportion reporting on-campus residence) and selected institutional information (for example, Carnegie classification, undergraduate enrollment, etc.).

Table 6.1 Comparison of UNL Actual and Predicted NSSE Benchmark Scores (2004)

	First-Year		Senior	
	ACTUAL SCORE	PREDICTED SCORE	ACTUAL SCORE	PREDICTED SCORE
Active and Collaborative Learning	37.9	=	47.7	~
Enriching Educational Experiences	25.4	=	40.8	>
Student-Faculty Interactions	27.4	<	42.0	>
Level of Academic Challenge	51.1	=	54.2	=
Supportive Campus Environment	56.9	<	52.6	<

> actual score is higher than predicted score (difference .5 or >)

= actual score is equal to predicted score (difference < .5)

< actual score is less than perdicted score (difference of .5 or >)

This comparison suggests that first-year students are experiencing active and collaborative learning, participating in enriching educational experiences and receiving the level of academic challenge expected for an institution like UNL. First-year scores for interaction with faculty and encountering a supportive campus environment were less than might be predicted.

Comparison of actual and predicted benchmark scores for seniors suggest their experience with active and collaborative learning, interaction with faculty and participation in enriching educational experience is greater than what is predicted for an institution like UNL. The score for level of academic challenge is as predicted and the score for supportive campus environment is somewhat lower than predicted.

This comparison of benchmark scores for first-year students and seniors was considered and addressed by several recommendations made in the Transition to University Taskforce's report *Everyone a Teacher, Everyone a Learner.* As a result, UNL has implemented several measures, including the Mid-semester Check and Initiative for Teaching and Learning Excellence (ITLE), which have a special focus placed on advising for student success and retention. We will continue to monitor our progress on these benchmarks to determine the extent to which our interventions have been successful.

Each of the academic colleges and the Division of General Studies receives a breakdown of its NSSE results. This includes replicating for each unit the same notebook the institution received from NSSE. The notebook includes a summary of the college's student responses to the survey questions displayed by year in school and compared with the institutional response. It also includes other useful information such as respondent characteristics, guidelines for interpreting NSSE results, a codebook for the survey items and a Power Point template given to UNL by the NSSE administrators for the colleges to use when sharing their results with groups on and off the campus. The university-wide assessment coordinator presented NSSE benchmark results for the institution and colleges to the chancellor's senior management team; other actions were taken as follows:

- The vice chancellor for student affairs asked that information related to his unit be shared with his directors and the chancellor suggested that individual colleges receive their benchmark score results. (December 2004)
- NSSE results were shared with Council of Student Affairs Directors. Directors of several units requested additional analysis specific to their program (e.g. Greek affairs, financial aid). (January 2005)
- NSSE results were analyzed for each program in the Office of Undergraduate Studies. The university-wide assessment coordinator met with individuals in charge of each program to discuss the results and possible follow-up. (January 2005)
- NSSE results were presented to the Admissions, Advising and Retention Committee. Discussion prompted an analysis of differences in the survey responses of first-year students who returned for their sophomore year and those that did not. (February 2005)

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writing skills and frustration with the department's 12-hour internationalfocus requirement. The faculty began a series of monthly noon-hour teaching roundtable discussions as part of the department's five-year review and its efforts toward student learning outcomes assessment, focusing each discussion on a particular undergraduate teaching and/or student advising issue. The department's Undergraduate Program Committee led the discussion.

The department now has regular advising communication mechanisms and meetings, and it has revised its core curriculum – reducing some requirements and bolstering others, including doubling the written communications course requirements.

- Selected NSSE results were discussed in greater depth with a student leadership group in student affairs to gain their thoughts on those results. (March 2005)
- NSSE benchmark results were shared with Enrollment Management Council. (April 2005)
- NSSE benchmark scores for each college and institutional benchmark scores were shared in individual meetings between the university-wide assessment coordinator and associate deans in each college. Colleges shared and discussed the scores with faculty



and students and shared them at college retreats and in alumni newsletters. (March/April 2005)

• Based on NSSE results, Year 2 of the Initiative for Teaching and Learning Excellence (ITLE) had a special focus placed on advising for student success and retention. (September 2005)

In the future, we will continue to participate in the NSSE and track benchmark scores as one method for determining the effectiveness of our efforts to improve the undergraduate experience. We also plan at the institutional and college level to use item level results to supplement other sources of information we are gathering and plan to gather about student learning and their educational experience at UNL. Our expectation is that academic programs and units will use the NSSE data to inform their learning outcomes assessment planning.

In addition to participation in NSSE, several UNL units participate in accreditation and professional program assessments now that are highly focused on student learning outcomes. A list of these special assessments appears in our discussion of Core Criterion 2b (Chapter 5).

In spring 2006, the College of Law participated for the first time in the Law School Survey of Student Engagement. On most indicators, the college fared better than expected for colleges of its type.

Finally, in spring 2005, UNL was chosen to participate in the Collegiate Learning Assessment Longitudinal Project. The Collegiate Learning Assessment is a tool to assess the quality of undergraduate education through direct measurement of student learning outcomes. The study is sponsored by the Council for Aid to Education and partially funded by the Lumina Foundation. UNL was one of 50 institutions of higher education selected from 144 applicant institutions across the United States to participate in the study. The CLA examines the degree to which institutions contribute to developing their students' abilities in critical thinking, analytical reasoning and written communication skills. The objectives of the CLA project are to create a value-added, performancebased assessment model and to develop direct measures of quality that can be used to evaluate academic programs and measure academic program effectiveness to improve student proficiency.

The original protocol required 300 UNL first-year students to complete a three-hour, web-based assessment during fall 2005. These same students would be asked to retake the same CLA twice more, once during their sophomore or junior year and again during their senior year. To establish

a benchmark for expectations of senior-level students at UNL, 100 graduating seniors took a 90-minute CLA during spring 2006. Both seniors and first-year students could elect to receive their individual scores and UNL would receive the aggregate score for each group.

Although CLA personnel were very good to work with, we ran into several difficulties with the administration of the exam, such as the recruitment of first-year students, timing of the fall semester with CLA testing period, the need to meet research compliance, parental permission for students age 19 and under, as well as incentives for students to complete the three-hour test.

In consultation with CLA, UNL switched from the longitudinal project to the one-year cross sectional testing project. We did receive the results of our first-year students who completed the three-hour exam and found that the students who completed the CLA exam were prepared for college level work. We are still waiting to receive the aggregate scores of the seniors who took the exam spring semester 2006.

We will continue to assess the learning of our undergraduate students and will consider adoption of the CLA exam if it meets our needs.

Participation in Graduate Studies Assessments

Graduate students are now surveyed to learn about their career goals and the academic and professional development activities that they believe will best help them prepare for the future. Results are used to plan workshops and other experiences for graduate students.

Graduate students are also surveyed to assess the prevalence and quality of mentoring relationships between them and the faculty. Of those most recently surveyed, 75 percent indicated that they had a mentoring relationship. Students reporting such a relationship were found to be performing better than those without such a relationship on a number of dimensions. Implications of this study relate to activities the Graduate Studies office and departments can undertake to enhance graduate student mentoring.

The Office of Graduate Studies also uses an online exit survey (see [www.unl.edu/resources/6-6]) to obtain graduating students' perceptions on a wide range of questions relative to their experience as graduate students at UNL. The survey has experienced a 60 percent response rate. The information gathered is provided to programs for their use in making program assessments.

Faculty Development Pilot on Outcomes Assessment

The PEARL project, a collaborative effort of faculty members across two colleges (College of Education and Human Sciences and College of Agricultural Sciences and Natural Resources), is testing a software package to assist departments in developing learning objectives and outcomes collaboratively. PEARL is an acronym for Program Excellence through Assessment, Research and Learning. Faculty participants compare program assessment efforts to an established set of assessment criteria and obtain peer feedback. We have high hopes for institutionalizing this project, providing for our faculty an on-line, sustainable program for developing, validating and assessing student outcomes. A more complete description of the PEARL project is included in the "Response to the Commission Statement on Assessment" in the Virtual Resource room at [www. unl.edu/resources/SD-1].

www.unl.edu/resources/6-6

Fulfillment of Core Component 3a: An institutional culture that embraces outcomes assessment is an essential element in the teaching-learning process; this climate is clearly developing at UNL. Considerable progress has been made over the past decade with the result that today almost all programs have established student-learning outcomes, assessed the accomplishment of these outcomes and used the assessment data to enhance elements of instruction and curriculum. All colleges are highly involved in outcomes-assessment activities. And we have made a significant commitment to revise our general education program, basing it on student-learning outcomes. Work left to be done includes a need to focus more on direct measures of student learning and to develop ways of sharing the activities and products relative to outcomes assessment with students and other constituents. Becoming an outcomes-assessment-oriented institution is a learning process. We believe we have made highly significant progress in this direction but anticipate that we will become more skilled in stating, measuring and using student-learning outcomes in the years ahead.

Core Component 3b. The organization values and supports effective teaching.

The chancellor and others at UNL have publicly stated our commitment to create a studentcentered research-intensive environment. Our core values state that we value "Learning that prepares students for lifetime success and leadership." (April 2006). In his 2004 State of the University Address, Chancellor Perlman reiterated our commitment to this value as it is integral with our tripartite mission:

> We believe in the integration of teaching, research, and service. These missions are neither independent nor in conflict, even though they sometimes compete for our attention, our resources, and our time. Our primary reason for existence is to assist young people to achieve adult success through our teaching programs. Research informs our teaching and makes our classrooms more current, more sophisticated, and more unique. For the increasing number of students who participate in our research activity, it is often a life-changing experience that can be duplicated at no other type of institution. It also prepares students to assume leadership roles for the uncertain but always changing world they will enter.[www.unl.edu/resources/6-7]

www.unl.edu/resources/6-7

Chancellor James Moeser, who preceded Chancellor Perlman, also emphasized this commitment in speaking to the NU Board of Regents in 1999:

This vision affirms UNL's identification as a research university, a place where, if we are to be one of the nation's premier land grants, our scholarship, science, and other

creative activity must be at the cutting edge, must be world-class. But this works only if the research and creative activity engages our students as well — after all, our strategic framework emphasizes that. ... faculty and students will continue to create new knowledge. [www.unl.edu/resources/6-8]

The 2003 Blue Sky report (*Intellectual Engagement and Achievement at UNL: The Blue Sky Committee Report*) talks also of the "seamless environment" on our campus that supports the integration of teaching, research and outreach:

It is common to refer to the 'tripartite mission' of the land-grant university: teaching, research, and outreach. This is misleading, however, in that it implies that these three areas are separable. They are not! Whenever university professors bring their expertise to students on campus (teaching) or to the broader community off-campus (outreach), they must communicate more than facts. They must convey methods that are used to generate reliable facts and evaluate competing concepts and ideas. Only if these methods are passed on can the recipients become autonomous individuals, generating their own data and ideas and evaluating issues and problems on their own. UNL needs to more fully integrate research and public service with the undergraduate experience. Students often report that their most significant learning experiences come when they get to apply the methods and ideas they have learned in the classroom. Expanding the opportunities for undergraduates to participate in high quality research and community programs will enrich education, research and outreach. [www.unl.edu/resources/6-9]

Similarly, the 2003 report *Everyone a Learner, Everyone a Teacher, Report from the Transition to University Task Force* focuses on the question "How do we better prepare our students to be intentional learners?" (i.e., learners who "adapt to new environments, are informed, integrate knowledge across a wide spectrum, and are responsible for their own actions"). This report provides a series of recommendations for steps to be taken to realize our 2020 vision with undergraduate students, focusing on their learning experience through teaching, advising and other activities. [www.unl.edu/resources/6-10]

UNL has backed up its stated commitment to student learning in our educational programs and implemented the suggestions and recommendations of the seminal reports described above by supporting a number of teaching and learning programs with increased funding. For instance, of the 23 UNL programs identified for substantial funding under the Programs of Excellence rubric, 21 emphasize teaching. [www.unl.edu/resources/6-11]

In addition, in 2003, UNL created the position of Dean of Undergraduate Studies and the Office of Undergraduate Studies. The UNL Office of Undergraduate Studies was established to support and enhance the undergraduate experience. It is of primary importance to the UNL community that students be successful in their programs of studies, graduate with degrees from UNL and become successful and proud alumni. The office coordinates, administers and advocates for campus-wide policies, programs and initiatives affecting undergraduate education, particularly those activities outside the academic degree programs and individual majors that support the teaching mission of the university.

www.unl.edu/resources/6-8

www.unl.edu/resources/6-9

www.unl.edu/resources/6-10

And finally, in 2004, a half-time position was created in Academic Affairs to support teaching. Also, more than 100 faculty were invited to a day-long retreat to discuss additional supports that might be given teaching and learning on campus. In 2005, the senior vice chancellor for academic affairs converted this position to a full-time associate vice chancellor for curriculum and teaching. This position was filled in May of 2005. Among the duties of this position are to coordinate support for teaching and learning on campus, monitor and encourage curriculum development, serve as a liaison to the Teaching Council and the Academy of Distinguished Teachers, coordinate the Initiative on Teaching and Learning Excellence program and provide leadership for the development of campus workshops on teaching and learning.

The following sections provide information about a number of activities that support teaching excellence across the University of Nebraska–Lincoln's campuses in fulfillment of our core value to ensure "learning that prepares students for lifetime success and leadership"; these sections describe:

- Evidence that UNL Retains Qualified Faculty Who Determine Curriculum,
- · Programs that Recognize and Honor Good Teaching,
- Programs that Enhance Teaching Effectiveness,
- Teaching and Learning Workshops, and
- Support for Teaching in Distance Education.

Evidence that UNL Hires and Retains Qualified Faculty Who Determine Curriculum

UNL's practices in regards to hiring and retention of faculty were discussed in Chapter 2. The university also has extensive mechanisms for review of faculty performance.

University policy requires units to develop methods for student review of faculty teaching:

Each college or school shall provide a mechanism by which students have an opportunity to report their perceptions of courses and the methods by which they are being taught, provided, however, that such mechanism shall protect members of the faculty from capricious and uninformed judgments. (Board of Regents Bylaws 5.3)

Additionally, the board mandates that:

Each major administrative unit. ... (s)hall establish procedures for gathering relevant information from all sources, including student evaluations and peer judgments, as part of an annual review of faculty performance. ... (Board of Regents Bylaws 4.5)

In January 2006, the university's Guidelines for Annual Evaluations, Promotion, and Tenure were updated. The introduction to the guidelines states:

The ability of a university to function, progress, and develop excellence depends both on the individual performance of each faculty member and on the collective performance of the faculty as a whole. Thus, the success and reputation of a university are highly dependent upon the talents that exist among its faculty and how effectively those talents are marshaled to accomplish the mission of the academy. To achieve and maintain high quality, a faculty evaluation system is essential. Properly administered, an evaluation system will encourage professional growth of individual faculty members, assure retention of only those faculty members who demonstrate a high level of scholarship and academic performance, and permit appropriate recognition of achievement.

The work of faculty members as independent professionals is not easily categorized or measured. Because it is inherently judgmental, the evaluation of faculty must be constrained by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness, and equity. The purpose of this document is to outline these broad principles and to establish the rigorous and common procedures necessary to maintain these qualities in the faculty evaluation process. The Institute of Agriculture and Natural Resources (IANR), colleges, departments, and other administrative sub-units shall supplement these guidelines with more detailed descriptions and interpretations of the criteria and standards that, when approved, will apply to faculty members in the particular unit. [www.unl.edu/resources/6-12]

Faculty evaluations occur at three levels — annual performance evaluations, evaluations leading to promotion in rank and evaluations leading to continuous appointment (tenure).

The annual evaluation provides a regular opportunity to assess a faculty member's performance and to develop goals for the upcoming year; it forms the basis for annual merit salary raises and other rewards. The overall goal is to provide written records of expectations and performance that encourage professional growth and alignment with the institution's mission. Promotion-inrank evaluations provide the opportunity to assess a faculty member's growth and performance since initial appointment or since the last promotion. Evaluation of probationary faculty prior to the award of tenure is a particularly rigorous evaluation involving an assessment of accumulated accomplishments and a determination of whether the performance is likely to meet expectations for the indefinite future.

Each faculty member is responsible for his or her conduct, quality and presentation of work. Evaluations begin at the level of review by departmental and collegiate peers. Subsequent levels of review uphold the fairness and integrity in the review process as applied by departments and colleges. Faculty evaluations are to be conducted within the context of each faculty member's role in the institution with a clear understanding of what is expected of him or her. Achievements are judged against these expectations.

Information about annual review, tenure and promotion and other policies can be found at [www. unl.edu/resources/6-13].

University policy specifically states that it is our qualified faculty in each college who determine the curricular content:

... [T] he immediate government of each college shall be by its own faculty. Without

www.unl.edu/resources/6-12

www.unl.edu/resources/6-14

limiting the generality of the foregoing statement, such power shall include adoption of attendance rules, determination of requirements for graduation, recommendations of candidates therefore, developing research and extension programs, discipline of students for conduct solely affecting the college, and proving to the Board recommended admission requirements, courses of study and other relevant materials for meeting statutory requirements. ... Those persons with rank of assistant professor and above, or equivalent ranks, shall constitute the voting members of a college faculty. ... (Board of Regents Bylaws 2.9) [www.unl.edu/resources/6-14]

Proposals for new courses or programs of study originate with faculty and are reviewed by faculty committees at the departmental and collegiate levels. Course proposals are then routed either to the University Curriculum Committee, if at the undergraduate level, or the Graduate Council, if at the graduate level. Program proposals are reviewed at the campus level by the Academic Planning Committee, and if appropriate, by the Graduate Council. Each of these groups is composed primarily of faculty who are either elected or appointed by their colleges, disciplinary area or by the Academic Senate. The Academic Planning Committee also has representation from deans and the two academic vice chancellors.

<u>www.unl.edu/resources/6-15</u> For more information, see generally the Academic Planning Committee website [www.unl. edu/resources/6-15].

Programs that Recognize and Honor Good Teaching

UNL is proud to sponsor and/or participate in several award programs that recognize and honor good teaching. They are described in the sections below.

Academy of Distinguished Teachers



The Academy of Distinguished Teachers was established in 1995 with a charter class of 10 outstanding faculty members. Each year, as many as two new members are selected through a review by a special committee of the Teaching Council, which makes its recommendations to the senior vice chancellor for academic affairs. Election to the academy recognizes and supports professors who are experts in their content areas and have consistently demonstrated excellence in teaching students, in developing curricula and in designing new models of instructional delivery. Academy members share their skills with other faculty on campus, model effective teaching and serve as advocates for teaching excellence. The academy also serves in an advisory capacity to the senior vice chancellor on matters involving the enhancement of teaching.

College Distinguished Teaching Awards

In 1976, the Nebraska Legislature authorized the presentation of \$1,000 stipends to selected faculty members to recognize outstanding teaching. Up to 15 awards are presented each year based on recommendations from the colleges.

Distinguished Educational Service Award

One of the highest honors that UNL bestows upon a faculty member, the Distinguished Educational Service Award recognizes faculty for educational service in areas other than residential instruction. To be eligible, a faculty member must devote at least 25 percent of his or her time to what is considered an extension of educational service.

Harold and Esther Edgerton Junior Faculty Award

Established in 2001, the Harold and Esther Edgerton Junior Faculty Award honors an outstanding junior (pre-tenured) faculty member in the third year of his or her appointment who has demonstrated creative research, extraordinary teaching abilities and academic promise. The award's goal is to provide strong incentive to pre-tenure faculty to expand expertise and enhance learning at UNL. This recognition provides resources for professional development funds and a cash award for two years. It is named in honor of a distinguished alumnus, inventor of the strobe light and instrumental in refining sonar, and his wife.

George Howard/Louise Pound Distinguished Career Award

The Howard-Pound Distinguished Career Award was approved by the Academic Senate in 1989 to recognize an individual whose career at UNL has made an exceptional contribution to the university community. This contribution may have been made through teaching, research or administrative service or a combination of those activities. The award's namesakes are George Howard, an early NU alumnus and professor considered to be one of the university's founding intellectuals, and Louise Pound, an alumna and prominent faculty member.

Annis Chaikin Sorensen Award for Distinguished Teaching in the Humanities

This campus-wide award is conferred upon a scholar in one of the following areas: art, classics, communication studies, English, history, modern languages and literatures, journalism, libraries, music, philosophy, theatre arts, ROTC, museum, athletic department and all departments in the College of Architecture. It was first awarded in 1981 and commemorates the matriarch of a Nebraska family notable for service in politics, education and business at the state, national and international levels. Annis Sorensen led the movement to put women's suffrage on the Nebraska ballot. The award recognizes creative activities related to teaching in the humanities, focusing on courses, curriculum development and or program development. The recipient receives a \$1,500 stipend.

Student Foundation/Builders Award for Outstanding Academic Advising

Established in 1987, the award acknowledges faculty members who have demonstrated outstanding academic advising ability, and who, by their service to UNL, have made a considerable contribution to the educational enrichment of UNL students. All faculty are eligible for the award

and nominations may be made by any UNL student, faculty or staff member or administrator. This award includes a \$1,500 stipend.

Donald R. and Mary Lee Swanson Award for Teaching Excellence

Funded by a gift from Donald R. Swanson, the Donald R. and Mary Lee Swanson Award for Teaching Excellence honors exemplary teaching in the College of Education and Human Sciences and carries a \$10,000 cash gift for the recipient. The award was first given in 1999. The central focus of the award is the positive impact of teaching on students. Recipients demonstrate a record of teaching in a manner that engages students in higher order thinking, teaching that enables students to become active and continuous learners, a history of holding high standards for student performance and a record of engagement in activities and research to improve one's own teaching. Donald Swanson retired in 1987 from Lincoln Telephone and Telegraph Co. after a 40-year career. His late wife, Mary Lee, was a 1940 graduate of Teachers College. Mr. Swanson believes that teachers are the key to turning lives in positive directions.

Outstanding Teaching and Instructional Creativity Award

Two Outstanding Teaching and Instructional Creativity Awards are conferred by the University of Nebraska system and are presented annually in honor and recognition of meritorious and sustained records of excellence in teaching and creativity related to teaching. The recipients may come from any of the four NU campuses. They each receive \$3,500, an award medallion and plaque. Candidates are nominated from each campus; the NU Provost appoints a university-wide selection committee to review nominations and make recommendations. The provost makes the appointment.

University-wide Departmental Teaching Award

One University-wide Departmental Teaching Award is presented each year in honor and recognition of a department/unit within the University of Nebraska that has made a unique and significant contribution to the teaching efforts of the university and which has outstanding esprit de corps in its dedication to the education of students at the undergraduate, graduate or professional levels. The honored department receives \$25,000 to be used in whatever manner the department sees fit.

Parents Association Awards for Outstanding Teaching

Each year, the UNL Parents Association recognizes UNL faculty and staff for outstanding teaching or service to students. Recipients are nominated by parents who typically suggest individuals based on positive comments from students.

Programs that Enhance Teaching Effectiveness

In addition to recognizing teaching excellence through award programs, UNL has in place a number of offices, committees, and annual programs that are offered to assist instructors in improving their teaching practices. Examples of these annual programs and their faculty contacts are listed in Table 6.2. The Instructional Technology group is described on an upcoming page.

Table 6.2 Offices, Committees and Annual Programs that Support Teaching

RESOURCE	FOCUS	CONTACT
Academic Affairs	Support for faculty instructional development.	David Wilson Dwilson2@unl.edu
College of Agricultural Sciences and Natural Resources Teaching and Learning Improvement Council	Encourage continuous improvement in teaching and learning in CASNR.	John Markwell Jmarkwell2@unl.edu
Century Club	Support for those teaching large section courses.	Michael James Mjames2@unl.edu
Century Club Community of Practice	Support for those teaching large-section courses.	Michael James Mjames2@unl.edu
Digital Curriculum Development Program	Assist faculty with utilizing the Libraries' digital resources to develop online curriculum that enhances both resident and distance UNL courses.	Robert Bolin Rbolin2@unl.edu
Distributed Environment for Active Learning Laboratory	Partner with faculty and staff at UNL to develop new and exciting active learning environments.	Mark Hendricks Mhendricks1@unl.edu
Diversity Community of Practice	Support for faculty interested in exploring issues of diversity in teaching and learning.	Gwen Combs Gcombs2@unl.edu Joy Ritchie Jritchie1@unl.edu Helen Moore Hmoore1@unl.edu
Extended Education and Outreach	Assist faculty in planning, designing and delivering distance courses.	Marie Barber Mbarber2@unl.edu
Focus on Faculty	Focuses on teaching for success in lower-division courses.	David Wilson Dwilson2@unl.edu
Graduate Teaching Assistants Community of Practice	Offers graduate students an opportunity to explore undergraduate teaching at UNL	Laurie Bellows Lbellows1@unl.edu
Institute for International Teaching Assistants	Prepare international graduate students to teach U.S. undergraduates.	Laurie Bellows Lbellows1@unl.edu
Instructional Support Services for Graduate Teaching Assistants	Help graduate teaching assistants develop as teachers and scholars.	Laurie Bellows Lbellows1@unl.edu
Instructional Technology Advisory Committee	Study, advise and promote issues related to teaching and learning with technology.	Ron Roeber Rroeber1@unl.edu
Instructional Technology Group	Develop, promote and support the use of technology for teaching and learning.	Bruce Sandhorst Bsandhorst1@unl.edu
Online Pedagogy Community of Practice	Support for faculty who are teaching online.	Marie Barber Mbarber2@unl.edu
Peer Review of Teaching Project	Support faculty in the development of a community of scholars investigating the intellectual work involved in teaching.	Paul Savory Psavory2@unl.edu Amy Burnett Aburnett1@unl.edu Amy Goodburn Agoodburn1@unl.edu
Preparing Future Faculty Program	Provide doctoral students with opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies, and different expectations for faculty.	Laurie Bellows Lbellows1@unl.edu
Services for Students with Disabilities	Serve as a resource for faculty and staff who work with students with disabilities.	Veva Cheney Vcheney2@unl.edu
Teaching Council	Encourage and support efforts to improve instruction and learning at all levels at UNL.	David Wilson dwilson2@unl.edu
Teaching Resources Tab	An online portal dedicated to supporting teaching at UNL.	Ron Roeber Rroeber1@unl.edu
Undergraduate Teaching Assistant Corps	Provide faculty with peer mentors for their students teaching large first-year courses.	Rita Kean Rkean1@unl.edu
Visual Literacy Community of Practice	Support for faculty teaching in the Visual Literacy Program (a Program of Excellence).	Michael James Mjames2@unl.edu

What UNL Faculty Participants say about the Peer Review of Teaching Project

Carolyn Pope Edwards, Professor, Psychology

"I am much more systematic in thinking about outcomes and trying to tie the course experiences to them. I think students find my courses better organized and more unified in main messages."

Tim Wentz,

Interim Department Chair and Associate Professor, Construction Management

"Using the discipline and structure of Peer Review, I was able to identify problems within one of my courses and develop working strategies for correcting them by working with my peer group. I would strongly encourage any faculty member to explore the impact peer review can have in your classroom."

D'Andra Orey,

Assistant Professor, Political Science

"This project has forced me to develop clear-cut goals and objectives that have now been defined in such a way that I can measure them. Along with teaching me how to self-evaluate my teaching, the project has also helped to improve my teaching."

Kevin Lee,

Research Assistant Professor, Physics and Astronomy

"My Peer Review experience encouraged me to finally get rid of having lectures in my classroom. I don't think I will ever lecture in a course again. I spend my preparation time making worksheets

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Two specially funded projects that support teaching excellence are the Peer Review of Teaching Project and the Initiative for Teaching and Learning Excellence, described in the sections below.

Peer Review of Teaching Project

The UNL Peer Review of Teaching project is an intensive year-long program in which faculty examine and reflect on how their teaching supports student learning. Through conversations, writing and analysis, participants document, test and assess their teaching, using a model similar to that used when conducting scholarly research. The model validates teaching as an intellectually rigorous activity.

Funded by the Office of the Senior Vice Chancellor for Academic Affairs, the Peer Review of Teaching Project is a faculty-driven initiative that provides faculty with a structured and practical model that combines inquiry into the intellectual work of a course, careful investigation of student understanding and performance and faculty reflection on their teaching effectiveness. The key objective is to mentor faculty in being able to document, assess and discuss the intellectual work in their courses and the resulting impact on student learning.

The project began in 1994 with UNL's participation in the Peer Review of Teaching Project initiated by the American Association for Higher Education. The following year, a FIPSE grant augmented by university funding enabled the creation of a campus program that supports faculty as they engage in peer consultation on teaching and develop course portfolios describing and documenting their teaching. In 1999, with financial support from the Pew Charitable Trusts and the Hewlett Foundation, our campus program was expanded to collaborate with four partner campuses (Indiana-Bloomington, Texas A&M, University of Michigan and Kansas State University). In spring 2004, the project hosted a national conference "Making Learning Visible: Peer Review and the Scholarship of Teaching" (March 26-28, 2004) in Lincoln. This working conference brought together more than 200 faculty members, university administrators, and faculty developers to explore the current status of peer review and to discuss how this form of peer collaboration contributes to larger conversations regarding the scholarship of teaching and learning. While each partner has developed different models for administering and financing individual campus efforts, all have held true to the goal of helping faculty document the intellectual effort that they put into their teaching.

The UNL project is a grass-roots effort in which campus faculty leaders recruit other faculty for participation in developing a campus community for discussing, assessing and developing approaches for understanding, measuring and documenting classroom effectiveness. Rather than advocating any particular teaching approach or technique, the project focuses on helping faculty document student learning occurring in their courses and then think about whether student performance is reflective of the curricular and department goals. Specific outcomes for faculty participating in the project include:

- Reflecting upon, developing and writing a course portfolio about one of their courses;
- Identifying common teaching and curricular issues across academic disciplines;
- Becoming skilled as a reviewer of a course portfolio (and other teaching materials);

- Discussing the challenges in teaching and addressing the needs of diverse student learners;
- Developing a common vocabulary for talking about and assessing the intellectual work of teaching; and
- Being nurtured to become a leader in creating and advocating department, college and university teaching policies.

The project promotes educational reform at three different levels: by assisting faculty in evaluating and improving their students' learning, by building a campus community that supports and refines this inquiry into student learning and by challenging a research university's attitude and policies about teaching. As a result, the project has helped to broaden the scope for improving student learning outcomes from individual classes to improving outcomes across programs, curricular areas, college departments and different colleges.

In February 2005, UNL's Peer Review of Teaching project received a TIAA-CREF Theodore M. Hesburgh Award Certificate of Excellence. Named in honor of Theodore M. Hesburgh, C.S.C., president emeritus of the University of Notre Dame, the award is given annually to the program judged to have best met the three award criteria: significance of the program to higher education; appropriate program rationale; and successful results and impact on undergraduate teaching and student learning.

Since fall 2000, faculty members from 40 different programs and eight different colleges have participated in the project. The project currently is coordinated by three faculty members: Professors Paul Savory (Industrial and Management Systems Engineering), Amy Goodburn (English) and Amy Burnett (History). The project has proven results. A written survey of former peer review project faculty participants revealed that 100 percent strongly agree or agree that writing a portfolio helped them improve the course that was the subject of their analysis; 95 percent strongly agree or agree that development of a course portfolio helped them identify, articulate and revise course goals, especially with regard to student learning objectives; and 98 percent strongly agree or agree that writing their portfolios helped foster self-reflection and awareness about their own teaching practices. A sidebar on these pages presents a few faculty testimonials on the value of this teaching support service.

Go to [www.unl.edu/resources/6-16] for a further description of this project.

www.unl.edu/resources/6-16

Initiative for Teaching and Learning Excellence

Launched in 2004, the Initiative for Teaching and Learning Excellence supports projects that sustain and improve undergraduate education. The first year of the project was funded by an allocation of more than \$485,000 from the University of Nebraska Foundation, requested by Chancellor Perlman. The chancellor announced the initiative in his 2004 State of the University address, saying that competitive grants would be awarded to support projects related to selective implementation of the recommendations of the *Transitions to the University Task Force report* or

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and peer instruction materials rather than lectures. I made the leap to a 100% studentcentered pedagogy because of my peer review experiences. It made me completely aware of how little my students were learning."

Patrice McMahon, Assistant Professor, Political Science

"The project required me to be very conscious about how I was designing a syllabus, how I was evaluating students, and how I was approaching my teaching. It serves as a foundation on which my colleagues and I often start discussions about teaching and learning."

Marilynn Schnepf, Chair and Professor, Nutrition and Health Sciences

"I am now more concerned with the question 'How do I know if students are learning what I want them to learn?' I use more minute papers in class to gauge student learning through their comments. I have tried to tie objectives more closely to activities. I am not sure if student learning has been impacted yet. I feel that the course is more coherent and learning activities are more closely tied together."

Christine Marvin,

Associate Professor, Special Education and Communication Disorders

"Through my participation, I was amazed and embarrassed to discover that I had course objectives I never taught, I had course objectives I taught but never assessed, I had course objectives I assessed and never taught, and I had material I taught and assessed but never listed as a course objective. By reorganizing the goals of my course, developing rubrics for evaluating student work, and assessing my classroom activities, I now have a focused approach for linking my teaching to my students' learning."

College of Agricultural Sciences and Natural Resources Winter Teaching and Learning Workshop

For many years the College of Agricultural Sciences and Natural Resources has supported a winter workshop on teaching and learning. In recent years, the faculty planning committee has broadened the invitation to the workshop to the rest of the UNL campus and post-secondary institutions across the state. The committee includes College of Agricultural Sciences and Natural Resources faculty and a representative from UNL's Academy of Distinguished Teachers, the lead faculty development administrator for the Southeast Community College System and a Cooperative Extension educator. At the 2005 winter workshop, more than 70 faculty from post-secondary institutions explored the topic, "Teaching the New Generation of Learners." The 2006 session attracted 105 faculty from post-secondary institutions to a session titled "Does Technology Improve Learning?" A keynote on the future of technology set the stage for concurrent workshops on podcasting, personal response system/clickers, discussion boards, online portfolios, working with images and documents for Blackboard, online communication with Breeze and a 3D virtual reality system demonstration.

for other activities relating to undergraduate education. In late fall 2004, proposal guidelines were developed and eventually 100 proposals were submitted; 23 were funded. The projects fell into the broad categories of "advising for life," "teaching fellows grants," "program innovation grants," "classroom development grants," "technology grants," and "one campus, many views – projects to enhance diversity or globalization." Among funded projects were those aimed at improving undergraduate leadership training, enhancing training for teaching assistants, expanding women's studies offerings, establishing an international-focus learning community, remodeling of outdated classrooms, transcribing Omaha language recordings into a digital dictionary and creating an interactive CD for incoming education and human science students. A full description of 2005-06 ITLE grants can be found in the Virtual Resource Room at [www.unl.edu/resources/6-17].

In February 2006, a second round of grants was funded. This time, 15 proposals shared \$285,000 in funding, again from the NU Foundation. Proposals aimed at improving advising were especially encouraged for Year 2 grants. Funded grants fell into four categories: "advising for success," "program innovation," "one campus, many views" and "teaching fellows." A full description of Year 2 grants can also be found at [www.unl.edu/resources/6-18].

Grants for Year 3 of the initiative will be distributed to outcomes-based undergraduate program assessment projects that use direct measures of student learning to guide decisions about improving curriculum and pedagogy. The goal of Year 3 is to enable undergraduate programs to develop and implement a complete and continuous cycle of improvement. Applications are due Oct. 27; \$100,000 will be distributed.

www.unl.edu/resources/6-17 www.unl.edu/resources/6-18

Teaching and Learning Workshops

UNL offers many workshops and opportunities in support of teaching and learning. The following is a short list of events sponsored by the Office of the Senior Vice Chancellor for Academic Affairs in the fall semester of 2005. The list is typical of the kinds of activities this office hosts:

• Crafting Assignments for Better Research and Writing

Steve Dunbar, Harriet McLeod, Tracy Bicknell-Holmes, and Deborah Minter

Friday, October 21, 2005

8:30 to 10 a.m., Nebraska Union

• Blackboard Brown Bag: Meet the Newest Blackboard Team Member Heath Tuttle, Information Services, and Paul Erickson, Information Services Thursday, October 27, 2005

Noon to 1 p.m., Room 22, 501 Building.

Meet Heath Tuttle, the newest member of our Blackboard team. Paul Erickson will be there to talk about the latest plans for Blackboard at UNL.

• **Preparing Intentional Learners Using Technology** Rita Kean and Melissa Anderson

Tuesday, November 1, 2005

1-4:30 p.m. Nebraska Union

• Grappling with Plagiarism

Signe Boudreau and Matt Hecker Friday, November 4, 2005 1:30-3 p.m., Nebraska Union

- The Humanities Without Apology Pauline Yu, President, American Council of Learned Societies Wednesday, November 16, 2005
 - 3:30 p.m., Nebraska Union

The sidebars on these pages describe similar activities of the College of Agricultural Sciences and Natural Resources and the Office of Graduate Studies.

Support for Teaching in Distance Education

In 1999, the Office of Extended Education and Outreach announced a grant program to provide greater incentive for new distance education degree and certificate program start-ups and expansion of existing distance education programs. The project was funded by \$200,000 in discretionary funds provided by the chancellor. The following grants were made available:

- One \$50,000 grant for the development of a new graduate degree program.
- Up to four \$25,000 grants for expansion of existing graduate degree programs that have excess capacity or the development of a new undergraduate or graduate certificate program.
- Remaining funds for the development of new distance education courses. Preference given to courses that support a degree or certificate program. Maximum of \$10,000 per course development grant proposal.

The Department of Instructional Design and Development staff, experienced in distance education instructional technologies and teaching, provides support to faculty developing distance delivered courses, learning modules and instructional materials by:

- Consulting on course design and structure, as well as providing individual hands-on development and production support;
- Identifying teaching strategies that are effective in a technology environment and providing information about online and/or distance teaching and design best practices;
- Supporting faculty during the delivery of the online course or module, helping implement strategies that increase student interaction and discussion while keeping workloads manageable;
- Supporting the development of online or other distance media instructional materials, such as presentations of content, assignment instructions, work study group spaces, activities and quizzes, surveys and so on; and
- Helping to structure and produce interactive, multimedia learning objects, graphics, simulations, and video and audio elements.

The Office of Graduate Studies provides a variety of programs to prepare graduate students to take on teaching roles, both now and in their future careers.

- The Annual Fall Workshop for Graduate Teaching Assistants (in its 17th year in 2006)
- Preparing Future Faculty Program
- Spring Graduate Student Professional Development Workshops
- Institute for International Teaching Assistants

Fulfillment of Core Component 3b: The value that UNL places on effective teaching is reflected in both informal statements of chancellors and faculty committees and in the support structure for teaching that is in place. Several programs provide recognition for high-quality teaching and bring attention to the importance of teaching on campus. A wide range of support services, including the national-award-winning Peer Review of Teaching Project, is provided for faculty who wish to continue to improve their teaching. Internal grants are available to faculty for a variety of projects relative to the enhancement of teaching and learning.

Core Component 3c. The organization creates effective learning environments.

UNL sponsors a number of enhancement programs designed to create effective learning environments for students through complementing and intensifying classroom learning experiences. Theses are described in the sections below. We conclude our discussion of this criterion with a description of national recognition that UNL has received from the AAC&U for the quality of our learning environments.

Undergraduate Creative Activities and Research Experiences program (UCARE)

The Undergraduate Creative Activities and Research Experiences program, administered by the Office of Undergraduate Studies and funded by the Pepsi Endowment and Program of Excellence Funds, is a signature program at UNL. It creates intellectual partnerships between UNL faculty

and undergraduates by funding opportunities for undergraduates to work with faculty members and directly participate in the campus' research or creative activities. Undergraduates may apply for UCARE awards to incorporate a research or creative experience into their undergraduate education.

All full-time UNL undergraduates who have completed at least 30 semester hours are eligible. Students are generally expected to have a GPA of 3.0 or higher. Applicants must work with a faculty sponsor; the sponsor may be either from the student's own college or another college, if appropriate. All full-time UNL faculty, regardless of rank or nature of appointment, may serve as sponsors. During the first year, the student works as a research assistant for a faculty member on the faculty member's ongoing research or creative activity project(s). During Year 1, the student engages in "learning by doing" — learning why and how the faculty member does research and creative activities by assisting the faculty member in completing research tasks. The student may learn such skills as how to do library literature reviews, code or retrieve data, work in a research laboratory, undertake research techniques specific to a project or discipline, assist with an experiment and work in a studio.

In the second year, the student advances to a more independent project proposed by the student and sponsored by the faculty mentor with whom the student worked during the first year. The project may be an extension of or related to the student's UCARE experience during the first year or may simply build upon skills gained in the first year. The faculty member sponsors and serves as a mentor for the project.

The maximum UCARE award is \$2,000 for Year 1 and \$2,400 for Year 2, or a total of \$4,400 over the two-year period. In some cases it is possible and appropriate for the student to receive course credit (e.g., under internship or independent study listings) for the work being done. All such



Davy Crockett worked with Lawrence Harshman, associate professor in the School of Biological Sciences, on reproductive processes in fruit flies in Crockett's UCARE project.

arrangements are worked out between the student and his or her faculty sponsor, subject to the department's and college's rules and expectations.

UCARE participants complete a mid-year evaluation form and upon completion of the project, both the faculty sponsor and the student submit a brief evaluation of the project. It is also expected that at the end of the Year 2 experience, the student will share the results of his/her study or activity with the university community in an appropriate forum such as a poster session.

<u>www.unl.edu/resources/6-19</u> For more information, see [www.unl.edu/resources/6-19].

UNL Honors Program

The UNL Honors Program admits approximately 500 new students each year and provides them with a rich academic experience, close professional relationships between students and faculty, opportunities for mentored research and participation in a culture of academic excellence. Applicants to the UNL Honors program generally are ranked in the top 10 percent of their high school class, have a minimum ACT composite of 29 or above or combined SAT of 1300, provide a written essay in which they demonstrate their commitment to academic and intellectual pursuits and provide evidence of engagement in school and community activities. All students admitted as first-semester freshmen and as transfers to the Nebraska Honors Program receive a scholarship that covers up to \$500 per year of the cost of required textbooks for up to four years, provided they fulfill annual requirements.

UNL Honors Program students are required to enroll as full-time students (at least 12 credit hours each semester, fall and spring), maintain a cumulative GPA of 3.5 (out of 4.0), and complete 24 credit hours in honors courses (including 189H and 395H honors seminar courses and the honors research or creative senior project) with a minimum grade of B.

First-year honors students are required to complete six hours of honors credit hours with a minimum grade of B in Honors 189H (three credit hours) and at least one other three-credit Honors designated class (for example, English 150H or Math 108H). Honors students are expected to complete 15 hours of honors courses with a minimum grade of B by the end of their fourth semester at UNL and file the formal Statement of Academic Interest with the Honors Program. During their third and fourth years of study, honors students are required to complete at least nine honors credit hours with a minimum grade of B, including the UHON 395H course and the thesis hours. Students must enroll in three credit hours of designated honors courses each year, regardless of the number of credit hours accumulated and file a Memorandum of Study (for research purposes) with the Honors Program prior to completing their sixth semester. To graduate with Honors Program distinction, students are required to complete up to six hours of an honors research or creative project (e.g., thesis).

The University Honors program is responsible for creating and offering the 189H and 395H seminars that are supplemented by honors courses offered by academic departments (i.e., Math 108H honors calculus or History 202H honors American history). Incoming honors students are required to take a section of the 189H seminars and eventually they will register for one or more

of the 395H upper-division seminars. These courses embody the pedagogical philosophy and expectations of the honors curriculum at UNL that are also implemented in the many honors courses offered by the academic departments. The pedagogy of these seminars is emphatically interactive with the expectation that the informed dialogue between students and faculty, as well as among the students, creates a vibrant intellectual environment. The seminars encourage students to become engaged learners and active participants in the discovery of knowledge.

The 189H seminars, each with no more than 20 students, provide entering honors students the opportunity to study in an environment populated by high-ability students. The use of the seminars to acculturate students to a learning environment that many have not experienced in high school is not only valuable but essential. Even more important, the 189H seminars serve as an introduction to more advanced and sophisticated enquiry than the student might encounter in "mainstream" freshman classes. The 189H courses invariably engage students in the examination of controversial issues and the consideration of conflicting interpretations. In the process, faculty introduce the student to the discipline's methodology and engage the student in its process of discovery.

The 395H upper-division seminars develop the students' research skills by drawing the students into a systematic and rigorous exploration of the subject matter at a level appropriate for juniors and seniors. Course requirements explicitly state that students will do a considerable amount of reading, participate actively in class discussions (courses are limited to no more than 15 students), and prepare and present to the audience a substantial research paper. Faculty require students to identify a research topic early in the semester, formulate a research strategy, submit a prospectus for the project, present a bibliography and a review of literature on the topic, prepare a rough draft and a polished final document. The size of the class allows for ongoing closely monitored dialogue among the participants and continuous faculty response to the students' in-class contributions and written work.

Examples of 189H and 395H course offerings can be found at [www.unl.edu/resources/6-20].

The program encourages students to participate in enriching academic opportunities, whether study abroad, internships or domestic exchange programs. In addition, the Honors Program is intimately involved in identifying strong candidates to compete for prestigious national and international scholarships and assist them in preparing their applications. Providing information workshops for our students and semester-long seminars to develop and refine their applications is an integral part of the annual honors curriculum. These resources have contributed to student success in university, college and departmental scholarship competitions as well as in admission to leading graduate and professional schools. These resources and the Honors Program experience have provided students with the ideal background to compete successfully for the most prestigious academic scholarships and awards, such as the Rhodes and Marshall Scholarships for graduate study in Great Britain, the Fulbright Fellowship for international studies, the Truman Scholarship for careers in public service, the Goldwater Scholarship for math, science, and engineering students and the Jack Kent Cooke Scholarship for graduate study. Our Nebraska Honors students are consistently competitive for these scholarship opportunities and have had an exceptional

www.unl.edu/resources/6-21

www.unl.edu/resources/6-22

record of success over the years. The UNL Honors Program is affiliated with the Office of Undergraduate Studies. [www.unl.edu/resources/6-21]

Agricultural Research Division Undergraduate Honors Student Research Program

UNL's Agricultural Research Division supports approximately 12 students annually in its ARD Undergraduate Honors Student Research Program. Approximately \$30,000 is committed annually to the program, which provides successful applicants with up to \$2,500 over 12 months. The program is open to junior and senior University Honors Program students proposing to conduct their thesis research in agriculture, biology, human resources and natural resources with faculty who have an Agricultural Research Division appointment. This competitive grant program also acquaints students with the scientific method, provides strong research and learning experiences, stimulates interest in teaching and research careers and informs students about opportunities in graduate study. Preference is given to students enrolled in AGRI 299H (Honors Thesis Seminar) or HRFS 498H (Research Methodologies). Honors Program students not enrolled in either course may work independently with an ARD faculty member to develop a proposal. The student completes her or his thesis project by working directly with the faculty thesis adviser or with staff who are part of the faculty member's research program.

At the project's end, the student submits a final report that includes a brief description of the project, budget/expenditure summary and a summary of the findings, including an executive summary that outlines potential impacts of the research. Students are expected to present their findings at either the UNL Undergraduate Research Conference, the Nebraska Academy of Sciences Annual Meeting or a professional meeting. Students are also encouraged to make presentations to the appropriate student club or organization and departmental seminars. For more information, see [www.unl. edu/resources/6-22].

J.D. Edwards Program in Computer Science and Management

The J.D. Edwards Honors Program offers interdisciplinary computer science and business management education. The program provides an education balanced in technology and management while developing professional skills in leadership, communications and collaboration. Hands-on practical experience develops leaders and entrepreneurs for the increasingly information technology-driven business world. Program capacity is 116; in the fall 2006, there are 109 students enrolled.

The program is residential and is highly competitive. Students major in either computer science with a minor in business or one of seven business areas with a minor in computer science. Alternatively, they may elect to major in computer engineering, industrial engineering, electrical engineering or math, while also earning minors in computer science and business. The four-year core curriculum consists of honors computer science, business and management topics. The core curriculum focuses on system development, including generalized business systems and management of technology firms. All J.D. Edwards Honors Program students participate in a

multidisciplinary, team-based project approach that integrates computer science, business and professional skill topics in daily two-hour block classes.

This unique learning opportunity is enhanced by the Kauffman Center's living and learning community, which enables students to engage in collaborative project work via its student residences, faculty offices, project work areas, meeting rooms and both wireless and wired internet services.

The program faculty is composed of university faculty members from the colleges of Arts and Sciences and Business Administration, industry professionals and visiting faculty from other universities. The program faculty work to integrate computer science and business content effectively throughout the core curriculum.[www.unl.edu/resources/6-23]

The Peter Kiewit Institute

The Peter Kiewit Institute for Information Science, Technology and Engineering was formed to meet the needs of students and local industry. The institute brings together the UNL College of Engineering, the University of Nebraska at Omaha College of Information Science and Technology, and local industry. Its goal is to merge the cultures of higher education and business to create an ideal learning environment for Nebraska's engineering and information science professionals.

The Peter Kiewit Institute opened in 1999 with each college occupying a wing. The institute is located at 67th and Pacific streets in Omaha. It was the first facility built at UNO's 70-acre high-tech south campus.

The bachelor of science engineering programs housed at the institute include architectural engineering, civil engineering (also on the Lincoln campus), computer and electronics engineering and construction engineering. Graduate degree programs leading to the Ph.D. are available to students on the Omaha campus. Approximately 730 undergraduates and 130 graduate students are enrolled in institute programs.

The newly created Charles W. Durham School of Architectural Engineering and Construction will serve as a national center of excellence. In addition, the institute is home to a National Security Agency Center of Information Assurance and the International Academy of Advanced Decision Support, and is touted for its broadcast-quality SCOLA transmission over high-speed Internet-2 to some of the most prestigious centers of post-secondary education in the nation.

In 1996, when the Kiewit Institute was conceived, more than 250,000 vacant technology jobs were available in the United States alone. That number is growing by an estimated 90,000 jobs per year. The institute is designed to help meet the needs of the nation's technology and engineering firms by providing a top-flight education to students interested in pursuing careers in information science, technology and engineering. [www.unl.edu/resources/6-24]

www.unl.edu/resources/6-23

Cedar Point Biological Station

Cedar Point Biological Station offers eight courses each summer at a mini-campus in the bluffs near Lake McConaughy, Nebraska's largest lake. Thirty to 50 students spend the summer at Cedar Point and earn up to 20 hours of college credit in one of the richest ecological settings in the region. At Cedar Point, students and faculty mix informally in a highly instructional setting, which provides an outstanding intellectual experience. Cedar Point was founded in 1975 and has established a strong educational program and an outstanding record of research productivity. The station has grown from an initial 16 buildings and 38 acres to 29 buildings and 980 acres of cedar forested canyons, rugged bluffs overlooking the North Platte River valley, and rolling uplands of shortgrass and mixed-grass prairie. Facilities at the field station include well-equipped classroom and laboratory space. Available equipment includes microscopes, centrifuges, balances, freezers, refrigerators, an ultracold freezer, incubators, drying ovens, a fume hood, autoclave, mesocosms and several boats. Some housing is available for researchers, and there is also a dining hall, library and computers with internet connections. Although course offerings vary, typical classes include field parasitology, ornithology, limnology, ecology and evolution, field animal behavior, studies of reptiles and fish, grasslands and botany. [www.unl.edu/resources/6-25]

www.unl.edu/resources/6-25

Capstone Courses in Journalism and Mass Communications

Capstone courses in each sequence of the College of Journalism and Mass Communications reflect the college's student learning focus. These courses provide experiences that broaden understanding of cultural values among various audiences and help students professionalize their skills.

The depth reporting class helps students in the news-editorial sequence hone their reporting, editing and design skills. Topics have included a 125th anniversary look at the Battle of Little Big

Horn, a study of obesity and the links between the food industry and human health, Cuba, Franco-American relations, post-tsunami Sri Lanka, post-Katrina New Orleans, the Platte River and water issues in Nebraska, and American bison. Some classes go overseas to complete their reporting (Cuba, France, Sri Lanka). Magazines are designed and published and film documentaries also are made (the Cuba documentary was a finalist in the Student Academy Awards competition). The capstone class in advertising campaigns has groups of students assigned to help real clients develop ad campaigns, brand launch or other projects. Clients have included the National Arbor Day Foundation, Downtown Lincoln Association, the Nebraska state quarter launch, the Nebraska Commission on the Lewis and Clark Bicentennial and others. Students in broadcasting produce a weekly newscast that airs on Lincoln's cable television network. Planning for these experiences begins up to a year

before the students enroll. Because the course enrollments are limited, students develop a deep camaraderie and sense of teamwork during the course.





NU Paths

NU Paths is a highly selective scholarship cooperative program between UNL and the University of Nebraska Medical Center. The program seeks to attract academically talented students to the university who demonstrate, through life experiences and personal motivation, a desire to become health care professionals who will serve persons in need of health care who are economically or socially disadvantaged. NU Paths students receive guaranteed acceptance to their selected UNMC health professional program as long as the NU Paths program standards are met. Students follow a specific curriculum that will prepare them for the professional program at UNMC. At UNL, the program is affiliated with the Office of Undergraduate Studies. [www.unl.edu/resources/6-26]

UNL Learning Communities

UNL Learning Communities are small groups of first-year students who share similar intellectual interests, are co-enrolled in two or three classes, live together in a residence hall and are guided by a mentor from the sponsoring academic unit. In existence since 1999, learning communities have been well received by incoming students and academic units. The UNL Learning Communities program is administered by the Office of Undergraduate Studies in partnership with the Division of Housing.

Our assessment of learning communities through focus groups, analyses of retention data and the NSSE data indicates that learning communities are accomplishing their purpose of helping students make the transition to college. We are now working to ensure that learning communities offer students a community that builds upon and enhances their intellectual and academic experiences. Learning communities provide first-year students the opportunity to first observe and then become legitimate participants in the learning environment. Through carefully designed initial interactions, coupled with adequate support, the student grows in stature and capacity from passive recipient to an actively engaged learner. Lessons of community, cooperation and responsibility form the foundation for learning through interaction.

In academic year 2005-06, learning communities were organized for biology, business administration, criminal justice, engineering, general studies, Joint ROTC, mass media perspective, music, natural resources and nursing. For more information, see [www.unl.edu/ resources/6-27].

Scholars Communities

"Second generation" learning communities, called Scholars Communities, have been developed to create and maintain the overall goals of academic engagement and adjustment to campus while broadening the populations served. A Scholars Community differs from a residential learning community in that it is generally interdisciplinary, by invitation, and offered by one or more colleges.

The sections below describe the current, active UNL Scholars Communities.

CEHS Advantage

The CEHS Advantage scholars community is provided for students of the College of Education

www.unl.edu/resources/6-26

and Human Sciences. Programs of study associated with this community range from teacher preparation to textiles to nutrition and athletic training to developing strong families. Students in this invited community study with others who share the college's vision of academic excellence, commitment and professional success. The overarching goal of the community is to develop engaged, successful graduates by building professional and ethical competence into career development. College of Education and Human Sciences programs provide the knowledge and job-specific competency needed. Each student engages in focused coursework that enhances his or her skills and talents while developing professional skills universally sought by employers — problem solving, teamwork, leadership, creativity and communication. Classes support both academic requirements and professional development.

E.N. Thompson International Scholars

Working closely with the E.N. Thompson Forum on World Issues, this community is designed to provide talented students from all disciplines with an opportunity to explore world issues, engage in community service and begin grappling with the complexity of being a global citizen. Thompson Scholars are challenged through honors-level coursework, thoughtful dialogue and experience with students around the world via real-time global classrooms.

Justin Smith Morrill Scholars

Justin Smith Morrill Scholars are high-ability students with an interest in advancing the public good through social and civic responsibility. These scholars have double major/dual degree programs with the College of Agricultural Sciences and Natural Resources and the College of Arts and Sciences. Students in this community value the process of discovering, applying and evaluating knowledge. They are committed to becoming responsible, independent citizens who are intellectually curious, articulate, confident and resourceful. Selection for this community is a competitive process.

Melvin W. Jones Scholars

This community is a legacy to the late Melvin Jones, a vice chancellor whose life exemplified leadership, civic engagement and integrity. Jones Scholars focus on the development of leadership, academic excellence, and serving others. Open to all students, this community is aligned with the university's goals of recruiting and retaining a diverse student body.

www.unl.edu/resources/6-28

For more information on UNL Scholars Communities see [www.unl.edu/resources/6-28].

Service Learning

UNL is the host for the Midwest Consortium for Service-Learning in Higher Education. The Nebraska Consortium for Service-Learning in Higher Education received its first grant from Learn and Serve America in 1997. Beginning with five member institutions, the consortium now consists of 20 institutions. With the addition of the University of South Dakota in 2002, the consortium dropped Nebraska from its name and became the Midwest Consortium for Service-Learning in Higher Education. More than 200 faculty members have rewritten their curricula to include service-learning experiences, member institutions have improved infrastructure, crosscampus dialogue about service-learning has increased and member institutions have developed programs that have received national attention.

Practicum, Internships, and Field Experiences

More than half of UNL seniors (55 percent) indicated on NSSE questionnaires that they have participated in a "practicum, internship, field experience, co-op experience or clinical assignment." Some specific groups have differing rates. For example, 100 percent of students in the College of Education and Human Sciences complete one or more practicum experiences. In 2004-05, 332 students in the College of Arts and Sciences (of a total of 4,151) were involved in such experiences for credit. In 2004-05, 38 percent of students in the College of Agricultural Sciences and Natural Sciences had such experiences. Through the Kauffman Entrepreneur Internship Program in the College of Business Administration, more than 120 entrepreneur interns were placed in small, high growth potential businesses and new social organizations during the past four years.

Table 6.3 shows internship data from academic year 2003-04, the latest data available. That year, 764 internships or co-ops completed by 457 individuals in 358 organizations were reported to Career Services. This data may not be fully accurate, as some internships and co-ops are not reported and they only include students registered for courses titled "internship" (e.g., students doing student teaching are not included in this table).

NU Start

NU Start is a unique residential program open only to incoming university freshmen. NU Start gives incoming freshmen a chance to begin their university studies, make friends and meet faculty when the atmosphere of the campus is more relaxed, occurring during the three weeks before the fall term begins. The program includes activities and experiences that encourage students to interact with each other while learning to manage the new-found freedom and independence of college life, such as:

- Earning four credit hours that fulfill university general education requirements;
- Participating in small, informal classes with hands-on computer applications;
- Becoming a university student prepared to succeed when the fall semester begins;
- Discovering what university professors expect of students;
- Exploring the campus, computer laboratories, library resources, the writing assistance center, advising offices, the campus recreation center, museums, theaters and galleries;
- Living in a university residence hall with other NU Start students;
- Learning to manage free time and study hours; and
- Building leadership and team-working skills.

NU Start is affiliated with the Office of Undergraduate Studies.

Table 6.3 UNL Internships/Co-ops by College (AY 2003-04)

110	Agricultural Sciences and Natural	
	Resources	
12	Architecture	
116	Arts and Sciences	
191	Business Administration	
50	Education and Human Sciences	
197	Engineering	
13	Fine and Performing Arts	
3	General Studies	
5	Graduate Studies	
17	Journalism and Mass Communications	
50	Public Affairs and Community Service	
	(program administered by UNO)	

Office of Academic Support and Intercultural Services (OASIS)

OASIS supports all UNL students, although it places an emphasis on supporting students of color. OASIS provides students of color and minority student organizations an opportunity to be in a familiar environment and provides student staff and program coordinators with a thorough knowledge of the special needs of students of color on a predominantly white campus. OASIS was created on Aug. 1, 2003, through the amalgamation of three different programs: the Minority Assistance Program, the Office of Student Involvement for Minority Programs and the UNL Culture Center. OASIS is affiliated with the Office of Undergraduate Studies.

The OASIS vision is to facilitate a supportive environment for students with an emphasis on students of color; to promote cultural and educational programs that celebrate, embrace and enhance students' learning experiences; and to establish links between students, faculty and staff in organizing, developing and participating in programs and services that promote the recruitment and retention of students of color. The OASIS mission is to provide services and programs that foster the intellectual, cultural, social and moral development of students, and to create opportunities for students to increase their involvement in academic endeavors that support their successful matriculation to graduation in preparation for enlightened, responsible membership in society.

OASIS programs include the services described below:

- *The Academic Support Series*—a series of study skills and motivational workshops designed to support various areas of student development.
- *Students Taking Academic Control (STAC)*—set up to help monitor the academic progress of each student served by OASIS. First-time academic probation students are contacted to discuss available services. STAC students are urged to commit to two hours of study time for every hour in class. It is recommended that STAC students spend at least six hours per week in the NU Connections Success Lab where tutoring is available. OASIS Program Coordinators are available to them for consultation on academic, social or personal issues.
- *NU Connections*—a mentoring and social support program that provides first-year undergraduate students of color, and Nebraska Achievement, Davis, Heritage, Larson Gupta and Summer Institute for Promising Scholars Scholarship students with a support system consisting of a connection with a family of mentors, student peers and a connection to NU resources.

OASIS also sponsors a number of intercultural and co-curricular programs to celebrate and recognize cultural diversity and experiences. [www.unl.edu/resources/6-29]

Summer Institute for Promising Scholars

The Summer Institute for Promising Scholars is a six-week, summer bridging residential program for high school seniors who will be attending the university in the upcoming fall semester. The program is designed to facilitate a smooth and successful transition to university life for students who bring diversity to the freshman class. It is sponsored by the Office of Undergraduate Studies.

Courses taken during this program are official, count toward the students' fall-term GPA and are recorded on the college transcript. As a part of each course, strategies are covered to solidify each student's ability to be successful in university level-classes. Courses include English composition and mathematics.

Social and cultural experiences are incorporated into the summer schedule, such as weekly forums to acquaint students with the university environment.

Summer Institute for Promising Scholars participants are required to participate in community service activity in Lincoln. This experience offers the scholars meaningful relationships with community members and creates a sense of pride and responsibility.

Each scholar is employed by a university office or department that has committed to provide a meaningful work experience. Students work 8-10 hours each week for \$5.65 an hour. Participants receive a scholarship award that covers summer tuition, fees, room and board, plus books. Upon successful completion of the SIPS program, students who enroll full-time the following academic year at UNL are awarded a \$1,000 scholarship, \$500 each semester.

Selection criteria include being a member of an underrepresented racial or ethnic group, life experiences growing up in an economically disadvantaged condition, first student from family to attend college, life experiences in a culturally diverse neighborhood or community, demonstrated strong academic potential, and leadership and community service experiences in the school or community.

Other Departmental and College Special Learning Programs

In addition to the teaching and learning programs described above, several colleges and departments have developed special programs and activities to make the university a "smaller place" for students. Activities and amenities include:

- Social events for students (e.g., picnics, ice cream socials, pancake feeds, attending opening night performances of arts productions, fun runs, College of Law Bocce Ball tournament)
- Student projects (e.g., annual student art exhibition, student research fairs and poster sessions)
- Group study carrels in the Library

- Rooms for student informal gatherings (e.g., for poetry readings)
- Service learning projects (Red in Motion project at St. Elizabeth Regional Medical Center; Pro Bono Initiative of the College of Law; work with immigrants through the Psychology of Immigration class; ALEC 397 – "Service-Learning in the Animal Sciences"; Criminal Clinic in the College of Law; Christ Temple Church Renovation by students in CNST 405 and 490; Reading Clinic for the community staffed by students in the College of Education and Human Sciences)
- Mentoring programs (e.g., College of Agricultural Sciences and Natural Resources' Dean's Scholars for Experiential Leadership program; Women's Undergraduate Math Network; the Latino Achievement Mentoring Program; Public Relations Society of America Student Chapter Professional Mentors program in College of Journalism and Mass Communications)
- Special summer school courses (e.g. courses at Cedar Point Biological Station, summer reading courses, world campus program)
- Contact with students before they arrive on campus
- Department clubs and events (e.g., Classics department sing-alongs in Latin, Shakespeare's birthday readings, James Joyce readings, public readings of the Iliad and Odyssey)
- Working with faculty outside of course activities (NSSE data: 30 percent of seniors indicated that they had "worked on a research project with a faculty member outside of course or program requirements" and seniors gave a rating of 1.9 [2= "sometimes"] on the statement "worked with faculty members on activities other than coursework." Both of these frequencies were statistically significantly higher than frequencies reported by other doctoral extensive universities)
- Student advisory boards of many different types ensure that the student voice is heard (e.g., the College of Journalism started a mentoring program as a result of input from its advisory board)

National Recognition of the Quality of Learning Environments at UNL

In December of 2000, UNL was one of 16 colleges and universities recognized by the Association of American Colleges and Universities for visionary campus-wide innovations in undergraduate education. A team from the AAC&U visited UNL for two days in November 1999 as part of its judging process of 73 campuses. In an announcement in December, UNL was lauded by AAC&U for demonstrating "strong commitment to a liberal education relevant for the contemporary world," according to Andrea Leskes, then the vice president of AAC&U.

AAC&U stated that the schools selected were characterized by extensive innovation in curriculum, pedagogy and organizational structure. At each of the 16 institutions, the campus culture was deemed to support undergraduates within and outside the classroom, provide opportunities to "learn by doing," emphasize critical thinking about complex problems, promote effective

communication and the ability to contribute to a diverse society as an outcome of powerfully lasting undergraduate education. (See [www.unl.edu/resources/6-30]).

www.unl.edu/resources/6-30

In follow up to this recognition, UNL has become a partner campus with the Association of American Colleges and Universities in its Liberal Education and America's Promise (LEAP) Campaign. This campaign champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. UNL's LEAP efforts are coordinated with our reform of general education.

Fulfillment of Core Component 3c: To meet the special learning interests of the wide variety of students who attend UNL, a range of noteworthy programs and learning environments has been developed. Special attention is given to providing students with opportunities for research experiences and to apply what they are learning in practical settings through field experiences. Several types of residential learning programs are available to students who wish to take advantage of the learning dynamics they provide. The quality of the learning environment at UNL has been recognized nationally by the American Association of Colleges and Universities.

Core Component 3d.

The organization's learning resources support student learning and effective teaching.

UNL's learning resources are multiple, ensuring student access to various sites for special support, practice and research. Program review and established college and departmental procedures assure that these services are monitored for effectiveness. UNL is continuously working to improve and enhance instructional spaces in the performing arts, engineering and the sciences, an effort that is too extensive to elaborate appropriately here. For information on capital planning in this area, see Chapter 5 and the Virtual Resource Room [www.unl.edu/resources/6-31]. We have detailed in the sections below just a few of the ways that UNL supports student learning and effective teaching through general services and facilities; they include:

- University Libraries Services,
- Academic Support Services,
- Attention to Class Size,
- Support for Student Advising,
- Mid-semester Check,
- Instructional Technology in General Purpose Classrooms, and
- Systematic Adoption of New Instructional Technology/Software.

University Libraries Services

The University Libraries consist of Don L. Love Memorial Library and six branch libraries Architecture, C.Y. Thompson, Engineering, Geology, Mathematics and Music — and the Marvin and Virginia Schmid Law Library. The University Libraries have a collection of more than 2.9 million print volumes and more than 35,000 current serial subscriptions. Through the Libraries website, faculty, staff, and students can access more than 20,000 electronic journals, books, indexes and abstract services. In summer 2006, UNL Libraries learned it had moved up to number 66 in the Association of Research Libraries' index for 2004-05. Previously ranked 85 out of 113, the upward movement reflects the impact of new funding available to the libraries through the student credit hour fee and the support of student government (ASUN). The new funding allowed the libraries to add resources, serials, online databases and staff.

UNL's Libraries are a primary gateway to information resources and are fully integrated into the university's teaching, research and outreach missions. The Libraries accomplish these missions through an infrastructure of technology, facilities and personal assistance that support a commitment to timely, equitable, seamless service for students and faculty irrespective of the information source. At the core of library service to students is an information literate library



faculty and support staff providing in-depth assistance for accessing, delivery and creation of knowledge. Within a dynamic environment, the Libraries strives to maintain a pluralistic, highly qualified staff committed to excellent service, continuous learning, and the values of the education experience.

The University Libraries serves the information literacy needs of UNL students by providing a variety of instructional services based upon the belief that information seeking is an essential skill for life-long learning, which can be learned and improved throughout a person's educational and professional career. The Libraries work with teaching faculty to foster the application of research into instruction. The Libraries also incorporate research from library and information science and other disciplines that study user behavior into the design of our instructional programs. Collaborations include co-

Love Memorial Library

teaching classes and partnering Library 110, Introduction to Library Research, with core courses. Library 110 is a one-credit course in library use and is required for most incoming freshmen and transfer students. Course objectives include enabling students to: locate library service points and materials, generate terms appropriate to specific research, refine search strategies and identify the most useful resources for specific research needs. The Library 110 curriculum has been revised based on research on how students seek information to build the skills that students need to effectively use scholarly information; it specifically addresses issues of assessing electronic information and websites and issues of plagiarism. Liaison librarians provide specialized instruction in the use of resources tailored to particular disciplines and are available to provide instruction either in the libraries or in classrooms, addressing numerous skills from identifying useful resources to searching electronic databases. Subject-specific instruction ranges from a class period devoted to learning about indexes, abstracts and other resources for an upper level undergraduate class to an in-depth presentation to graduate students of new electronic databases in their field. In addition, the Libraries provide general orientation tours, transfer student tours and international student orientation tours.

By continuing to enhance its services to meet the needs of a digital age, the Libraries provide user-centered support for research and creative activities by our students and faculty that meet the needs of a new generation. In addition to computers in the Libraries, students may check out laptop computers for use anywhere in our buildings using the campus wireless network. New services include the digital learning librarian program for access to multimedia resources; expanded online (chat) reference services through consortial arrangements; and enhanced document delivery services, for students and faculty, both on campus and off campus. Currently, more than 62 percent of the searches each week on the library system come from outside our library buildings. We continually assess new technologies, based on user needs, for application in the Libraries.

Student surveys, Library 110 evaluations, the LibQUAL+ survey and focus groups help provide data to inform our decisions on how to remain student-centered. The Libraries are developing more seamless and secure access to digital content through the Libraries website (IRIS) and Blackboard, and have recently implemented a single sign-on from Blackboard to the Library system's licensed databases. The Libraries will also continue to enhance search tools, providing students with the capability of searching across multiple resources, including Google, with one search. [www.unl/ resources/6-32]

Academic Support Services

UNL offers a great variety of special academic support services and opportunities for students. Students are made aware of these services during New Student Enrollment and through contacts with faculty and advisers. A partial list includes the following:

- *Career Development Course (Educational Psychology 150 A/B).* This course assists students in preparing for a career in which they can succeed, providing opportunity for self-assessment and career information. Students examine the relationship between the two. Active exploration, examination and pursuit of career possibilities and their relationship to the individual are emphasized.
- *College-level Activities.* A number of college-level systems provide early advising intervention for students. Examples include programs in the College of Agricultural Sciences and Natural Resources (CASNR Cares) and the College of Education and Human Sciences.
- *Chemistry Resource Room.* This on-line resource offers information for students about a variety of chemistry courses. (See [www.unl.edu/resources/6-33]).
- *Computer Science and Engineering Resource Room.* The CSE Student Resource Center, located in Avery 13A, is available to help resolve student problems related to their

www.unl.edu/resources/6-32

www.unl.edu/resources/6-34	academic work. Resource Center Assistants serve as liaisons between students and their undergraduate advisers and their faculty instructors. They serve as role models for other CSE students and are advocates for department activities, student groups and services. SRC Assistants are also responsible for providing technical support to students, including launching programs and printer, login and other problems. In addition, they provide general homework help, with topics such as giving tips on debugging a program, helping with syntax problems and how to use various e-mail programs. [www.unl.edu/resources/6-34]
www.unl.edu/resources/6-35	• <i>Engineering Mechanics Instructional Laboratory.</i> This laboratory provides tutoring help for students in the following courses: ENGM 220 Statics, ENGM 324 Strength of Materials, ENGM 223 Engineering Statics, ENGM 325 Mechanics of Elastic Bodies and ENGM 373 Engineering Dynamics. [www.unl.edu/resources/6-35]
	• <i>Instructional Design Center.</i> The Instructional Design Center provides a wide range of technology services to faculty and students. Students can go there to develop materials for class assignments and to get assistance in using a variety of forms of technology in their work.
www.unl.edu/resources/6-36	• <i>Math Resource Center.</i> The newly renovated Mathematics Resource Center in Avery 13B is the primary facility for undergraduate students who have questions related to any precalculus or calculus course offered by the department. Students can ask for assistance with the following math courses: 100A, 101, 102, 103, 104, 106, 107, and 108H. The center is staffed by graduate teaching assistants and by undergraduate math majors hired specifically for the center. [www.unl.edu/resources/6-36]
	• <i>Modern Languages and Literature Tutoring Center</i> . This center offers tutoring in all the languages taught at UNL.
www.unl.edu/resources/6-37	• <i>Services for Students with Disabilities.</i> Services for Students with Disabilities, located in 132 Canfield Administration Building, provides special assistance to students with disabilities through individualized help and counseling. Services include interpreting and real-time captioning, transportation and parking, housing, technological assistance and advocacy. [www.unl.edu/resources/6-37]
www.unl.edu/resources/6-38	• <i>Statistics Support</i> . The Department of Statistics' Statistics Support program offers tutoring and other aids to students, online or via the telephone.[www.unl.edu/resources/6-38]
www.unl.edu/resources/6-39	• <i>STAR Center (Advising)</i> . The Satellite Tutoring and Advising Resources Center is a joint effort between the Office of Undergraduate Studies and Housing to provide walk-in academic advising and tutoring services to students within the residence hall environment. [www.unl.edu/resources/6-39]
	• <i>Student Support Services (TRIO Programs).</i> The TRIO programs serve students who might otherwise be denied access to post-secondary education. There are six types of TRIO Programs in operation at UNL: Upward Bound, Talent Search, Student

Support Services, Education Opportunity Centers, Ronald McNair Post-Baccalaureate Achievement Program and Upward Bound Math/Science. [www.unl.edu/resources/6-40]

- *Study Skills Classes (Educational Psychology 109 and 209).* These courses focus on application of ideas from educational psychology to improve students' learning ability in academic and applied settings. The courses help develop learning strategies related to motivation, time management, memory, lecture note taking, text processing, knowledge representation, test review, test taking and error analysis.
- Undergraduate Teaching Assistance Corps/Supplemental Instruction. Based upon the successful UCARE model (see Core Component 3c above), undergraduate students have the opportunity to assist in teaching along with a sponsoring faculty member from a large, entry-level class; be exposed to the scholarship of teaching; and be a supplemental instruction mentor. Administered by the Office of Undergraduate Studies, Supplemental Instruction is a non-remedial, institution-wide approach to retention, providing academic assistance that increases student performance and retention. The Supplemental Instruction program targets traditionally difficult academic courses those where a high percentage of students receive D or F grades or withdraw and provides regularly scheduled, out-of-class, peer-facilitated sessions. Thus Supplemental Instruction does not identify high-risk students, but rather identifies high-risk courses. Students who choose to attend Supplemental Instruction sessions earn higher course grades and withdraw less often than students who choose not to attend those sessions. Data also demonstrates higher re-enrollment and graduation rates for these students. [www.unl.edu/resources/6-41]
- *Writing Assistance for CBA Students.* The E.J. Faulkner Small Group Writing Lab is designed to help College of Business Administration faculty incorporate language instruction into selected courses. [www.unl.edu/resources/6-42]
- Writing Assistance Center (English Department). Associated with the English Department, the Writing Assistance Center is a space for UNL students, faculty, and staff to work on their writing with experienced teachers. The center is a free service for all members of the UNL community. The principal facility is located in 129 Andrews Hall, with a satellite center, which offers evening hours, in Sandoz Residence Hall. The center assists writers in any stage of the writing process: exploring ideas and getting started, drafting, rewriting, revising, documenting and citing sources and editing. The center works with writers from all disciplines and can help with a variety of projects such as letters of application, resumes and cover letters, business writing and creative writing. More than a "proofreading" service, the center staff welcomes the opportunity to work with writers on grammatical and mechanical concepts and teaches writers to gain skills in proofreading and editing their own writing. [www.unl.edu/resources/6-43]

www.unl.edu/resources/6-40

www.unl.edu/resources/6-41

www.unl.edu/resources/6-42

www.unl.edu/resources/6-43

Attention to Class Size

UNL regularly assesses class size relative to our regental institutional peers (see Core Component 2c, Chapter 5). As Table 6.4 shows, in AY 2005 (using sixth-day census data collected in fall 2004), fewer than 15 percent of UNL's classes are above 50 students and we have fewer of these large classes than seven of our peers. Table 6.5 shows that in AY 2005 we have reported more classes under 20 students than three of our peers.

Table 6.4 Percent of UNL Classes with 50 or More Students Compared to Peers (Fall semester 1998-2004) (Source: U.S. News and World Report)

SCHOOL		FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004
University of Iowa	9%	10%	11%	11%	11%	11%	11%
University of Kansas	11%	10%	10%	10%	10%	12%	13%
Univ. of Missouri - Columbia	22%	10%	11%	10%	11%	12%	14%
Univ. of Nebraska - Lincoln		14%	14%	14%	13%	14%	14%
Univ. of Minnesota - Twin Cities	13%	17%	16%	18%	17%	15%	16%
University of Colorado - Boulder	16%	15%	14%	16%	16%	17%	16%
Ohio State University - Columbus		17%	17%	17%	18%	18%	17%
Colorado State University	20%	18%	17%	18%	18%	16%	18%
Purdue Univ West Lafayette (IN)	16%	17%	18%	17%	16%	19%	19%
Iowa State University	18%	17%	19%	21%	21%	19%	20%
Univ. of Illinois-Urbana-Champaign	17%	18%	18%	19%	18%	11%	20%

Table. 6.5 Percent of UNL Classes with 20 or Fewer Students Compared to Peers (Fall semester, 1998-2004) (Source: U.S. News and World Report)

SCHOOL	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004
University of Iowa	44%	48%	45%	46%	47%	46%	49%
University of Colorado - Boulder	45%	45%	46%	48%	46%	43%	45%
Univ. of Minnesota - Twin Cities	60%	51%	53%	47%	42%	50%	44%
Univ. of Missouri - Columbia	25%	54%	52%	56%	52%	51%	44%
Ohio State University - Columbus	41%	43%	45%	44%	44%	43%	43%
Colorado State University	30%	36%	39%	39%	39%	35%	37%
Purdue Univ West Lafayette (IN)	38%	36%	32%	36%	36%	36%	36%
Univ. of Nebraska - Lincoln		38%	37%	36%	36%	32%	34%
Iowa State University	32%	37%	36%	33%	35%	35%	33%
Univ. of Illinois-Urbana-Champaign	29%	29%	32%	30%	30%	38%	33%
University of Kansas	42%	43%	40%	42%	42%	29%	32%

Support for Student Advising

Student surveys have indicated a desire for more advising, both for academic and "life issues," and this has led the colleges within UNL to invest more heavily in advising centers. An example of such a college program is the "Advisor Advantage" program in the College of Agriculture Sciences and Natural Resources. That college sponsors "Advisor Advantage" each fall for freshmen students. The event occurs at the end of the first week of classes and serves as a procedural, academic and social check point for students. Initially, students attend a general session led by the college Dean's Office. Students are given an overview of information that will help them successfully navigate the university system. The overview is followed by a question and answer period. The students then divide up according to majors allowing students to meet with their academic advisers for individual or group advising. Advisers review class schedules with students and answer questions, and in general, strengthen their personal connections with students.

Interest Sessions for 2005 Mid-semester Check

Finding A Major Right For Me Larry Routh/Jake Kirkland

Do any of these statements describe you? I picked a major but now I am not sure it's right for me. I want to find a major that fits my career goal. I don't have a major or career goal. Come to our session to see how you can find answers to your academic and career concerns.

Surviving College Math Cheryl Kane

This session will cover: General expectations of an "entry-level" course, how to study for exams, how to know when you're "in trouble," where to find help when you need it and how to combat test anxiety.

Research - Just do it! Laura Damuth

Find out how you can be a part of faculty research at UNL. Through the UCARE program, you can work alongside faculty on their research or creative activities. Find out about opportunities to extend your learning outside of the classroom and learn more about what faculty do besides teach!

Study Abroad? Me? Christa Joy

Hear a lively and informative presentation from students who have expanded their horizons by studying abroad. Where did they go? Why did they do it? How you can do it too. UNL International Affairs offers study abroad programs in countries all over the world from two weeks to a full semester or year. Come learn more about it.

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Professional advising centers exist in most UNL colleges. These centers provide information to students in person and online. Advisers are available throughout the day for student consultation on either a walk-in or appointment basis. As covered in our discussion of Core Component 3b above, a focus of the second year of the Initiative for Teaching and Learning Excellence grants was improved advising. Grants in the "Advising for Life" category, ranging in size from \$5,000 to \$25,000 each, were distributed to colleges to help faculty and staff reform advising to clarify and simplify program requirements, increase faculty-student contact, and emphasize advising beyond academics.

Mid-semester Check

In response to student surveys, the Office of Undergraduate Studies in fall 2004 implemented an innovative program: Mid-semester Check. Targeting first-year and entering transfer students, Mid-semester Check occurs in late September prior to most mid-term exams. The purpose is to highlight and remind students of academic expectations and provide general information on advising resources. New for 2006 will be sessions on financial responsibilities and credit card use.

Students are invited to attend sessions in the Nebraska Union taught by faculty and student affairs professionals. The first year, some 800 students attended. Two identical sessions convened on successive evenings. The second year attracted 1,500 students to the two sessions. Because of the popularity and growth of the program, four sessions are scheduled for 2006: Sept. 18-21.

In 2005, the colleges with first-year orientation courses, the residence hall resident assistants, Greek chapter scholarship chairs, the Athletic Department and the OASIS staff were instrumental to the event's success by escorting their first-year and new-transfer students to one evening's events. In 2006, faculty who teach 100-(entry) level courses were asked to note this event in their course syllabi.

Instructional Technology for General Purpose Classrooms

UNL Facilities Management is responsible for the installation and maintenance of basic teaching tools found in general purpose classrooms, that is, classrooms available for general scheduling and not designated for use by a specific department or program.

The current (second) generation of general purpose classroom technology incorporates computers as well as digital multimedia capabilities, producing a more complex and more powerful presentation environment. The first media-rich general purpose classrooms came into use in AY 1993-94, and the number has been expanded each year since then. In new buildings (e.g., Othmer, Ross/Van Brunt) they have been built from scratch, while in older buildings (e.g., Burnett, Henzlik) they have been retrofitted. In order to achieve the greatest impact as measured by the number of students taught in a media-rich environment, the large lecture halls were targeted in the initial years of this effort. In some cases, UNL colleges or departments have taken their own initiative to equip general purpose classrooms that are heavily used by their faculty so that these classrooms function similarly to the media-rich classrooms supported by Information Services. The university's annual investment of state funds in general purpose classroom equipment and support has increased to \$466,835 in FY 2005, from \$57,622 in FY 1997, a 710 percent increase. After the first few years of supporting media-rich classrooms and receiving feedback from instructors, Information Services developed a set of design standards for these rooms. The design standards are categorized by seating capacity.

To assure that general purpose classrooms are always well-equipped and are in sufficient number, the Office of the Senior Vice Chancellor for Academic Affairs sponsors the General Purpose Classroom Advisory Committee. This committee initially approved equipment lists and service expectations for general purpose classrooms in spring 2002 (See Figures 6.9 and 6.10). Current design standards can be found in Section DG00170 of the UNL Design Guidelines for Facilities Construction (February 2003). Revisions of the standards proposed by Information Services in spring 2005 are pending approval. Facilities Management is responsible for enforcing facilities design standards at UNL. For more information, see [www.unl.edu/resources/6-44]. In supported rooms, the Instructional Technology Group cooperates with UNL Facilities Management to replenish supplies such as overhead and slide projector lamps.

www.unl.edu/resources/6-44

Figure 6.9 Checklist of Equipment for Small Classrooms or Seminar Rooms

- 1. Dual computer platforms-(Macintosh and PC) connected to the campus network and the Internet.
- 2. Video projector
- 3. Document camera
- 4. Videocassette recorder/player
- 5. CD player/DVD player (may be installed in computer)
- 6. Audio system
- 7. Closed captioning decoder
- 8. Software including: current operating system with any maintenance or service patches installed, Microsoft Office suite and web browsers. The classroom support team will install specialized software if a department maintains a current software license and the software does not conflict with the standard installation.
- 9. Teaching station with necessary equipment such as keyboards, mice, and remote controls within easy reach.

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Mid-semester Check Sessions

Finding Success in the Large Classroom: Understanding the View C.W. McLaughlin

Have you ever sat through a large class and wondered what the professor had covered? This session will help you identify strategies to focus on the faculty's message. See what you can do to make the large classroom experience meaningful, interesting and successful.

University Honor Societies Michelle Howell

What are the steps you should take as a new student to achieve membership in one of the top honoraries for UNL students? Learn from present members so you can develop a plan.

The Next Step: Spring Semester Don Gregory

Advisers will be present to answer your questions and provide advice on what to do next to ensure you are on the track toward a timely graduation and meeting your career objectives. Your questions about spring semester advising and class registration will be answered and tips provided for a successful working relationship with your adviser.

Academic Success Cal Garbin

What steps do you need to take to achieve your goals at UNL? Identify strategies necessary for success as you manage your new academic demands. How do you put it all together: study skills, time management, note taking and test taking? This session will help you develop a plan for success.

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Mid-Semester Check Sessions

Writing for College Heather Camp

This session will provide some general advice to first-year students for making a successful transition from writing for high school to writing for college. It will also provide information about how to get assistance with writing on campus.

Time Management Ann Koopmann

There are specific tools you can use to help manage your everyday tasks successfully. Planning projects and papers to fill in with your exams will even out the work load and result in a more meaningful approach to college.

Tools for Success: Using Blackboard Ron Roeber/Paul Erickson

Blackboard is a communication tool used by many faculty at UNL. This session will provide you with ideas to use Blackboard to its fullest. Discussion threads, group projects, digital drop boxes, taking exams and communicating with professors will be included in this presentation.

Academic Opportunities & Support Rita Kean

How to move from high school to college successfully using the academic resources available will be the focus of the session. Resource Rooms, Supplemental Instruction and OASIS's Success Lab will be described along with the attitude to excel. Figure 6.10 Checklist of Equipment for Large Classrooms or Lecture Halls

- 1. Dual computer platforms-(Macintosh and PC) connected to the campus network and the Internet.
- 2. Document camera
- 3. Videocassette recorder/player
- 4. DVD player
- 5. CD player
- 6. Laserdisc player
- 7. Wireless microphone
- 8. Audio system
- 9. Video switcher
- Room automation system to control projection, screen, audio/video systems and room lighting. Equipment is controlled using a touch panel located on the instructor's desk.
- 11. Video projection
- 12. 35mm slide projector
- 13. Hearing assistance devices
- 14. Closed captioning decoder
- 15. Local phone service
- 16. Software including: current operating system with maintenance or service patches installed, Microsoft Office suite and web browsers. The classroom support team will install specialized software if a department maintains a current software license and the software does not conflict with the standard installation.
- 17. Teaching station with necessary equipment such as keyboards, mice and remote controls within easy reach.
- 18. Installation may also include closed-circuit television.

Systematic Adoption of New Instructional Technology/ Software

Through the cooperative efforts of the Office of Academic Affairs and the Instructional Technology Group of Information Services(see sidebar), UNL now has in place processes for systematically reviewing the need for new instructional technologies or software that are adopted campus-wide. Systems that have been currently under review include a software program for identifying plagiarism, a possible campus-wide on-line student course evaluation program, and the PEARL program for assisting in developing student learning outcomes for academic programs (see Core Component 3a above). We described below two learning resources, involving new technologies/software adopted campus-wide, that have helped improve teaching effectiveness: the Blackboard Course Management System and the "Clicker" Audience Response System.

Blackboard Course Management System

All UNL courses are now on the Blackboard course management system. This system supports an array of communications and course support tools from which faculty can select. The system supports posting course materials such as syllabi, assignments, required texts and course content. Other tools include class-threaded discussion, e-mail, testing and record-keeping tools.

The UNL Blackboard system automatically generates a link with these tools for every course offered on campus. Each semester, faculty make use of Blackboard's tool sets in one-third to two-thirds of UNL courses. Student government surveys indicate nearly 95 percent of undergraduates are regular users of the Blackboard system each semester.

"Clicker" Audience Response System

UNL has adopted for classroom and other uses an audience response system, sometimes called a "clicker system." UNL has purchased InterWrite PRS — a comprehensive response system for electronically testing, polling and surveying a group of people. Grounded in the terminology of the academic environment for which it was originally developed, the arena of Audience Response Systems, the InterWrite Personal Response System makes it possible to easily track and record each individual response coming in from the audience and to provide instant feedback about the response results in the form of a graph or chart of the response distribution.

Response data are scored and recorded in electronic gradebooks. PRS also has a comprehensive reporting capability that allows faculty to print out information from just about anywhere in the PRS system. The PRS software creates an environment whereby transmitted response data from those in the audience, for instance, students in a classroom, can be electronically converted quickly and easily into useful response information that can be displayed for all to see. Instructors at all education levels can use the system to evaluate and test their students. The PRS system also can be used to survey and electronically record preferences, opinions and votes. The InterWrite PRS system can be used in any situation where there is a need to gather, record and evaluate response data.

Instructional Technology Group

The Instructional Technology Group works to create a strong link between technology and pedagogy at UNL. Its mission is to develop, promote and support the use of technology for teaching and learning. Among its projects are:

- encouraging faculty to experiment with using technology to enhance learning;
- supporting faculty and staff in creating and implementing interactive multimedia projects through the New Media Center;
- supporting the MyUNL (Blackboard) initiative;
- supporting Web services and streaming media;
- supporting video conferencing services;
- planning and conducting faculty/ staff technology workshops;
- planning and conducting free student technology training workshops; and
- maintaining, supporting and updating computer labs and multimedia and distance learning classrooms.

An early adopter, chemistry lecturer William McLaughlin, is profiled in an excerpt from this 2005 web-story by University Librarian Kate Adams:

In spring 2004 Bill McLaughlin, senior lecturer and coordinator of general chemistry at University of Nebraska–Lincoln, piloted eInstruction in one of the two sections in his beginning chemistry course. Student test scores in the clicker section jumped above previous scores, at a statistically significant amount. Then during fall semester 2005 he did a one-month pilot study of the InterWrite PRS. McLaughlin asked his students if the university should implement the technology. Nearly 80 percent of the students agreed or strongly agreed that the technology should be used; less favorable responses came from the students who were earning A's and didn't want the class pace to be slowed down. This semester McLaughlin is using the InterWrite PRS. ...

Clicker technology gives the student instant feedback on a question, and offers anonymity compared to the student raising a hand. Clicker data isn't everything — the instructor still needs to scan the students to read puzzled expressions as well as the "aha" moment. Writing effective clicker questions is as essential as creating pedagogically sound multiple choice test questions. The occasional software and hardware glitches can affect the instructor's planned lecture. Overuse of clickers can be as frustrating to students as overuse of Power Point or overhead transparencies of lecture notes. (For the complete article, see [www.unl.edu/resources/6-45]).

www.unl.edu/resources/6-45

To help faculty members use new instructional technologies more effectively, a variety of workshops, cited earlier in this chapter, are provided to encourage "best practices" in the use of newly adopted technologies and software.

Fulfillment of Core Component 3d: A wide variety of specialized support services are available to UNL students and faculty to support student learning and effective teaching. Most student resources provide tutoring in specific content areas or access to materials and technology to support their academic work. The libraries are an important and effective resource for faculty, students and staff. The importance of student advising has been recognized by UNL colleges through the establishment of professional advising centers and encouragement to improve advising is provided by internal grant funding. Considerable attention has been given to upgrading the technology available in classrooms throughout the campus with the result that faculty and students now have up-to-date technology available to them in almost all classrooms, and UNL systematically reviews new technologies and software to support teaching and learning for possible campus-wide adoption.

Summative Evaluation of UNL's Performance on Criterion 3

UNL has made considerable progress since 1997 in defining and assessing student learning outcomes for our academic programs. We need to continue to place special emphasis on work in this arena with attention to the development of more direct ways of measuring student learning. Increasingly, our decisions regarding program improvement are being informed by data on student-learning outcomes. And we are working on ways to ensure that the measures of student learning are always clear from the goals and objectives identified and that the ways to apply assessment data to program improvement are certain.

We understand and embrace the adoption of learning outcomes to be central to academic program quality. We have boldly adopted an outcomes-based approach to our review and reform of the UNL general education program. In short, we fully understand that learning is the aim of all teaching and that identifying and verifying learning outcomes is an index of quality teaching. Our efforts to develop appropriate assessment programs will be and should be a continuous work in progress.

UNL has made significant investments in programs to support teaching and learning. Both faculty and students have many sources of help to which they can turn to enhance their work in teaching and learning. We must be certain to continuously assess the effectiveness of these programs and be alert to new ones that may be needed. This is particularly important because students constantly bring new needs, perceptions, goals and experiences to us.

Finally, we need to take a look at how we are using the NSSE data to determine how this program might be a better tool for us. It would also be helpful to look at other tools that may prove valuable for us to use in continuous improvement.





Chapter Seven:

Promoting Knowledge, Inquiry and Learning

Criterion 4: Acquisition, Discovery and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The University of Nebraska–Lincoln is a research-extensive institution with an extraordinary focus on undergraduate learning. We are proud that undergraduates learn from faculty who are creating new knowledge, who are leading scientists and scholars, and who care about their students' success. This chapter will examine how UNL extends a life of learning toward all in its scholarly community. Additionally, this chapter will describe how faculty research is supported, nurtured and encouraged through the successful growth in UNL's research enterprise.

In his 2004 State of the University Address, Chancellor Perlman emphasized how the university promotes acquisition, discovery and application of knowledge, highlighting UNL's integrated mission of teaching, research and engagement and restating how the university must meet this commitment to our mission. He said:

To fulfill this commitment we must provide everyone with the "materials and equipment" necessary for them to do their jobs well and position them to do what they do best every day. We must continue to prioritize and to reallocate our resources so that we have the means to pursue excellence. Those who do good work should receive frequent recognition for what they do. And all students, faculty, and staff should know that there is someone here who cares about them as people, encourages their development, and pushes them toward higher ambitions. All members of our community should believe that their opinions count and that they are engaged in important work. I know of no mission in our society more important than preparing the next generation of leaders, inventing the next technology of economic progress, and creating the literature and arts that will improve our quality of life. We must each give

The University serves the people of Nebraska and the common good through learning, teaching, extension work, research, scholarship, and public service. Fulfillment of these functions requires the preservation of intellectual freedoms of teaching, expression, research, and debate. The right to search for truth, to support a position the searcher believes is the truth, and to disagree with others whose intellect reaches a different conclusion is the fiber of America's greatness. It is, likewise, the strength of a great University, and its preservation is vital. Source: Board of Regents Bylaws, Chapter 4

www.unl.edu/resources/7-1

www.unl.edu/resources/7-2

our best and be willing to recognize the best of others. We must be certain that when students engage the University, we are there to make that engagement as productive as possible. And we must fully engage all members of the community regardless of race, gender, religion, sexual orientation, disability, or intellectual perspective. [www.unl. edu/resources/7-2]

The sections below illustrate the various ongoing ways that UNL is meeting our commitment to promote a life of learning for all.

Core Component 4a.

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

www.unl.edu/resources/7-3

The Bylaws of the NU Board of Regents outline the rights and responsibilities of faculty, staff, and students [www.unl.edu/resources/7-3]. Particularly relevant are Bylaw Chapters IV and V. Chapter IV states the obligations and responsibilities the university imposes on faculty and contains a statement supporting and defending the right of academic freedom. Chapter V states the university's expectations and obligations of students. Additionally, the Board of Regents has set policies regarding Faculty Development Leave, on faculty consulting and support for travel to conferences.

As noted in the Chapter 6 discussion of Core Component 3b, UNL promotes teaching as a function of academic scholarship. Additionally, a number of activities and programs support the "life of learning" for all members of the university community, including activities for faculty, staff, students, and the community as a whole.

Supporting a Life of Learning for Faculty

Among the relevant programs that encourage faculty development are: the Faculty Development Leave program; internal funding opportunities to support research; programs sponsored by the Office of Research and Graduate Studies to promote the research enterprise; programs sponsored by the Office of Academic Affairs to support academic leadership and teaching; seminars and workshops for pre-tenured faculty; technology support; and special programs from University Libraries.

Faculty Development Leaves

Regents' Policy 4.2.3 defines the Faculty Development Fellowship Leave. The Faculty Development Fellowship provides the faculty member with full pay for one-half of his or her normal appointment period (academic year or calendar year), or 50 percent of regular pay for all of his or her normal appointment period, in order to engage in scholarly research, artistic activity or study of teaching or professional innovations that will improve the faculty member's ability to contribute to the academic programs of the University of Nebraska.

The number of leaves available is one for every 10 tenured faculty, including newly tenured faculty. The number of leaves granted annually varies; the number of leaves granted in each of the last three years was as follows: AY 2003-2004—34; AY 2004-2005—41; AY 2005-2006—56.

Internal Funding Opportunities

UNL offers a vast array of internal grants and award programs that provide financial support for faculty learning through research. These programs are funded through internal sources and through funds from the University of Nebraska Foundation. Some programs are open to faculty throughout UNL; others are limited depending on the faculty member's appointment. For example, the Agricultural Research Division administers several grants and recognition programs for ARD faculty using ARD funds, NU Foundation funds and other sources. Some grants are given annually and are awarded competitively. Others are awarded on an ad hoc basis.

The UNL Research Council, a 12-member committee appointed by the Academic Senate and composed of faculty from across all academic disciplines, oversees a number of funding opportunities. The Council reviews applications and disburses competitive awards to encourage and enhance research, creative and scholarly activity. These include Twelve-month Faculty Seed Grants, Grants-in-Aid, and Interdisciplinary Research Grants. [www.unl.edu/resources/7-4]

The Office of Research supports a number of competitive funding opportunities for faculty; some are primarily for early-career faculty, but most are for all UNL faculty members. Funding is provided by endowment funds (Research Council and Layman Awards), state funding (Nebraska Research Initiative and Tobacco Settlement Biomedical Enhancement Funds) and the return of Facilities and Administrative (F&A) costs. Some of the internal funding competitions are for individual faculty projects and some are for multi-faculty collaborations. These awards support all academic disciplines at UNL, from the sciences to the arts and humanities. To further support faculty in the arts and humanities, an "Arts and Humanities Research Enhancement Fund" was created to promote excellence and leverage additional funding in these areas. The competing proposals are reviewed by peer faculty panels, who direct funding recommendations to the vice chancellor for research. An expectation behind the majority of these awards is that faculty members will use them to leverage additional funding to support their research. The "tobacco settlement" funds (approximately \$2 million per year), allocated to UNL by the Nebraska Legislature since 2002, have greatly increased the ability of UNL to leverage additional external funding.

Faculty Programs from the Office of Research and Graduate Studies

Units in the Office of Research include: Sponsored Programs, Technology Development, Proposal Development, Research Compliance Services, Institutional Animal Care Program and the Vice Chancellor's Office. The vice chancellor for research also serves as dean of Graduate Studies. The Office of Graduate Studies has approximately 20 staff members and manages all aspects of graduate education campus-wide. However, graduate programs report to the University of Nebraska system provost. www.unl.edu/resources/7-4

The Office of Research has played a major role in strategic faculty hires. Offering to partner financially with colleges and departments has been successful. Using funds from the Tobacco Settlement Biomedical Research Enhancement Fund, the office often provides funding (\$100,000 to \$1 million) for key hires. These funds are used to offset, underwrite or support major equipment purchases and hire post-doctoral research associates and cover other recruitment-related costs. The office also has worked to create attractive retention offers. These are often funded (in part or whole) by the Office of Research and are structured to be competitive with other offers, and can include infrastructure support for equipment or laboratory renovation, additional staffing, etc. The offices of the senior vice chancellor for Academic Affairs and the vice chancellor for the Institute for Agriculture and Natural Resources can offer salary support.

An Office of Research initiative is helping faculty submit well-crafted competitive proposals for grants and contracts. In partnership with a grantsmanship company, the office provides two grant-writing seminars each year. More than 600 faculty members and several hundred graduate



View from Love Library, south to downtown.

students have participated in the seminars during the past four years. The seminars are open to university staff and community collaborators, and colleagues at the University of Nebraska Medical Center, University of Nebraska at Omaha, and the University of Nebraska at Kearney.

The Office of Research has made a major push to encourage faculty members to network with sponsors (especially program officers from the various funding agencies) to better match sponsors' priorities with our research strengths. The vice chancellor invites large groups of faculty (up to 20 members per trip) to accompany him to Washington, D.C., to meet program officers from funding agencies such as the National Science Foundation, the National Institutes of Health, U.S. Department of Agriculture and Department of Defense. The Office of Research funds these

professional development opportunities for faculty, sometimes in partnership with college deans. The Office of Research also funds opportunities for individual faculty members to travel to meet with program officers. This one-on-one approach has been successful and resulted in increased research funding.

The UNL Research Fair, established in 2002, is a multi-day event that brings representatives of external funding agencies (federal government and major foundations) to campus to present seminars about their agency initiatives and future plans. The representatives interact with faculty and visit labs and facilities. The Research Fair also features research-related professional development opportunities for faculty and staff on issues such as grants management, technology

development and research compliance. In addition, graduate students have a multi-disciplinary poster competition, sponsored by Sigma Xi and the Office of Graduate Studies. The Undergraduate Research Fair (mainly featuring UCARE accomplishments), coordinated by the Office of Undergraduate Studies, is an important component of the annual Research Fair.

The Office of Research encourages faculty members to team with other faculty members, often from diverse disciplines, to write major funding proposals. UNL has had much success with these interdisciplinary projects, which are becoming more popular with federal agencies and other external sponsors. Annual internal "research cluster" proposal competitions encourage new collaborations. Funding includes planning grants (up to \$10,000) for new collaborations and program grants (up to \$100,000) for existing collaborations. The expectation for funded proposals is that they will lead to external funding proposals within one to two years.

The office also sponsors interdisciplinary workshops to promote collaboration. Topics have included: cyber infrastructure, renewable energy, biomedical engineering, water, cancer research, infectious disease, behavioral health, biosecurity, and information sciences and engineering. Most workshops attract about 100 participants and involve external speakers, UNL faculty and faculty from other NU campuses. Participants later prepare strategic funding plans and ultimately write proposals for external funding.

The Office of Research has increased recognition and marketing of research successes. Contacts with external constituents (federal congressional delegation, federal funding agencies, philanthropic foundations, other research universities, Nebraska citizens and public policy makers, etc.) are made to ensure they know about UNL's research successes and the outcomes of those successes (e.g., how they improve the economy of Nebraska, how they positively impact national security). The Office of Research publishes a high-quality annual report for external constituents that focuses on faculty research accomplishments, positive economic development impacts and the major interdisciplinary projects occurring on campus. A special emphasis is placed on successes that create economic opportunities for Nebraska companies and citizens.

The Office of Research has also implemented an on-campus recognition tradition. Each time a major award is won (approximately \$5 million or greater for research; \$200,000 or greater for arts and humanities

scholarship and creative activity), a "campus celebration" is held. Hosted by the chancellor, the faculty members are publicly recognized and the campus has an opportunity to learn more about the funded project. At the annual Research Fair, the Office of Research hosts a recognition breakfast for faculty who have won individual and team grants. A booklet containing individual sponsored programs and other major faculty successes (including books published, patents awarded and elections to major national/international academic societies) is also published and distributed to UNL faculty and to external constituents.

Faculty Programs from the Office of Academic Affairs

The Office of the Senior Vice Chancellor for Academic Affairs sponsors and facilitates a number of workshops, initiatives and events to support a life of learning for the campus community. The office annually sponsors monthly professional development workshops for department chairs/heads and deans, developed in cooperation with the Institute of Agriculture and Natural Resources. Topics, which are identified in conversations with the deans and a recently appointed Chairs Advisory Council, alternate between those providing opportunities for academic leaders to discuss and shape the course of university initiatives and those meant to provide those leaders with the skills needed to be successful in their leadership roles.

In the last year, two leadership workshops were devoted specifically to strategic planning and academic leadership. The chancellor, the senior vice chancellor and the Institute vice chancellor participated in the development of these workshops and employed one of the nation's foremost experts in the nature of leadership, Bruce Avolio, UNL professor of management and Clifton Chair in Leadership and director of the Gallup Leadership Institute, to lead some sessions. Skills-building workshops included the November session organized by the Office of Research on how to be a successful research mentor and the April session on conflict resolution, featuring George Lopez, professor of political science at the University of Notre Dame and fellow of the Institute for International Peace Studies. Lopez will return to UNL in the fall of 2006 to conduct a follow-up workshop that will allow our chairs/heads and deans to practice effective means to defuse conflict through role playing and the use of case studies. These sessions not only ensure that our academic leaders are engaged in shaping the future of the university, and that they have the skills to be successful in their leadership roles, but also, and perhaps most important, build a spirit of camaraderie and teamwork among our departmental chairs and heads.

Each year for the past two years Academic Affairs has conducted the Initiative for Teaching and Learning Excellence proposal competition. This initiative continues the deep commitment of the university to excellent teaching and student learning and success by making significant investments in outstanding faculty and staff and innovative programming. To ensure that we continue to focus on our undergraduate students and encourage and support learner-centered teaching, the Initiative for Teaching and Learning Excellence has distributed more than \$750,000 to support programs to improve the learning environment.

The initiative has provided special funding for projects directed at learner-centered teaching and support services, especially those recommended in the Transition to the University Task Force report, *Everyone a Learner, Everyone a Teacher*. [www.unl.edu/resources/7-5] The initiative has also sponsored other activities to promote teaching excellence and enhanced undergraduate student learning, retention and success. This past year (2005-06), special attention was given to proposals that enhance retention through strong and creative advising and support services. To help the campus prepare strong proposals (which are reviewed by a committee of faculty, staff, and students from across the university), the Office of Academic Affairs sponsored a series of workshops. Charlie Nutt, associate director of the National Academic Advising Association, addressed the campus on advising for student success and retention and consulted with various college deans and advising center coordinators. Next year, Initiative grant recipients will be asked to share their results in a campus-wide conference on learning and teaching. All grant recipients are required to submit an assessment of the impact of their projects on student learning.

> Academic Affairs has also offered a series of events supporting our review of general education (see Review and Reform of General Education, under 4c below). In the fall of 2005, the office created an online discussion board asking students and faculty to consider what all UNL undergraduate students — regardless of their majors — ought to know and be able to do upon graduation. The hundreds of comments on this discussion board helped generate awareness of the reform process and valuable input for that process. Academic Affairs has sponsored campus forums on general education and hosted Carol Geary Schneider, president of the Association of American Colleges and Universities, who spoke on the topic, "General Education, Liberal Education: Promise and Practice;" Peggy Maki, independent consultant, who discussed "Assessing for Learning: Building a Collective Commitment to Assessing Student Achievement" and Pauline Yu, president of the American Council of Learned Societies, whose topic was "The Humanities Without Apology."

Seminars and Workshops for Pre-tenure Faculty

In addition to encouraging mentoring plans for pre-tenure faculty developed at the departmental and college levels, the Office of Academic Affairs, in cooperation with the Institute of Agriculture and Natural Resources, conducts workshops for pre-tenure faculty to provide information about university-wide academic policies and processes, to introduce them to the culture of the university, and to support them in establishing a network of individuals, both among their peers and university administrators, to whom they can turn for assistance and support.

All new faculty are invited to a New Faculty Orientation prior to the start of the academic year. Faculty are welcomed by the chancellor and the academic vice chancellors and informed about the university's structure, as well as current priorities and initiatives. Various small-group sessions are offered. One is conducted by the dean of Undergraduate Studies and the executive associate dean of Graduate Studies; they outline teaching resources at UNL and introduce faculty to the university's goals for teaching and learning. A second is conducted by the vice chancellor for research, who introduces faculty to the resources and support they can expect from that office. A third session provides information about academic policies and opportunities, such as available leaves, technology support and the benefits plan.

During the first semester, monthly social networking events or workshops are held for pre-tenure faculty, which include a session on how to develop a teaching portfolio, a session on the university's guidelines for the evaluation of faculty and how to construct a review file, and a research grant proposal writing workshop.

Our message to new faculty and to their chairs is that UNL's goal is to do everything possible to ensure the success of our junior faculty: their success is the university's future. New faculty and their accomplishments are introduced to the entire university community in a booklet produced and distributed annually to every faculty member at the university. The theme of celebrating our faculty's success is echoed in our annual celebration of promotion and tenure, which also includes a publication highlighting accomplishments and contributions to teaching, research and extension.

Technology Support for Faculty

Support for instructional technology is provided to faculty through campus-wide and college-level efforts. The campus-wide Instructional Technology Group manages technology in the majority of the general purpose classrooms and the campus courseware product, Blackboard. Instructional Technology Group's New Media Center provides faculty with digital-authoring tools required to develop media-rich educational assets. The New Media Center also provides low-cost development services for applications that are more advanced and have special requirements. Some colleges provide support for the development of more content-specific learning modules and resources. ITG offers numerous training workshops for faculty covering the entire range of instructional technology used on campus. Workshops include an array of sessions offered at different levels to help faculty become familiar and proficient using the Blackboard course management system. Formal training is also available for numerous other software products, for example, Dreamweaver and Photoshop - tools for creating and developing media-rich content for instruction. ITG also hosts brownbag luncheons that provide a forum for faculty to share experiences and learn from one another. On-line training courses are available through the ITG website providing opportunities for faculty to learn or refresh their training as their schedules allow. The Office of Extended Education and Outreach hosts monthly luncheons where faculty who are teaching online are invited to share their best practices with others. For more information about the important technology support that the university provides for faculty and students that helps them develop student readiness to live and work in a technological society, see Appendix C, Response to Concerns Raised in the 1997 Report.

University Libraries Support Services

Two special services offered by University Libraries help support UNL faculty in promoting a life of learning: the Libraries ContentDM Program and the Libraries Digital Commons.

The ContentDM is a program for creating and managing image and non-print collections. Collections entered into ContentDM can be searched by categories such as author/artist, subject, keyword and other elements that are part of the Metadata. The collections can be used in classroom instruction providing side-by-side projection of images, and providing students with 24/7 access to the electronic collections for study. During academic year 2006-07, the Libraries will work with the Art and Art History Department to expand the collection of art images available and will work with faculty to ease adoption of this technology in their teaching and research. In addition, the Libraries will continue to work with all faculty and departments to add collections of unique materials to ContentDM system.

The DigitalCommons or institutional repository for faculty and student scholarship and research currently includes more than 2,000 faculty articles and books and more than 9,600 dissertations, architecture student final projects, two e-journals created and edited by UNL faculty and some masters theses. The Libraries are working with faculty to increase the number of articles and books deposited in the DigitalCommons. The Libraries are also exploring options for working with units to digitize UNL publications and journals. Currently, the Libraries are working with 19th Century Studies to develop new electronic journals and Libraries staff are encouraging work with other such projects. The Libraries also are exploring possible print-on-demand services for faculty and students.

Please also note the discussion of support for teaching offered in Chapter 6 as evidence supporting Core Component 3b.

Supporting a Life of Learning for Staff

Programs for staff that enrich opportunities for discovery and learning include the Employee Scholarship Program, professional development programs offered by Human Resources, UNL professional organizations and various employee recognition programs.

Employee Scholarship Program

All University of Nebraska employees are eligible to take advantage of the University of Nebraska Employee Scholarship Program, which provides tuition equal to the university's resident tuition charge per semester credit hour. This program is often referred to as "tuition remission." Regular full-time employees are eligible as are the employee's spouse and dependent children, if certain criteria are met. Employees pay all normal admission and matriculation fees, including lab fees and course fees, but not University Programs and Facilities Fees. Employees also pay all usual course-related costs such as books and supplies. The Employee Scholarship Program is limited to no more than 15 credit hours in a 12-month period (August through July) and is normally restricted to no more than six credit hours per semester.

Human Resources Programs

The Office of Human Resources offers a number of programs to help managers and employees participate in a life of learning. Its signature program is a brown-bag luncheon series titled "Tuesdays with H.R." Topics have included Transitioning to NU Values (a new pay/performance/job description structure), the need for reference and criminal history background checks during hiring processes, and family medical leave policies.

Professional Organizations

Two organizations on campus provide continuing education and informally represent office/service personnel and professional/ managerial personnel. UNOPA, the University of Nebraska Office Professionals Association, provides professional growth and promotes high professional standards for educational office personnel. UNOPA supports the Professional Standards Program, a continuing education program for educational office professionals developed by the National Association of Educational Office Professionals. The University Association for Administrative Development engages professional/ managerial employees through professional development, social consciousness and professional representation on all levels at UNL.

College, Departmental and Regental Recognition Programs

Most colleges and many departments have award programs that recognize and honor employees for their commitment to learning and development. For example, the College of Arts and Sciences has created the monthly "Applause" program to recognize and honor staff members for their innovative ideas, their consistently outstanding performance or their service above and beyond the call of duty. "Applause" will be given for a valiant effort in a failed attempt, as well as for a brilliant achievement. Recipients receive cash, gift certificates and other honors. Similarly, the college confers "Ovation" awards to undergraduate student employees. Awards are conferred monthly and recipients receive cash and a small reception.

The division of Business and Finance confers EEVACS awards for service that is Effective, Efficient, Value-Added or produces Cost Savings. The Office of Research confers annual awards on its employees for exemplary service and teamwork. Additionally, the Board of Regents confers "Kudos" awards to individuals or groups of non-faculty employees for meritorious service. Employees from each of NU's four campuses receive Kudos awards at each board meeting.

Supporting a Life of Learning for Students

The university has extensive programming created to support student learning. In addition to our extensive academic curriculum and programs described as evidence for Core Component 3C, UNL has a number of specific programs to enhance engagement in the learning enterprise.

NU Connections

NU Connections is a two-year program that matches mentors with minority students who have been offered particular scholarships. The mentors help students form personal relationships with faculty, staff and student peers. The goal is to establish shared interests, purposes and a sense of community and to provide opportunities for social and academic support, and realistic feedback to students about their academic progress. Mentors are faculty and staff who volunteer their time to see that students of color succeed in their undergraduate experience as well as peers who are selected for their strong academic and leadership abilities. NU Connections participants also obtain academic support in math, science and writing through the NU Connections Academic Success Center. Of the 52 students who completed NU Connections during academic year 2003-04, 46 students earned a GPA of 2.0 or better (25 percent earned a GPA of 3.0 or better) and 41 are still enrolled at UNL.

Transfer Student Programs

Increasingly, transfer students compose UNL's undergraduate population. In academic year 2003-2004, some 28.5 percent of all new students were transfer students. The Academic Transfer Coordinator provides programming and services for transfer students that help them develop a community. Specific initiatives have included honor societies, a transfer student newsletter, and a Blackboard electronic community.

Phi Theta Kappa Alumni Association and Tau Sigma national honor society for transfer students jointly plan activities to help transfer students acquaint with UNL. In addition to working at recruiting events and participating in Big Red Welcome (a university-wide welcome fair prior to first semester), these students also provide information for the transfer students' electronic

community on Blackboard, UNL's academic portal, and frequently respond to questions on the electronic discussion board. Both organizations recognize and encourage scholarship and involvement on campus. Members of these organizations also maintain current information in the Transfer Ambassador Blackboard Electronic Community. This virtual community, exclusively for transfer students, links students to useful resources to ease the transition to UNL. Links are provided to frequently used academic information and campus resources, campus maps and parking information, as well as Lincoln area information about housing, child care and employment. Its communication features allow students to contact transfer student groups, create groups such as Students with Children, and post comments and questions on an electronic bulletin board. Part ongoing orientation and part weekly e-newsletter, the Transfer Connection



newsletter keeps transfer students up to date with events on and around campus and provides timely reminders and timely topical advice. See archived editions at [www.unl.edu/resources/7-6].

www.unl.edu/resources/7-6

Leadership Training Programs

UNL supports three signature leadership-training programs for undergraduate students. The Office of Student Involvement coordinates these programs. They include LeaderShape Nebraska, a week-long retreat in the spring that helps potential leaders find and develop their passions in a diverse environment; Emerging Leader Class, a semester- long course designed for all students to develop leadership skills with sections offered in the fall and spring; and Chancellor's Leadership Class, a scholarship-enhanced course for freshmen wanting to actively participate in all aspects of college life in leadership roles. Some funding for leadership training is provided by the Pepsi Quasi Endowment.

Student Organizations

All UNL students have the opportunity to participate in a recognized student organization that is approved by the Association of Students at the University of Nebraska (ASUN Student Government) and managed in the Office of Student Involvement. Approximately 40 percent of the 413 recognized student organizations are academic honor societies and student chapters of professional organizations. The rest are recreational clubs, college advisory boards or residence hall governments, community service or social impact organizations. Each organization must have a faculty or staff adviser and a current slate of officers. Students are encouraged to join through a variety of promotions, including New Student Enrollment, Big Red Welcome and ongoing advertising. In 2003, a web-based search and sign-up tool was initiated by Student Involvement, which increased student inquiries by 40 percent. Students also receive individual consultation on choosing or participating in student organizations at both East and City campus offices of Student Involvement.

Study Abroad

Nearly 20 percent of UNL undergraduates participate in study-abroad experiences. During academic year 2004-05, 602 undergraduates participated in Study Abroad experiences. About a third (217) attended for a semester; half were shorter-term visits. Europe (391) and Latin America (114) attracted the most students. Two signature programs include a summer experience at Oxford University in England and programs at Senshu University in Japan. Study abroad provides a learning experience for students that helps them evaluate what they learn as it applies to the world beyond their home. UNL has nearly 20 active student exchange agreements with partner institutions overseas. Despite anxieties created by terrorism, the weakness of the dollar and fears of pandemic diseases, the number of students who study abroad keeps increasing.

Specialized Support Opportunities

UNL has many programs to support students who have specialized needs to ensure academic success. The Office of Services for Students with Disabilities provides a math resource center, a writing assistance center, interpreting services, real-time captioning services and technological assistance. The office provides advocacy services and supports the Accommodation Technology Institute and the Accommodation Resource Center. The office recently completed a long-term \$945,000 project called "Building Accepting Campus Communities Project: Great Plains" which was funded by the Department of Education.

Supporting a Life of Learning for the University Community

Finally, UNL offers a number of opportunities for the university and communities beyond it to extend their discovery and learning through special lectures, seminars and educational programs. UNL's premier public lecture series is the E.N. Thompson Forum on World Issues. This free public series, held in the university's performing arts center, seeks out forceful speakers who are committed to the issues they address, seeking balance over the range of its programs rather than in each presentation. It is supported by on-going grants from the Cooper Foundation in partnership with UNL and the Lied Center for Performing Arts. More than 75 lectures have been given since

the series started. Speakers have included Elie Wiesel, Mikhail Gorbachev, Desmond Tutu and Robert McNamara.

On any given day, public academic lectures can be heard in person or accessed on the web at UNL. Examples of other lecture series include:

- The Nebraska Lectures/Chancellor's Distinguished Lecture Series (features distinguished UNL faculty);
- Paul Olson Seminars in Great Plains Studies;
- Department- or center-sponsored discipline-specific lectures or colloquia; and
- University Program Council lectures (Funded by University Programs and Facilities Fees assessed on students).

Fulfillment of Core Component 4a: Evidence that the University of Nebraska–Lincoln values a life of learning is demonstrated through our extensive programs and activities that encourage learning and personal and professional development among our faculty, staff, students and the larger university community. Programs are specially tailored to meet demonstrated needs and interests with a rich array of opportunities readily available to interested parties. Large numbers of students, faculty, and staff take advantage of these programs. Learning is what we do.

Core Component 4b.

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

UNL's three-part mission of teaching, research and engagement is sometimes defined as a threelegged stool. Each leg is necessary to support the entire entity; without one, all others fail. These activities are integral to our educational programs; they express our commitment to ensuring that students have a breadth of knowledge and skills and become engaged in serious intellectual inquiry.



"Archie" the mammoth marks the entrance of the University of Nebraska State Museum.

The fundamental focus on research and creative activity as a ground for knowledge can be seen in numerous programs at UNL that engage our faculty, students, staff and community beyond the university. Research and creative work are crucial to the success of undergraduate teaching and learning and the outcome of faculty research also benefits the citizens of our state through outreach and service activities. Without a vibrant and active research enterprise, encouraging research and creative activity throughout our educational programs, the nature of undergraduate learning and our engagement with our stakeholders would be fundamentally different. We discuss in the sections below how research scholarship and creative activity have grown, assuring engagement in intellectual inquiry throughout our educational program.

Our research enterprise has shown tremendous growth over the past 10 years. External funding has increased 113 percent since 2000, and surpassed \$104 million in fiscal 2005-06. While dollar amounts are impressive, also impressive is the fundamental cultural shift that has elevated the research enterprise to higher levels, has promoted collaboration across disciplines within UNL and encouraged entrepreneurship among faculty. The Office of Research and Graduate Studies, using the *2020 Vision* as a blueprint, has worked systematically to support faculty researchers in all disciplines. By working strategically to build on existing areas of strength, and by infusing funding into areas that excel, the university has promoted significant advancements in knowledge

and its application. The Office of Research has worked to align UNL's research strengths with areas of national priority and need, has promoted and endorsed collaborations to build research capacity and has aggressively promoted the university to funding sources.

But along with this overt success in our sponsored research programs, UNL has encouraged excellence in research and creative activity through various means, including: private funding, our Programs of Excellence (see Chapter 4), and priority setting through academic strategic planning (see Chapter 3). We have made discovery and learning an integral feature of programs throughout the university.

The following sections illustrate UNL's particular strengths in research and creative work; they describe areas of the university that encourage and practice discovery in disciplines ranging from the fine arts to the hard sciences, illustrating an impressive range and depth of educational experiences and practices for faculty, students, staff and the community beyond the university. We conclude with a description of some indicators that we are succeeding in making the exercise of intellectual inquiry integral to our educational programs.

Art and Natural History Collections

The Sheldon Memorial Art Gallery and Sculpture Garden houses one of the greatest collections of American art in the world. Consisting of more than 12,000 works of media, the collection includes prominent holdings of 19th-century landscape and still life, American Impressionism, early Modernism, geometric abstraction, Abstract Expressionism, pop, minimalism and contemporary art. The University of Nebraska State Museum was established in 1871 and has steadily grown into one of the nation's leading research and educational science museums associated with a university. The museum collects and interprets the natural, geological and anthropological history of the state and of the Great Plains, and includes the impressive "Elephant Hall," and world class research collections containing more than 13 million specimens, with particular significance in paleontology and parasitology. Both of these resources are used extensively in our educational programs and house expert faculty and staff who build and curate these impressive collections.

Sheldon Memorial Art Gallery [www.unl.edu/resources/7-7]

The University of Nebraska State Museum [www.unl.edu/resources/7-8]

Behavioral Health

Outstanding research programs in behavioral health, conducted by our faculty in sociology, focus on prevention and treatment of high-risk health behaviors (e.g., tobacco use, substance abuse, obesity), particularly in adolescents from Native American, rural Hispanic and homeless groups. Extensive NIH-funded programs that support ongoing research with Native Americans in northern Minnesota have resulted in innovative culturally specific research that has established a new paradigm in behavioral research. In psychology, UNL's innovative research in positive psychology has gained national recognition.

The Bureau of Sociological Research [www.unl.edu/resources/7-9]

Bioprocessing and Bioengineering

UNL's Biological Process Development Facility is a leading research laboratory in the development of vaccines and therapeutic agents from recombinant proteins and is one of a very few university-based facilities in the nation with the capability to produce materials suitable for PhaseI/II clinical

www.unl.edu/resources/7-7

www.unl.edu/resources/7-8

www.unl.edu/resources/7-9

trials. A large portion of the facility's externally funded work is in the development of vaccines against biological warfare agents and products that can be used as therapeutic countermeasures to treat people who have been exposed to biological agents. UNL bioengineering programs focus on novel research programs, ranging from producing recombinant proteins for treatment of Hemophilia B to miniature camera-carrying robots that can be inserted into the abdomen and enable laparoscopic tele-surgery.

www.unl.edu/resources/7-10	Department of Chemical and Biomedical Engineering [www.unl.edu/resources/7-10]
www.unl.edu/resources/7-11	Biological Process Development Facility [www.unl.edu/resources/7-11]
www.unl.edu/resources/7-12	Medical robots [www.unl.edu/resources/7-12]

Creative Writing

UNL has a distinctive niche in creative writing excellence and offers M.A. and Ph.D. degrees in this field, and is one of the few institutions in the country to offer a creative writing dissertation program. UNL also hosts the Nebraska Summer Writers' Conference, which is helping establish UNL locally and nationally as a vital center for the creative literary arts. One of the nation's premier literary quarterlies, *Prairie Schooner*, was founded at UNL. The Department of English features a number of nationally known creative writers, among them Professor Ted Kooser, who was appointed as the United States Poet Laureate in 2004 for the first of two, one-year terms in this position.

www.unl.edu/resources/7-13	Department of English [www.unl.edu/resources/7-13]
www.unl.edu/resources/7-14_	Nebraska Summer Writers Conference [www.unl.edu/resources/7-14]
www.unl.edu/resources/7-15	Prairie Schooner [www.unl.edu/resources/7-15]

Scholarly Publishing and Research in Digital Textual Studies

UNL has significant strength in scholarly publishing and research in digital textual studies.

The University of Nebraska Press, housed on the UNL campus, has published exemplary scholarly and popular books for more than 60 years and actively encourages, develops, publishes and disseminates first-rate, creative literary work, memoirs and the results of national and international scholarly research in several fields. The Press also facilitates teaching through its publications and develops projects particularly suited for undergraduate and graduate university classrooms.

The Center for Digital Research in the Humanities, a joint program of University Libraries and the College of Arts and Sciences, advances interdisciplinary research by creating unique digital content and developing tools to assist scholars in text analysis and visualization. The Libraries provide tools, expertise, and training for creating and organizing digital content to support research and instruction. A wide range of activities in the Libraries support digital scholarship, an emerging frontier in today's research environment. The Libraries have reallocated five positions, received eight grants where library faculty are the principal investigators and designated private donations to support moving from pilot programs to production. The Center has over 32 faculty projects under way. The Libraries' plans include developing options for preservation of digital data in conjunction with national efforts to address the need for preservation of digital data and the creation of trusted repositories for electronic resources. Online journals include *The Willa Cather Archive, The Walt Whitman Archive* and the *Journals of the Lewis and Clark Expedition*.

The Center for Digital Research in the Humanities [www.unl.edu/resources/7-16]	www.unl.edu/resources/7-16_
University of Nebraska Press [www.unl.edu/resources/7-17]	www.unl.edu/resources/7-17
The Willa Cather Archive [www.unl.edu/resources/7-18]	www.unl.edu/resources/7-18
The Walt Whitman Archive [www.unl.edu/resources/7-19]	www.unl.edu/resources/7-19
Journals of the Lewis and Clark Expedition [www.unl.edu/resources/7-20]	www.unl.edu/resources/7-20

Educational Psychology and Assessment

The UNL School Psychology Program is one of the oldest accredited school psychology programs in the country with a long history of producing outstanding graduates who practice in academic and applied fields throughout the nation and the world. Most recently, the Center for Children, Youth, Families and Schools was awarded a \$5 million NIH-funded project to empower parents to work more closely with the schools to prepare children to succeed. Assessment is an outstanding area at UNL, led by the Buros Institute of Mental Measurements, publisher of the *Mental Measurements Yearbook*, and a leading authority for more than 65 years, advancing the field of measurement and promoting meaningful and appropriate test selection, utilization, and practice.

Center for Children, Youth, Families and Schools [www.unl.edu/resources/7-21]

Buros Institute [www.unl.edu/resources/7-22]

Textile Arts and Fine Arts

The International Quilt Study Center was established at UNL in 1997 as a result of the donation of more than 900 important historic and/or art quilts by collectors Ardis and Robert James. Acquisitions continue and the center's holdings now number more than 1,700 quilts. The program, which encourages scholarship and nurtures the appreciation of quilts as art and their significant cultural history, is the only one of its kind in existence. Ground was broken in spring 2006 to construct an independent building housing the center's scholars and holdings. Other areas of significance in fine arts include programs in printmaking, ceramics and painting. Karen Kunc has an international reputation as a printmaker working primarily in the medium of reduction woodblock technique. Ceramicist Gail Kendall has built UNL's master of fine arts program in ceramics into one of the top five programs in the nation. The program is highly competitive and attracts exceptionally promising students. Annually, 30 to 50 graduate students apply to the ceramics MFA program; we accept the top two or three. Currently there are nine MFA students in ceramics. Landscape painter Keith Jacobshagen creates paintings that celebrate the vast scale and scope of the Great Plains. Jacobshagen employs landscape as a means of metaphor. While

www.unl.edu/resources/7-21

www.unl.edu/resources/7-22

in one sense, his paintings explore the topographical and geological features of the landscape, in another, his works exemplify the use of the genre to explore the artist's relationships, memories and conversations.

www.unl.edu/resources/7-23	International Quilt Study Center [www.unl.edu/resources/7-23]
www.unl.edu/resources/7-24	Robert Hillestad Textiles Gallery [www.unl.edu/resources/7-24]
www.unl.edu/resources/7-25	Department of Art and Art History [www.unl.edu/resources/7-25]

Great Plains Studies

UNL's strength in Great Plains Studies encompasses scholarly research in literature, geography, botany, agronomy, economics, journalism and other disciplines. The region invites inquiry into the relationships between the environment and the cultures brought to it by its various inhabitants, as well as the implications of these relationships for the future. The Center for Great Plains Studies promotes a greater understanding of the people, culture, history, and environment of the Great Plains through a variety of research, teaching, and outreach programs.

www.unl.edu/resources/7-26 Center for Great Plains Studies [www.unl.edu/resources/7-26]

www.unl.edu/resources/7-27 Plains Humanities Alliance [www.unl.edu/resources/7-27]

High-Energy Physics, Materials Science and Nanotechnology

Physics is an area of exceptional research strength at UNL, leading outstanding externally funded programs in materials science, particularly nanomaterials, and in high-energy (atomic, molecular and optical) physics. The Nebraska Center for Materials and Nanoscience, previously named the Center for Materials Research and Analysis, involves more than 40 faculty from physics, chemistry and engineering and provides advanced instrumentation for materials research. The NSF-funded Materials Research Science and Engineering Center is focused on quantum and spin phenomena in nanomagnetic structures and together with the W.M. Keck Center in Mesospin and Quantum Information Systems is a major nanotechnology effort. UNL has completed a tera-watt laser facility that is one of the three most powerful in the United States, and two of the high-energy physics faculty members lead UNL's participation as one of seven Tier 2 sites for the Compact Muon Solenoid project, the largest international physics experiment ever conducted.

www.unl.edu/resources/7-28 Center for Materials Research and Analysis [www.unl.edu/resources/7-28]

www.unl.edu/resources/7-29 Materials Research Science and Engineering Center [www.unl.edu/resources/7-29]

www.unl.edu/resources/7-30 CMS Tier 2 Site [www.unl.edu/resources/7-30]

Journalism and Public Media

UNL significantly contributes to the intellectual engagement of the American public through its excellent educational programs in journalism and its prominent role in supporting public media. UNL's College of Journalism and Mass Communications is nationally recognized for providing

high-quality journalism/mass communications education. Students and alumni routinely win national competitions and attribute their success to their educational experience at UNL. The NET (Nebraska Educational Telecommunications) system, which is one of only a handful of local public television stations nationwide that produces programs for local and national distribution, is nationally renowned for excellence in quality public programming. NET has recently undergone a transformation to digital delivery. NET services support the instruction and research mission of UNL and connect Nebraskans with culture, history, learning, athletics and entertainment.

College of Journalism and Mass Communications [www.unl.edu/resources/7-31]

NET (Nebraska Educational Telecommunications) [www.unl.edu/resources/7-32]

Mathematics Education

The UNL Mathematics Department is a national leader in the critical arena of mathematics education, developing innovative programs to encourage students from middle school through graduate education. The NSF-funded Math in the Middle Institute focuses on excellence in middle school math teaching and the Mentoring through Critical Transitions Points program funds mentoring programs for graduate students and early-career faculty. In 1998 the department was awarded the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in recognition of its success in mentoring female graduate students.

Department of Mathematics [www.unl.edu/resources/7-33]

Center for Science, Mathematics and Computer Education [www.unl.edu/resources/7-34]

Plant Genomics and Plant Breeding

UNL has a long history of excellence in plant genomics and breeding, particularly in the major agronomic crops: corn, wheat, soybeans, sorghum and dry edible beans. UNL-developed wheat varieties were grown on more than 70 percent of the U.S. winter wheat acreage in the late 1970s and still are major contributors today. In response to changing markets, plant breeders are engineering varieties with new attributes, such as soybeans with oil content for use in biodiesel fuels. Cutting-edge genomics research fuels today's plant breeding programs. UNL's Plant Science Initiative and NSF-funded Plant Genome Center focus on the basic research that will produce tomorrow's new crops.

Plant Science Initiative [www.unl.edu/resources/7-35]

Polar Ice Research (ANDRILL, PICO)

UNL geoscientists were among the first to drill ice cores in Antarctica (work began in the 1950s) and have for several decades engaged in externally funded polar research, drilling ice cores to better understand global climate issues. In 1973, the National Science Foundation designated UNL as headquarters for the Antarctic Ross Ice Shelf Project, making UNL responsible for both ice drilling research and logistics for 20 institutions then participating in the program. Greenland was added to the list, and when the Ross project wound down in the late 1970s, NSF continued to support polar programs through UNL under a new designation as the Polar Ice Coring Office

www.unl.edu/resources/7-31 www.unl.edu/resources/7-32

www.unl.edu/resources/7-33

www.unl.edu/resources/7-35

(PICO). More recently, UNL leads the science management office of a major international consortium, ANDRILL (Antarctic Drilling), which includes more than 150 scientists from around the world who are studying the past 65 million years of Antarctica's role in global climate change. The program involves graduate and undergraduate students working with established faculty scientists and is funded by a \$12.9 million grant from the NSF.

www.unl.edu/resources/7-36 ANDRILL [www.unl.edu/resources/7-36]

Redox Biology

The Redox Biology Center, an NIH-funded Center of Biomedical Research Excellence, is the only center in the nation focusing on redox biology and metabolism. The center's research ranges from work revealing the principles that control catalysis by enzymes containing vitamin B12 to homocysteine metabolism, to identifying the full set of 25 human selenoproteins and elucidating their role in prostate cancer and in aging, to studying the mechanism of enzymes involved in proline oxidation. The center involves faculty from UNL departments of biochemistry, chemistry, plant pathology, and veterinary and biomedical sciences, and from the Eppley Cancer Institute at the University of Nebraska Medical Center.

www.unl.edu/resources/7-37 Redox Biology Center [www.unl.edu/resources/7-37]

Transportation and Infrastructure Research

The UNL College of Engineering is a leader in highway safety and infrastructure research, developing the next generation of transportation surfaces and structures. Researchers at the Midwest Roadside Safety Facility are innovators in the design of safer roadside guardrails and barriers, inventing the SAFER barrier was recognized as one of the 100 most technologically significant products by R&D magazine in 2003 and has been installed in all NASCAR racetracks. The National Bridge Research Organization is bringing innovative and cost-effective design to the replacement of the nation's 650,000 bridges that are classified as deficient. Using computer simulations and modeling, engineers have developed new materials for road surfaces with improved strength and quality.

www.unl.edu/resources/7-38 Natio

National Bridge Research Organization [www.unl.edu/resources/7-38]

www.unl.edu/resources/7-39

Midwest Roadside Safety Facility [www.unl.edu/resources/7-39]

Virology

UNL has a rich tradition in virology research, represented by our three faculty members (two emeriti and one current) who are members of the National Academy of Sciences. The Nebraska Center for Virology, an NIH-funded Center of Biomedical Research Excellence, is led by UNL virologists and links researchers at Nebraska's three major biomedical research institutions. The center's research focuses on some of the most devastating diseases afflicting the global community, with leading research programs in HIV and associated malignancies, human herpesvirus, human papilloma virus, prions and a premier research program studying the Chlorella virus.

www.unl.edu/resources/7-40 Nebraska Center for Virology [www.unl.edu/resources/7-40]

Water and Climate

Nebraska's position as a major agricultural state, second only to California in the number of irrigated crop acres, and our geographic location atop the High Plains Aquifer, the largest in the western hemisphere, have been the driving forces in our long tradition of research in drought management, studies of groundwater hydrology and the use of remote sensing in land management. UNL's National Drought Mitigation Center is the leading source of information on drought mitigation, and publisher of the drought maps seen nationally in newspapers each day. Our School of Natural Resources and its Conservation and Survey Division have been collecting detailed data on water well drilling, groundwater flows and the depth of the aquifer since the early 20th century. The Center for Advanced Land Management Information Technologies applies remote sensing and geographical information systems to create integrated data illustrating land cover and surface water changes.

National Drought Mitigation Center [www.unl.edu/resources/7-41]

www.unl.edu/resources/7-41

Center for Advanced Land Management Information Technologies [www.unl.edu/resources/7-42] www.unl.edu/resources/7-42

Indicators of UNL Faculty, Staff and Student Engagement in Inquiry and Learning

UNL employs many informal indicators to demonstrate faculty, staff and student engagement in inquiry and learning, including:

- External and internal recognitions of faculty and staff performance,
- Surveys of climate and learning engagement,
- Student performance on professional and licensure exams, and
- Student competitive recognition.

The sections below describe these indicators. In addition, UNL recently made a commitment to do a wholesale reform of our general education program, basing it on student learning outcomes, which should provide a future indicator of our success in fostering engagement in learning. Details about this effort appear under discussion of Core Component 4c.

External and Internal Recognition of Faculty and Staff Performance

Faculty peers from other institutions, from professional societies and from within the institution have noted and recognized many UNL faculty for outstanding achievements in their disciplines. Two faculty members receiving very distinguished recognition recently are Ted Kooser, professor of English, named United States Poet Laureate and 2005 Pulitzer-prize winner in poetry, and James Van Etten, elected to the National Academy of Science.

The list of national awards received by UNL faculty is extensive and beyond the scope of this brief commentary. A representative short list of recent honorees includes:

- Charlyne Berens, news-editorial journalism, Freedom Forum Teacher of the Year, 2002
- Ann Mari May, economics, Nebraska Professor of the Year, Carnegie Foundation for the Advancement of Teaching, 1998

Figure 7.1 UNL Faculty and Staff Responses to Gallup Survey Items Addressing Institutional Support

The university has worked with the Gallup® Organization since 2002 to assess the campus climate. We were the first higher education institution to engage Gallup® in this manner. Gallup® uses two proprietary survey instruments, the Q12® and the 110[™], in which 23 questions assess organizational climate issues. Approximately 74 percent of eligible UNL employees responded to the survey in 2004.

"This last year I have had opportunities at work to learn and grow." 3.82

"There is someone at work who encourages my development." 3.46

"At work I am encouraged to use my unique talents." 3.58

(N=3,810; total eligible=5,117) Note: Items are on a five-point Likert scale from "highly disagree" (1) to "highly agree" (5).

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- John Boye, electrical engineering, Nebraska Professor of the Year, Carnegie Foundation for the Advancement of Teaching, 2000
- Rumiko Handa, American Institute of Architecture Students Outstanding Educator award, 2003
- Amy Burnett, history; Amy Goodburn, English; Paul Savory, industrial and management systems engineering; TIAA-CREF Theodore M. Hesburgh Award Certificate of Excellence (Co-coordinators for the Peer Review of Teaching Project), 2005
- Ron Hanson, agricultural economics, North American Colleges and Teachers of Agriculture Teaching Award of Excellence, 2001-02 and 2003; Western Agricultural Economics Association Outstanding Teaching Award, 2002; Nebraska Professor of the Year, Carnegie Foundation for Advancement of Teaching, 2004.

Many, many more accolades could be listed. We claim these recognitions and honors as affirmation and evidence of faculty learning and exercise of intellectual inquiry.

The University of Nebraska system confers awards annually recognizing: outstanding research and creative activity, outstanding teaching, and outstanding departmental teaching. Faculty from all four NU campuses are eligible for these awards; UNL faculty have received the majority of them. For example, 50 UNL faculty, in disciplines as disparate as film studies, biochemistry, parasitology, philosophy, physics and classics and religious studies, have received the Outstanding Research and Creative Activity Awards since the award was established in 1978. Two are bestowed annually. Of the 26 Outstanding Teaching and Instructional Creativity Awards bestowed since 1993, UNL faculty have received 17. Additionally, five academic departments have received the University-wide Departmental Teaching Award since it was established in 1993.

UNL has an unusually stable team of managerial/professional and office/service personnel who are committed to the progress of the university. More than 90 percent of these individuals are ranked as delivering satisfactory performance or better annually during the salary increase process, which is highly merit-based. Additionally, in any given year, only 40 to 60 staff members (of 3,500) are terminated for unsatisfactory performance (resulting in only one to three grievances filed annually). These failure rates are considerably lower than similar organizations experience. Evaluation sheets completed by staff participating in training workshops consistently give high marks to the training provided.

Surveys of Climate and Learning Engagement

The majority of UNL faculty and staff respondents to the 2004 Gallup® Survey of institutional climate (see Chapters 3 and 4) stated they had opportunities to learn on the job, felt someone at work encouraged their development and felt encouraged to use talents at work. Figure 7.1 shows average scores on a scale of 1-5 of our faculty and staff when responding to items that emphasize how the university encourages them to learn and develop.

Student learning indicators reported in surveys have been discussed more fully in previous chapters. The UNL Quality Indicators Reports published annually since 2002 document that about a third of UNL graduating seniors report participating in a "meaningful research or creative activity experience" during their time at the university.

In order to understand how involved our undergraduates are in other educational practices empirically linked to high levels of learning and development, UNL elected to participate in the National Survey of Student Engagement. The survey has been administered by the Indiana University Center for Postsecondary Research since 2000. UNL participated in the National Survey of Student Engagement for the first time in 2002. The 2002 NSSE results made a significant contribution to the discussion and writing of the *Intellectual Engagement and Achievement at UNL* (Blue Sky report). The number of students surveyed in 2004 tripled, allowing results to be summarized at a college level as well as an institutional level. The 2004 survey was sent to more than 3,000 first-year and senior students at UNL; the response rate, 41 percent, was slightly higher than the national average. We are currently preparing for the 2007 administration. A more detailed description of UNL's 2004 participation and results can be found in Chapter 6.

First-year and senior benchmark scores for "active and collaborative learning," "enriching educational experiences," and "level of academic challenge" were as expected or better, based on what NSSE predicted for an institutions like UNL (see Table 6.2 in Chapter 6). "Active and collaborative learning" items included activities such as making class presentations or working with classmates outside of class to prepare class assignments. "Enriching educational experiences" items ask about participation in activities like internships, practica, study abroad and culminating senior experiences. "Level of academic challenge" items covered activities such as the number of papers written and amount of emphasis on higher-order mental activities. Each of these NSSE indicators addresses different approaches for acquiring a breadth of knowledge and skills and exercising intellectual inquiry.

Performance on Professional and Licensure Exams

UNL students score quite well on professional and licensure examinations. For example, students in one of UNL's newest undergraduate programs, Professional Golf Management, scored an unprecedented 100 percent pass rate on their first Professional Golf Association administered checkpoint exam in spring 2006. All 19 students passed the test; typically, 20 percent to 50 percent of students in a new program fail all or portions of the test. The PGA projects a 50 percent failure rate for new programs. Figure 7.2 identifies the performance of UNL students on a number of national examinations. Graduates' success when sitting for professional licensure examinations equals or exceeds the national average in 21 of 26 cases.

Name of Exam	Program	Exam Date	UNL Pass Rate	National Pass Rate	Pass Rate Difference
Certified Professional Constructors, Level I	Construction Management	11/4/04	80%	67%	13%
	Construction Management	4/2/05	78%	60%	18%
Praxis Specialty Exam for	Communication Disorders	3/6/04	93%	^	
Speech-Language Pathology ^	Communication Disorders	4/17/04	100%		
	Communication Disorders	6/12/04	100%		
Examination for Professional Practice of Psychology ^	Clinical Psychology	7/ 1 /04	100%	A	
State Bar Examination	Law	2/1/04	80%	33%	47%
	Law	7/1/04	87%	83%	4%
Registered Dietitian Exam	Nutrition & Health Sciences	12/1/04	72%	81%	-9%
SOA Course 1 Exam	Actuarial Science	5/1/04	34%	39%	-4%
	Actuarial Science	11/1/04	40%	37%	3%
SOA Course 2 Exam	Actuarial Science	5/1/04	23%	28%	-5%
	Actuarial Science	11/1/04	70%	42%	29%
SOA Course 3 Exam	Actuarial Science	5/1/04	50%	36%	14%
	Actuarial Science	11/1/04	14%	42%	-28%
SOA Course 4 Exam	Actuarial Science	5/1/04	100%	52%	48%
	Actuarial Science	11/1/04	78%	51%	26%
Fundamentals of Engineering	Agricultural Engineering	10/1/04	75%	81%	-6%
Examination	Architectural Engineering	10/1/04	89%	57%	32%
	Biological Systems Engineering	10/1/04	100%	81%	19%
	Chemical Engineering	10/1/04	100%	86%	14%
	Civil Engineering	10/1/04	88%	76%	12%
	Computer Engineering	10/1/04	100%	78%	22%
	Electrical Engineering	10/1/04	100%	77%	23%
	Industrial Engineering	10/1/04	100%	68%	32%
	Mechanical Engineering	10/1/04	90%	82%	8%

Figure 7.2 Graduate, Professional, and Post-Doctoral Index of Graduates' Success on Professional Licensure Exams

^ National pass rates are not available for these exams.

Student Competitive Recognition

UNL's Quality Indicators [www.unl.edu/resources/7-43] show that 556 current graduate and professional students published or presented in national publications or conferences in 2003-04, and 518 students published or presented in 2002-03. Since 1998-99, between five and eight graduate students have won prestigious national competitive awards, such as National Science Foundation Graduate Fellowships, annually. Since 1998-99, between five and 14 undergraduates have won nationally competitive awards (such as Truman, Goldwater, Fulbright, Jack Kent Cooke) annually.

www.unl.edu/resources/7-43

Fulfillment of Core Component 4b: The commitment of UNL to the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry can be seen in its research enterprise, defined broadly to include educational programs and activities ranging from the fine arts to the hard sciences. Nationally and internationally, significant scholarly work is taking place in an impressive range of fields. UNL faculty are highly engaged in the process of inquiry and this engagement provides a vital character to the university. Faculty, staff and students receive recognition for their work and continued learning. The quality of inquiry and acquisition of knowledge and skills in which students are engaged is attested to by their strong performance on national professional and licensure examinations.

Core Component 4c.

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

UNL's efforts to assess whether our curricula will help students thrive in a global, diverse, and technological society reflect our publicly stated mission to do so. The university's role and mission documents and our recently adopted core values declare our commitment to providing a depth and breadth of learning experiences for students, faculty and others. Some relevant language from our role and mission statement appears below:

- Many of UNL's teaching, research, and service activities have an international dimension in order to provide its students and the state a significant global perspective."
- The curricula are designed to foster critical thinking, and re-examination of accepted truths, a respect for different perspectives, including an appreciation of the multiethnic character of the nation, and curiosity that leads to life-long learning.

	 The University of Nebraska–Lincoln promotes respect for and understanding of cultural diversity in all aspects of society. Pasis and applied research and grative activity represent a major component of UNU's 			
	• Basic and applied research and creative activity represent a major component of UNL's mission.			
	• Through their research and creative activities, faculty at UNL interact with colleagues around the world and are part of the network of knowledge and information that so influences our society. As a consequence, the University serves as the gateway through which Nebraska participates in and shares the gains from technological and cultural developments.			
www.unl.edu/resources/7-44	Source: UNL Role & Mission document [www.unl.edu/resources/7-44]			
	In addition to these ideals expressed in our role and mission document, the importance of preparing students "to live and work in a global, diverse, and technological society" is recogn in two UNL core value statements; we value "a diversity of ideas and people" and we value "learning that prepares students for lifetime success and leadership."			

The primary means by which UNL makes the assessments that are consistent with this core component are:

- Assessments of academic program and student engagement,
- Reports on efforts to diversify student enrollment,
- Opportunities to engage in international issues and experiences,
- Engagement in training on diversity issues, and
- Curricular requirements that support cultural diversity.

In addition, UNL has made a significant commitment to preparing students for a global, diverse and technological society through efforts to review and reform general education, described in the last section illustrating Core Component 4c. Please see also the "Response to the Commission Statement on Diversity" for additional information. [www.unl.edu/resources/SD-2]

Assessments of Academic Programs

All national accreditation reviews of academic programs that impact the professional colleges at UNL (accrediting bodies and programs are listed in Chapter 5) require attention to preparing students to live in a "global, diverse, and technological society." Each college has met its professional accreditation requirements and through this has demonstrated a commitment to preparing students for such a society. Some examples of these specific requirements are:

• *National Council for Accreditation of Teacher Education* (accrediting body for the College of Education and Human Sciences). The Council has separate standards for diversity and technology that must be met.

www.unl.edu/resources/SD-2

- Accreditation Board for Engineering and Technology (College of Engineering). Requires that programs demonstrate that graduates have "the broad education necessary to understand the impact of solutions in a global and societal context," "a recognition of the need for, and an ability to engage in life-long learning," and "a knowledge of contemporary issues."
- *The National Architectural Accrediting Board* (College of Architecture). Includes the following in its standards: Students must demonstrate "Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects" and the "Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process."
- The Accreditation Council on Education in Journalism and Mass Communications (College of Journalism and Mass Communications). Requires that students "demonstrate an understanding of the diversity of groups in a global society in relationship to communication" and "apply tools and technologies appropriate for the communications professions in which they work." The council also requires that "the unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity, and sexual orientation."
- *The Association to Advance Collegiate Schools of Business* (College of Business Administration). Includes in its application process for re-accreditation evidence that the following has been addressed: "Consistent with its mission and its cultural context, the institution must demonstrate diversity in its business programs."

(Note: Copies of the accrediting reports for all UNL programs will be available to the North Central site visitation team in its work room on campus.)

In addition to participating in these professional accreditation programs, UNL complies with the Board of Regents Bylaws and Legislative Bill 663 which require periodic review of all academic programs. The Academic Program Review process includes an internal self-study, an external program review, a report with a clear plan for applying the results of the review and specific responses to the program review from various administrators. The goal of program reviews is to improve quality and a standard procedure ensures institutional consistency and provides data for long-range planning. The university's program review procedure is incorporated into the Cooperative State Research Education and Extension Service comprehensive review for programs within the Institute of Agriculture and Natural Resources and also meets requirements set by the Nebraska Coordinating Commission for Postsecondary Education. (See Academic Program Review guidelines [www.unl.edu/resources/7-45])

Reviews are conducted on a seven-year cycle. The senior vice chancellor and the IANR vice chancellor, in consultation with deans and directors, select programs to be reviewed each year.

www.unl.edu/resources/7-45

Review teams integrate external peers with UNL faculty and representatives from industry, alumni and staff to provide broad perspective. Composition of the team varies by program, but teams should reflect the university's core value of diversity of people and ideas and include two individuals from other institutions with similar programs (one of these individuals is team leader), at least one UNL faculty member not in the program under review and one from the university's Academic Planning Committee. The team is to issue a report within 30 days of its site visit.

The program's self-study provides information necessary for the review team to assess how successfully the program is fulfilling its mission and the mission of the university, how well it functions as an organization, the appropriateness of the program's strategic vision of its future, and how it intends to move to a higher level of achievement. The self-study must show how the program's academic strategic plan relates to the college/university/system plans and must address diversity, workplace climate and other university priorities reflected in our core values. It must describe how the program contributes to the following areas, as appropriate: "general" education; undergraduate education; graduate education; distance education; outreach; research, scholarship and creative activity; and climate, engagement and inclusiveness. The self-study is expected to describe challenges and opportunities related to the aforementioned items and provide a detailed plan as to how it will, or would like to, address identified challenges and opportunities. These reviews provide a check on whether programs at the department level are focused on providing students experiences that will prepare them to work in a global, diverse and technological society.

Efforts to Diversify Student Enrollment

Like many of its peers, UNL seeks to improve the racial, ethnic and socioeconomic diversity of its student population as a way of better preparing students to work in a diverse society. Among efforts undertaken recently are those aimed at enhancing the recruitment of underrepresented students, particularly out-of-state and international students, to increase diversity. In 2005, minority students comprised 9.8 percent of total new students; the previous year, 8.5 percent of new students were minority students.

Undergraduate Studies

The Office of Admissions 2005-06 Undergraduate Student Recruiting Plans document outlines several overarching goals. They include:

- Increasing staff support for students of color recruiting;
- Supporting the university committee on students of color recruitment and retention;
- Developing a strong, working relationship with the new OASIS retention team;
- Developing a relationship with Nebraska's tribes in the recruitment of Native American students;
- Using community resources to identify prospective students of color; and
- Enhancing our online services for international student recruitment.

Figure 7.3 displays UNL undergraduate enrollment by ethnicity. As the figure demonstrates UNL's enrollment of students who self identify as Asian, Black, Hispanic and Native American has increased over the past 10 years.

Race/Ethnicity	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006
White, non- Hispanic	16,699	16,014	15,832	15,661	15,642	15,623	15,688	15,370	14,713	14,505
American Indian/ Alaska Native	65	71	67	69	94	85	62	81	89	102
Asian/Pacific Islander	331	369	360	369	377	387	432	443	421	447
Black, non- Hispanic	344	348	339	350	376	369	369	384	359	378
Hispanic	279	278	247	291	299	313	330	359	401	456
Nonresident alien	535	536	517	460	498	550	565	468	483	463
Race/ethnicity unknown	701	630	591	604	682	658	672	746	671	686
Grand Total	18,954	18,246	17,953	17,804	17,968	17,985	18,118	17,851	17,137	17,037

Figure 7.3 UNL Undergraduate Enrollment by Ethnicity (Fall 1995 and Fall 2005)

UNL also encourages undergraduate minority students to enroll in graduate programs through participation in the Ronald E. McNair Program, which prepares highly motivated undergraduate students for doctoral studies. Participants are from economically disadvantaged backgrounds and are first-generation university students or they are members of traditionally underrepresented participants in higher education such as African American, Hispanic, Native American or Native Alaskan students. McNair scholars are expected to enter high-quality graduate programs and achieve a doctorate. The goal of the Ronald E. McNair Postbaccalaureate Achievement Program is to increase higher education opportunities leading to doctoral attainment for students from groups underrepresented in graduate education. During the fall and spring semesters, McNair scholars participate in colloquia and seminars to prepare them for the graduate school process (selection, application, funding and opportunities once there), and to prepare them for the research experience. During the summer, McNair Scholars participate in a summer research program with faculty mentors on a research project, which culminates in a publication and presentation at a national conference.

Since the inception of the program at UNL in 1995, 137 McNair scholars have completed their bachelor's degrees, 43 have earned their master's or other professional degrees, and five have earned a Ph.D. Another 24 students are currently enrolled in master's degree programs and 16 students are currently enrolled in a Ph.D. program at universities across the country, including Cornell, Temple, and Western Washington.

Selected International focuses in UNL Colleges

College of Agricultural Sciences and Natural Resources: Promotes study abroad experiences; articulated a minor in international affairs; added an intern position in International Agriculture and Rural Development, established a faculty associate to the Office of International Affairs and established a college task force.

College of Architecture: Semesterabroad programs have a long history in the college, particularly in London. Links with Asia, particularly China, are being explored to take advantage of faculty contacts in the region.

College of Arts and Sciences:

Graduate programs in science and math attract international graduate students; programs in modern languages promote study abroad experiences; established program in human rights and human diversity and emerging program in indigenous peoples have potential to students; Global Classroom Initiative brings teachers and students together via video-conferencing.

College of Business Administration:

Signature programs include Pan Pacific conference organized by a faculty member; student studyabroad experiences; U.S. Agency for International Development grants funded development of an M.B.A. program in Albania; faculty have consulted with governments of former Soviet satellites; faculty Fulbright scholars.

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Since 2002, 58 new scholars were recruited and selected into the program. Forty-one of them (70.6 percent) are both first-generation, low-income students and 35 (60.3 percent) are also from groups underrepresented in graduate school. A recent (2002-2005) McNair scholar is currently a Cornell Ph.D. student in genetics and development; she received an IGERT Fellowship in 2005-2007, an NSF Graduate Fellowship for 2006-2007, and a Ford Foundation PreDoc Fellowship.

Of our 18 2005-2006 graduates, 10 applied to and were accepted to graduate degree programs (Indiana University, Oregon State, University of North Carolina-Chapel Hill, University of Washington and UNL). The average GPA of the 18 graduates was 3.639 with the highest attaining a 3.949. Two students graduated from the University Honors Program, five graduated with High Distinction, and five with Distinction.

All 15 UNL 2006-07 McNair Scholars are participating in the McNair Summer Research Experience and presented at the 14th Annual Berkeley McNair Scholars Symposium in August.

Graduate Studies

The Office of Graduate Studies has an aggressive strategy for recruiting a more diverse and more qualified applicant pool, which involves a variety of methods with an intentional communication plan. Graduate Studies has created a new position, associate director for graduate recruitment, whose job will be to focus on underrepresented student recruitment.

Each year the Office of Graduate Studies participates in approximately 30 graduate school fairs across the country. On average, they have direct contact with over 1,000 prospective students with interests in all disciplines. Campuses are selected on the basis of the quality of their programs and the diversity of their student bodies. This past year, five Historically Black Colleges and Universities were included: Alcorn State University, Jackson State University, Florida A&M University, Hampton College and Norfolk College, which resulted in a total of 113 direct student contacts.

The Office of Graduate Studies sponsors representatives of the University of Nebraska–Lincoln to attend the following conferences that are geared toward underrepresented students: National Conference of the Society for Advancement of Chicanos and Native Americans in Science; National Society of Black Engineers; American Indian Science and Engineering Society; Minority Biomedical Research Support; the California Forum for Diversity in Graduate Education and multiple National McNair conferences. Because these conferences attract large numbers of underrepresented students who are interested in pursuing graduate degrees, they provide convenient opportunities to meet with potential students. In the first year of these initiatives there were over 120 direct student contacts and the second year resulted in over 340 direct student contacts.

Opportunities for Engagement in International Issues and Experiences

In fall 2005, a Task Force on International Initiatives was convened by the senior vice chancellor for academic affairs and the IANR vice chancellor. The task force was asked to provide information to the Senior Administrative Team regarding current areas of strength in

international education that will help UNL to: recruit more international students at all levels; increase the number of domestic students who study abroad; and develop interdisciplinary research and teaching on projects to promote international work at the university. The task force issued its report in February 2006. [www.unl.edu/resources/7-46]

www.unl.edu/resources/7-46

In general the task force learned that UNL international programs fall into five broad categories:

- Faculty research,
- International graduate students,
- International undergraduate students,
- Undergraduates pursuing "international" majors and
- Study abroad.

UNL has strong links with international research in the sciences and engineering, which are crucial in attracting graduate students. Other areas of strength are emerging in various undergraduate programs that are emphasizing curriculum-linked travel abroad experiences.

More than 1,900 international students and visiting international scholars are in residence at UNL. Scholars come from 101 countries. About two-thirds are graduate students. The largest number come from China, followed by India, Japan, South Korea and Malaysia. There is a developing interest in scholars from Canada, Brazil, Taiwan, Germany, Thailand and Russia. Students are enrolled in all colleges at UNL. The two programs with the largest gross numbers are computer science (93 in fall 2005) and engineering (99 in fall 2005).

The Office of International Affairs is the administrative unit charged with promoting and supporting international education at UNL. In 2002, International Affairs and the International Programs Division of the Institute of Agriculture and Natural Resources merged. International Affairs promotes study abroad experiences, supports international students and scholars and promotes programs to help internationalize the campus and the community.

The organizational framework for international programs at UNL is described by the task force as decentralized and entrepreneurial, a model in which the initiative is left up to individual faculty and staff, departments and colleges. The approach has produced a number of strong programs and served the university well, given minimal resources and lack of coordination among units. However, the task force stated this does not take advantage of potential synergies that could evolve into a set of strategic, coordinated programs. The task force noted that any contemplated changes should not displace current entrepreneurial efforts nor reduce support for structures currently in place.

The task force noted that the Office of Undergraduate Admissions employs a .75 FTE position for international recruitment and suggested more resources be devoted to this effort. It suggested that UNL build on the following trends or themes: enhancement of programs in intensive English; creation of a "Junior Year in Nebraska" program; and development of a service learning and global

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College of Education and Human Sciences: International research in public health, adolescent behavior; family strengths; children; new immigrant business development; textile and quilt studies; foreign language learning.

College of Engineering:

Developing strategic partnerships with international institutions to promote reciprocal student-faculty exchanges, research collaboration and graduate student recruitment.

Hixson-Lied College of Fine and Performing Arts: Established an exchange program with a theatre training school in Moscow, Russia; conducted archeological research in Turkey; faculty and student musical performances in Czech Republic, Spain, England, France and Malaysia.

College of Journalism: Encourages study-abroad experiences; capstone courses with international component (Cuba, France, Sri Lanka); partnerships with institutions in Norway, Ethiopia, Kosovo, Tanzania, Sudan and Bolivia.

College of Law: Co-sponsors studyabroad experiences in England and Ireland; courses in international law; faculty with research interests in international jurisprudence. engagement program.

To bolster international research efforts, the task force noted a lack of communication and coordination that could be addressed by the appointment of a senior administrator at the dean level for international affairs. In the summer of 2006, a subcommittee was appointed by the senior vice chancellor and the IANR vice chancellor for additional study and action. The Task Force on International Initiatives requested two paragraph descriptions of international areas of strength from each college at UNL. An abbreviated list is noted in the sidebars. For full www.unl.edu/resources/7-46 descriptions, see [www.unl.edu/resources/7-46]. UNL maintains and promotes a number of programs and activities for faculty, staff, and students to engage in international issues and experiences, emphasizing how such experiences prepare individuals for work in a complex society. Current activities include the following: • Study Abroad. As discussed earlier, nearly 20 percent of undergraduates participate in Study Abroad opportunities sometime during their collegiate career. Efforts are planned to encourage more students to consider this educational opportunity. • The Global Classroom. UNL is one of 12 institutions in the country employing a new curricular model for international education called "The Global Classroom," which uses the capacity of the Internet to span time zones and miles. In 2004, students participated in lectures, group discussion, presentation, and writing assignments with students at Voronezh State Agricultural University (Russia) and the University of Castilla-La Mancha (Spain) via live video interaction. In fall 2005, a class involved

(Turkey) and Voronezh State Agricultural University.

• *E.N. Thompson International Scholars.* The goal of this new academic learning community is to provide first-year students with the opportunity to explore world issues, engage in service-learning that augments classroom experience and to participate in E.N. Thompson Forum events, including opportunities to interact with Forum speakers. The group participated in the aforementioned Global Classroom project in fall of 2005 with students from the University of Castilla-LaMancha.

students from Fatima Jinnah Women University (Pakistan), Yeditepe University

- *International students and scholars.* In 2005, some 1,937 international students and scholars were in residence at UNL. The university has formal exchange agreements with 190 institutions in other countries and is working to recruit more international students.
- International Studies Program. The College of Arts and Sciences offers majors and minors in International Studies. The major includes a "global competency" requirement to be met by study abroad or language study at the junior or senior class level.

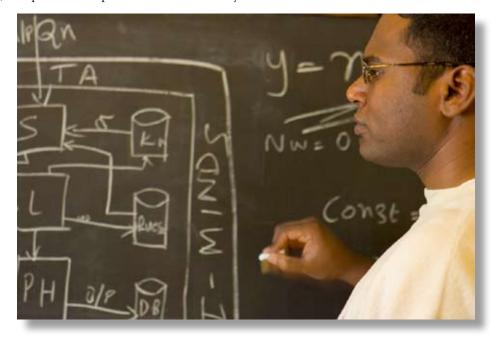
- *International Agriculture Minor*. The College of Agricultural Sciences and Natural Resources offers an inter-departmental minor in international agriculture and natural resources.
- *International Events.* A variety of on-campus events support UNL's global efforts. These events have included International Education Week (2004); National Collegiate Network Leadership Conference (2005); and various activities produced by international students such as Japan Night, Malaysian Night and a Diwali festival by Indian students. UNL also is host to an annual Pow Wow produced by the University of Nebraska Indian Tribal Exchange organization.

Engagement in Diversity Training

In order to assure that we have university personnel whose actions support our commitment to prepare students to live and work in a diverse society, UNL offers a number of regular training opportunities for employees addressing workplace climate issues related to preparing students and employees to respond to a diverse society. A new program, "Brightline," is required for all supervisors and available to any

interested employees. "Brightline" is an online and in-person tool for training participants on preventing workplace harassment, ensuring workplace ethics, conducting internal investigations and other employment law topics. UNL tracks administrative participation in this program. Approximately 2,000 people logged onto the course during its first year.

UNL also offers training on ADA compliance; attendance is mandatory for anyone who hires and/or supervises employees or students. Topics in the two-hour session include what qualifies as a disability and what is reasonable accommodation; supervisor's responsibility in the accommodation process; psychiatric disabilities and faculty/staff codes of conduct; what to do when you deliver a poor evaluation



and the employee claims to have a disability; employees with disabilities who are not performing adequately despite accommodation; what questions are appropriate to ask during the interview process; how medical records should be appropriately handled; and UNL's accommodation planning process for employees.

Finally, the Office of Equity, Access and Diversity programs offers training for members of search committees. Search committee orientation training is required of all who sit on active search committees, and it emphasizes the search committee's role in assuring fair non-discriminatory hiring practices. Eligibility expires after two years and employees must attend an update training. If four or more years pass without attending a training, individuals must attend Search Committee Orientation to regain eligibility.

University Libraries also supports our goal to help students live and work in a diverse society with the hiring of a Diversity Librarian and recruitment of a multicultural services librarian. The Libraries have established a diversity committee to help develop and implement a diversity plan within the Libraries and to signal to faculty and staff that enhancing knowledge of and respect for diversity is a core value for which everyone is responsible. As a comprehensive research library, the Libraries try to represent multiple points of views and cultures in the collections and to make a wide variety of ideas and opinions available in the collections.

Curricular Requirements that Support Cultural Diversity

In addition to the programs listed above, the university, through its general education program encourages knowledge and understanding of cultural diversity, and many colleges have diversity/ international requirements. Typically these courses help students fulfill college and university requirements simultaneously. A sampling of these requirements appears below:

- *Comprehensive Education Program (CEP)*. The CEP is UNL's current general education program (see Review and Reform of General Education below); it has two tracks, each of which addresses students' understanding of diversity. The track titled Essential Studies requires all students to take at least one course addressing "Race, Ethnicity & Gender." Course outcomes include knowledge and analysis of theoretical concerns, social experiences, or creative works arising from human diversity in the United States and the world community to which it belongs. The track titled Integrative Studies suggests courses that offer a "Consideration of Human Diversity appropriate to the subject matter of the course so that students can explore the way in which the cultural differences shape conceptions about the subject matter and discern the intellectual and pragmatic effects on human groups of the subject matter and ideas related to it."
- *College of Agricultural Sciences and Natural Resources*. Requires Agricultural Science 271, the course description of which states, "Offers International focus-learn about someone different from you."
- *College of Arts and Sciences.* Some individual majors have international or diversity requirements:
 - English: requires three hours in Literature of Culture, Ethnicity, and Gender
 - Geography: requires Geography 272, Geography of World Regions
 - History: requires six hours Europe, six hours outside North America or Europe
 - Other majors, such as Ethnic Studies, European Studies, International Studies, and Women's and Gender Studies, have international and diversity concerns built in to their program.
- College of Business Administration. Requires all majors to take one international-focus class offered outside the college and fulfill university general education requirements.
- College of Education and Human Sciences. Requires majors to take Human Relations 330, which focuses on multicultural issues, and a course in Race, Ethnicity, Gender and Class.

- College of Engineering. Mandates a course titled "Appreciation of Global Issues."
- *College of Fine and Performing Arts.* Offers a number of courses that address diversity and or global issues. They include courses such as history of American jazz, history of rock music, world music, jazz styles, American music, intro to theatre, history of theatre I/II, American theatre I/II, playwriting, and continental drama.
- *College of Journalism and Mass Communications.* Works to infuse diversity issues into every class. Over the past several years, a select group of news-editorial majors have traveled to Cuba, France and Sri Lanka as part of a depth-reporting experience.

Review and Reform of General Education

As mentioned previously, UNL is undergoing a revision of its General Education requirements for undergraduates. The effort was initiated in 2005 and is ongoing. A number of factors suggested now is the time to address some particularly vexing issues with the general education plan at UNL. Overhauling the plan allows us to renew our commitment as a major land-grant, research extensive university, welcoming and supportive of undergraduate students. Additionally, changes such as budget reductions, external funding, internal self-reflection, strategic planning and more sophisticated assessment tools have helped us clarify our priorities and academic vision. The current curriculum, called the Comprehensive Education Program (CEP) was adopted in 1995 and has never been rigorously or comprehensively assessed. The plan now includes more than 2,300 courses. Its complexity, its large size and its unwieldy nature have been seen as creating numerous barriers to student success, as an obstacle to timely completion of a degree and problematic for transfer students.

The chancellor and senior vice chancellor appointed a faculty committee to develop a plan for overhauling the Comprehensive Education Program. After attending a summer institute on general education, that group proposed a two-year reform process and described the following key characteristics of a desirable new general education program:

- Elegant, simple, and transparent to students, faculty and advisers;
- Based on student outcomes;
- Reflects the mission and core values of the university;
- Integrated with and reinforced within the majors;
- Constructed so that it satisfies the graduation requirements of all of our undergraduate colleges;
- Accommodates the full range of undergraduate students (e.g. transfer students, distance students, diverse students, rising achievement levels of incoming undergraduates, etc.);
- Enhances the undergraduate experience by providing broad exposure to multiple disciplines, complementing the major and helping students develop important reasoning, inquiry, and civic capacities; and is
- Sustainable within existing resources.

The chancellor, senior vice chancellor and Institute vice chancellor approved the committee plan, announcing the effort in the chancellor's 2005 State of the University address, naming a faculty member to chair a new General Education Planning Team and a General Education Advisory Council. This last group includes broad representation from the university community, drawing from the student body and from each of the colleges' curriculum committees.

The process has been extraordinarily inclusive. In addition to faculty composing the committee, consultative bodies have included the Academic Planning Committee; the Academic Senate; the Academy of Distinguished Teachers; the Admissions, Advising, and Retention Committee; the Association of Students of the University of Nebraska (student government); Deans' Council; Department chairs/heads; the Enrollment Management Council; the Reinvigorating the Humanities Committee; and the Teaching Council.

The effort began with a university-wide online discussion of the expected outcomes of an undergraduate education, and, in cooperation with our involvement in the AAC&U Liberal Education and America's Promise (LEAP) campaign, has included focus groups with current undergraduates on their perceptions of our present general education program and of desirable outcomes. In addition, the two general education committees have invited Carol Geary Schneider, president of AAC&U and Peggy Maki, assessment consultant, to speak to the campus and advise us on liberal education and outcomes assessment respectively.

In the first year of this effort the two committees approved a set of Institutional Objectives for Undergraduate General Education that will provide a foundation for our proposed program:

The University of Nebraska–Lincoln is committed to providing an education of lasting value, an education that empowers you to become a life-long learner who will thrive in a complex and ever-changing world and assume a variety of work and life responsibilities. To that end, we are committed to help you:

- Develop intellectual and practical **skills**, including proficiency in written, oral, and visual communication, inquiry techniques, critical and creative thinking, quantitative applications, information assessment, teamwork and problem-solving;
- Build **knowledge** of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity;
- Exercise individual and social **responsibilities** through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures and engagement with global issues; and
- **Integrate** these abilities and capacities, adapting them to new settings, questions and responsibilities.

Students will accomplish these objectives at the University of Nebraska–Lincoln through coursework and programs distributed across and through colleges and majors, conducted at progressively more challenging levels, and delivered using a variety of methods and experiences.

Clearly, this proposed program will provide direct demonstration of our success in integrating the exercise of intellectual inquiry within every student's undergraduate experience, preparing them as well for work in a global, diverse and technological society.

In addition, the committees have worked on outcomes based on those Institutional Objectives and on criteria for courses and experiences that might facilitate student achievement of those outcomes. The draft outcomes, like the Institutional Objectives, reflect UNL's commitment to preparing students to live and work in a rapidly changing, global, diverse society where core skills, knowledge and technological facility are key to success.

The committees are also drafting proposals for an initial set of courses and experiences that will constitute our next general education program and for an assessment and governance system for that program. Once these four proposals are completed, they will be circulated through the approval process. (See [www.unl.edu/resources/7-47] for additional information about the work to redevelop general education at UNL.)

www.unl.edu/resources/7-47

Fulfillment of Core Component 4c: UNL has taken a variety of measures to assure the usefulness of our curricula for students who will work in a global, diverse and technological society. A great variety of curricular programs for students and professional development programs for faculty, staff, and students directly address this goal. Program and college accreditation processes assess our effectiveness in preparing students for a diverse and technological world. The NSSE data also provides some useful information about students' perceptions of their preparation. The current work aimed at revising the university's general education program is a very important undertaking for many reasons; the program now in development will focus directly on the outcomes specified in 4c and provide better information on student learning outcomes in these arenas.

Core Component 4d.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

UNL has in place several services and policies to assure that faculty, students and staff acquire and apply knowledge responsibly. These are described in the sections below.

Research Compliance Services

The Office of Research maintains Research Compliance Services, which manages human subjects protection (including the Institutional Review Board) and responsible conduct of research, including conflict of interest in research. The staff includes four members – one director, two compliance coordinators and one clerical assistant. The Institutional Animal Care Program manages regulatory compliance for laboratory animals on campus (including managing the Institutional Animal Care and Use Committee). In addition to reviewing protocols for research projects involving lab animals, the office provides extensive training services to university personnel who care for and/or conduct research involving animals. The staff includes a board certified director/veterinarian, one clinical veterinarian, one training/compliance coordinator and an office administrator.

Research Compliance programs help to establish an environment dedicated to: high-quality research; humane treatment of animals and safety of personnel; a respect for people, recognizing our obligation to protect persons from harm by maximizing benefits and minimizing risks of harm; and ensuring that people of all backgrounds be treated equally. Each program mandates compliance with all applicable laws; regulations and policies of federal, state, and local government; and university policies.

Policies and Statements on Research Practices

The university has created numerous policies regarding good practice in research. The opening statement of UNL's "Policy for Responding to Allegations of Research Misconduct" document (found in its entirety at [www.unl.edu/resources/7-48]) summarizes the university's position regarding best practices:

The University of Nebraska–Lincoln expects ethical conduct on the part of all those engaged in research. As articulated in UNL's Professional Ethics Statement, researchers at UNL seek to employ the highest standards of intellectual honesty.

www.unl.edu/resources/7-49

www.unl.edu/resources/7-48

The UNL Academic Senate has promulgated a statement on professional ethics. The full statement can be found at [www.unl.edu/resources/7-49]. An excerpt from that statement follows:

Professors claim for themselves the freedom to pursue knowledge wherever it might lead them, to publish the results of this pursuit, and to address public issues without sanction. This claim, however, is dependent upon the faculty's adherence to high standards in research, teaching, and service, and to the recognition that all persons

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within the academic community possess an equal right to engage in research and to promulgate findings at an appropriate level. Faculty members accept that honest error and sincere pursuit of knowledge. ... Faculty recognize that along with their academic freedom is associated greater responsibility to the academic community.

The senate's Academic Rights and Responsibilities Committee is responsible for handing matters of academic freedom and tenure, grievance and professional conduct involving faculty. Information about this committee is at [www.unl.edu/resources/7-50].

A formal document, Student Rights and Responsibilities, informally called the Student Code of Conduct, enumerates the rights and responsibilities of students. This document is given to all incoming students, is printed in the undergraduate and graduate bulletins, is on the web and also is reprinted in the course registration materials widely disseminated on campus. (See [www. unl.edu/resources/7-51] for the full statement.)

The Office of Student Judicial Affairs, a division of Student Affairs, is led by a judicial officer. In 2005-06, the office investigated seven cases of cheating, 48 cases of plagiarism and one case of "complicity in academic dishonesty." In actuality, more cases are reported, but cases are closed for a variety of reasons.

Library 110, the one-credit hour library and information literacy skills course required for graduation from many colleges on campus, includes a unit on citation and plagiarism, with sections on copyright and ownership, avoiding plagiarism and citing information appropriately. The University Libraries partnered with Information Services during the 2005-06 academic year to try out Safe Assignment, a plagiarism detection software program through the Blackboard course management system.

The vast majority of student misconduct cases adjudicated through Student Judicial Affairs involves alcohol-related violations. Of 1,102 cases opened in 2005-06, some 451 involved alcohol violations, 564 involved the presence of alcohol and 57 were related to academic dishonesty. Between 2003 and 2006, males outnumbered females (1,530 to 765) in reported incidents of all types.

UNL has a no-tolerance policy regarding hazing. Both state law and university policy forbid hazing. Student Affairs, Greek Affairs, Athletics and Student Involvement all have active education programs regarding hazing.

NU Directions

UNL's signature ethics/behavior modeling program is the NU Directions Campus Community Coalition. The program's overall goal is to reduce alcohol abuse by undergraduate students. The program launched in 1998 with the receipt of a grant from the Robert Wood Johnson Foundation to support the "A Matter of Degree Program." In 2005, UNL's program was designated a national "model" program that can be replicated at other colleges and universities, according to the U. S. Department of Education. The designation brought with it a \$100,000 grant to assist other Nebraska colleges and universities in replicating the approach and creating the Nebraska Collegiate Consortium to Reduce High Risk Drinking. www.unl.edu/resources/7-50

www.unl.edu/resources/7-51

The comprehensive environmental model developed by NU Directions employs a broad collection of campus and community stakeholders who collaboratively address all aspects of the college environment that encourage high-risk drinking. Those range from creation and enforcement of policies both on and off campus that restrict access, availability and the promotion of high-risk activities, to individual and campus-wide education about moderate alcohol use, abstinence and harm reduction. The program is research-based and is assessed annually.

An evaluation study from the Harvard School of Public Health in 2003 confirmed that the efforts at UNL had produced a significant downward trend in the drinking rates of students as well as the harms experienced by drinkers and non-drinkers alike. In 2004, an evaluation of efforts to reduce high-risk alcohol consumption on 10 campuses found that UNL's program was one of the most successful.

In Lincoln, NU Directions has worked in cooperation with the state Liquor Control Commission, downtown establishments, UNL Greek organizations and others to send consistent messages about alcohol and to encourage enforcement of local laws and standards. They communicate with UNL students to encourage safe drinking. A critical component to the program's success is the inclusion and leadership of students, as well as the working partnership between university, community and business leaders.

Programs that Support Ethical Practice

The university hosts academic centers dedicated to the teaching and study of ethics. They include the Center for the Teaching and Study of Applied Ethics in the College of Law, and the Program in Business, Ethics, and Society in the College of Business Administration. Additionally, the College of Business Administration supports an ethics resource center.

The program at the Law College works to highlight the importance of critical thinking and moral reasoning in resolving ethical dilemmas and to encourage its exploration in the context of different disciplines and methods of inquiry. The mission will be accomplished by sponsoring programs for students, faculty, and the community and serving as a clearinghouse of resources for researching and teaching about ethics and ethical decision-making. Programs currently offered or planned, include support for faculty for teaching about ethics in their disciplines (teaching workshops, model teaching modules), presentations and discussions regarding research ethics, and the support of conferences, workshops and brown bag luncheons to discuss significant topics. The College of Business Administration program seeks to enhance the discussion of ethical issues among students, faculty and community business members through the implementation of curriculum innovations, an ethics speaker/colloquium series, ethics projects, an ethics resource center and community outreach programs. These activities impact constituencies at the college, university, and community levels. The college's ethics resource center supports the teaching and research of ethics throughout the curriculum. Personnel have gathered resources for the center, including books, journals, articles, magazines, videotapes and other resources on ethics. A computer and printer in the center have been secured to support the search of ethics databases of articles and allow students to contact similar ethics programs through the Internet.

Fulfillment of Core Component 4d: Appropriate policies and safeguards are in place to direct, monitor and ensure the responsible acquisition, discovery and application of knowledge by UNL faculty, staff, and students. A lack of identified problems in this area suggests that these measures work. In addition, programs that emphasize the study of ethics and promote ethical practice are supported at UNL.

Summative Evaluation of UNL's Performance on Criterion 4

The University of Nebraska–Lincoln supports the acquisition, discovery and application of knowledge and promotes a life of learning for its students, faculty, and staff through a wide range of learning opportunities. This range is such that the needs of individuals who vary greatly in preparation, interests, and experience can be met. The university clearly strives to be a place of learning, a learning community.

Not only are opportunities for learning provided, but also there is ample evidence that exceptional learning takes place. Students do well as indicated by a variety of measures. Faculty are recognized internally and externally for their contributions in teaching, research and outreach, many of which bring national and international recognition to the university. Staff carry out their functions effectively. The new vitality in the university in the last 10 years, described throughout this self-study, and with it the rather considerable expansion in the quality, quantity and significance of its research enterprise, is characteristic of an institution that values a life of learning and inquiry.

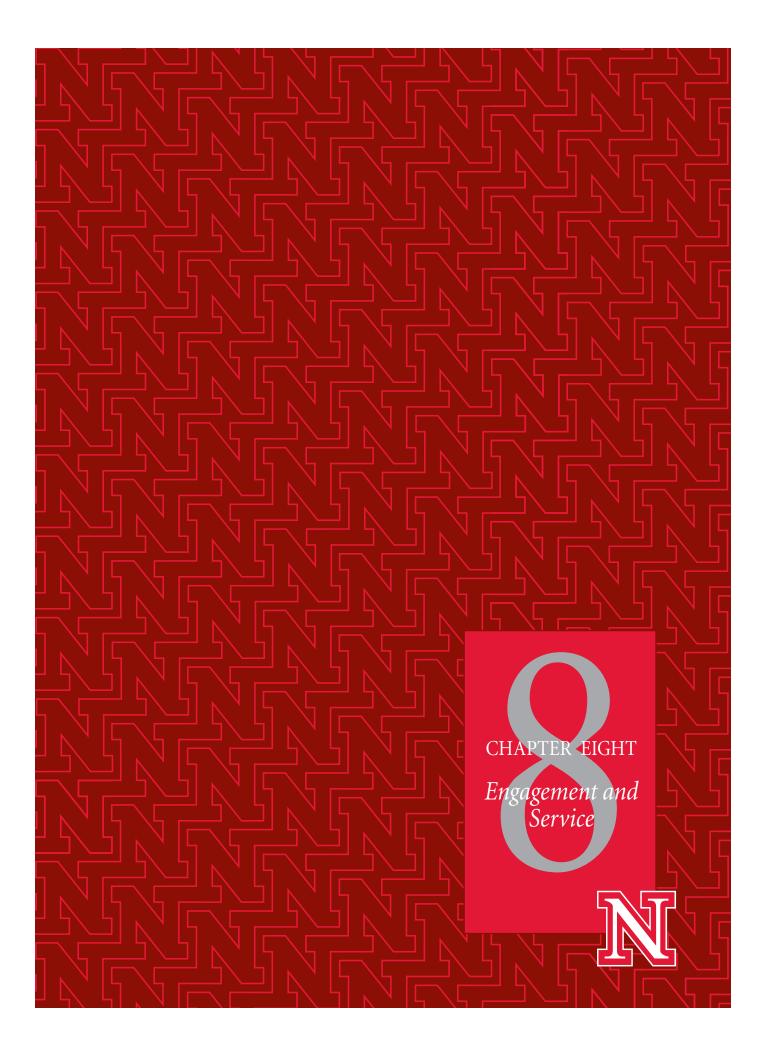
The work in progress to revise the general education program is a significant step that has the potential to make the university curriculum even more effective in helping students to live and work in a global, diverse and technological society than it is at present. It is clear to us in doing this self-study that while we are developing successful outcomes assessment vehicles (see Chapter 6) in several program areas, we do not at this time have good overall measures of what students learn as a consequence of their education at UNL. We hope the new general education program provides a vehicle for correcting this situation.

To retain the current vibrant learning environment in the years to come will require close attention to a wide range of developments that will impact the university in various ways. Among these developments are:

- Need for lifelong learning is increasing along with rapid economic and social change. We must think of ways to support the continuing education of our faculty, staff, students and alumni.
- Competition for federal and private funds for the support of research is intensifying, so we will need to seek innovative ways to secure the support needed.

- Technology presents opportunities and challenges that require thoughtful applications to ensure that they are supportive of a life of learning.
- Today's students "think differently" in some ways, and this may require new approaches to involve them in inquiry, creative work, practice and social responsibility.
- The need to identify more clearly the outcomes we are seeking to accomplish with our students and how these outcomes can be assessed and identified is an important challenge that is related to our need to support life-long learning.

The academic strategic planning process being developed provides yet another vehicle by which these and other issues and developments can be addressed within the resources of the university.





Chapter Eight:

Engagement and Service

Criterion 5: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

In 1891, newly hired University of Nebraska Chancellor James Canfield traveled some 10,000 miles around the state of Nebraska, addressing the state's citizens. The following year, he logged 8,000 miles. Canfield believed the university belonged to the citizens of Nebraska and its doors were open to all. He wrote essays for the popular press, encouraged faculty and staff to accept speaking engagements and cordially welcomed visitors to campus. Canfield introduced the university to the citizens of Nebraska, setting a tone that still resonates today. We are engaged with our constituents to meet their needs. More and more, we are paying greater attention to Nebraska's priorities, especially those priorities that align with national and international priorities. Most chancellors since Canfield, and certainly current Chancellor Harvey Perlman, have traveled widely throughout the state, speaking with and, more important, listening to our stakeholders. While Nebraska is large geographically, our relatively small population (1.8 million) has resulted in a somewhat "small town" attitude regarding government and educational officials. Nebraskans are not reluctant to pick up the phone or walk into a state or university office to voice a concern. Nebraska values its friendly attitude and neighborly ways. Part of that social contract is to be responsive to requests from your friends and neighbors when you can.

In his 2004 State of the University Address, Perlman noted that research informs our teaching and also is the basis for our outreach efforts:

We believe in the integration of teaching, research and service. These missions are neither independent nor in conflict, even though they sometimes compete for our attention, our resources, and our time. ... Research informs our teaching and

The land-grant tradition creates for the University of Nebraska-Lincoln a special statewide responsibility to serve the needs of Nebraska and its citizens. In addition, many of its service aspects extend to regional, national, and international clientele. Special units such as Extended Education and *Outreach, and the Cooperative Extension Division have specific* responsibilities to bring the teaching and research resources of the University to a wider clientele. Through Cooperative Extension's partnership with federal, state, and county agencies, UNL has continued on page 210

continued from page 209 an outreach program in each county in the state. Moreover, all units of the University have a service and outreach mission. To help accomplish this mission, UNL delivers educational services through diverse ways including telecommunications methods and as a participant in the development of regional educational centers especially in those areas where it has statewide responsibilities. The University recognizes its obligation to extend the resources of the University beyond the campus and throughout the State. Serving the needs of Nebraska requires more than responding to the felt needs of the time. UNL must be visionary in its planning and must help the citizens of the state prepare for the future as well as deal with the present.

UNL Role and Mission Statement [www.unl.edu/resources/8-1] makes our classrooms current, sophisticated and unique. ... As a land-grant institution, we extend our comparative advantage in teaching and research toward improving the lives and prosperity of all the people of Nebraska. [www.unl.edu/resources/8-2]

www.unl.edu/resources/8-2

This chapter will describe our engagement with our citizens and stakeholders, and also provide evidence of how we share university expertise with others.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

UNL learns from its constituents in a variety of ways, including visits by the chancellor and Institute vice chancellor to Nebraska communities, listening sessions, advisory boards and constituent surveys.

Community Visits and Listening Sessions

Since his appointment as interim chancellor in 2000, and installation as chancellor in 2001, Harvey Perlman has visited, on average, 15 communities outside of Lincoln or Omaha annually. This rate is similar to that of his predecessors'. Often, he will visit several communities during a one- or two-day trip. Frequently, other UNL officials, particularly John Owens, vice chancellor of the Institute of Agriculture and Natural Resources, accompany him. (See Figure 8.1 Chancellor's Community Visits Map.) The IANR vice chancellor's constituency is slightly narrower than the stakeholder groups that the chancellor is meeting during these visits due to the unusual structure by which UNL fulfills its land-grant mission, but a highly significant one for the university.

During these visits, the chancellor and others will meet with local business or service organizations (chamber of commerce, Rotary, etc.) and other community or advisory groups. He will tour businesses, local Extension offices and schools. He will meet with local media — especially newspaper and television reporters. Each visit is customized to the communities' desires. The choice of which communities to visit is made in consultation with local chambers, service organizations, Extension educators and Extension district directors, state senators and others. Factors such as time since previous visits, university decisions that may have impact on an area, and invitations extended to the chancellor also are considered when itineraries are made. The visits are publicized in advance, and attendance at the events varies widely based on the local population, issues of interest and timing. Particular interest has been paid in building relationships with greater Nebraska, especially Western Nebraska. Additionally, visits with area businesses have been promoted.

While the chancellor speaks at these events, he and his staff pay attention to comments and concerns voiced by those who attend. Often the questions from citizens yield valuable information. For example, in the early to mid 1990s, two issues often surfaced: parents and others

www.unl.edu/resources/8-1

reported their students were having difficulties understanding the accented English of some international graduate students, and parents and others reported their children were not being contacted or recruited by the university. The frequency and consistency of the messages caused concern. Consequently, a program was instituted to ensure that international teaching assistants pass written and oral English proficiency tests before assuming teaching duties. Considerable upgrading of our student recruitment technology has helped us more effectively identify and recruit students. Most recently, the chancellor's trips have resulted in our placing student interns with local businesses.

The chancellor (as well as other university administrators and faculty) also meets with alumni groups nationwide, hosting events, typically in February and March, surrounding the university's founding anniversary (February 15, 1869). In the past several years, he has hosted events in California, Arizona, Washington, D.C., New York City, Chicago and other venues.

The chancellor accepts as many as 100 speaking engagements each year. Many involve welcoming groups (academic and non-academic) to campus, invited talks to service/community groups, formal presentations to constituent organizations and others. The chancellor willingly accepts questions at most of his speaking engagements; his e-mail address is public and he responds to e-mail from the public in most instances in a timely manner.

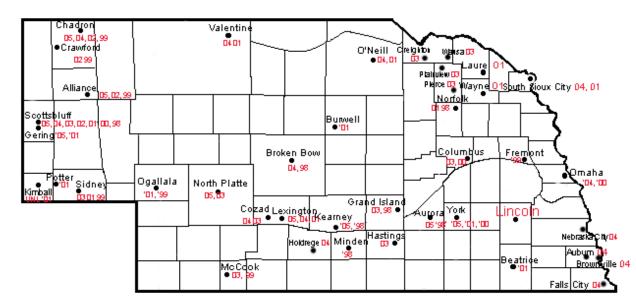


Figure 8.1 UNL Chancellor's Community Visits Map

Counties and Cities in black Year of UNL Chancellor visits in red

Constituency Advisory Boards and Committees

Nebraska Actuaries Club Committee Lied CPA Advisory Board Sheldon Advisory Board Friends of the Libraries of UNL Friends of the (University of Nebraska State) Museum Friends of the Mary Riepma Ross Media Arts Center The Nebraska Repertory Theatre Advisory Board Friends of Opera The Hixson-Lied Advisory Board College of Business Administration Advisory Board The School of Accountancy Advisory Board Professional Advisory Council (PAC) for the College of Architecture The College of Architecture Friends Association (CAFA) College of Education and Human Sciences Professional Education Council Buros Institute for Mental Measurements National Advisory Group The Hixson-Lied College Alumni Advisory Board Lied Center Advisory Board Extension Advisory Committee Agricultural Research Division Advisory Council College of Agricultural Sciences and Natural Resources Alumni Board Community Youth and Family Partners Extended Education and Outreach Statewide Advisory Council Independent Study High School Advisory Council Research and Extension Centers advisory boards College of Engineering Advisory Board Computer Science and Engineering Industry Advisory Panel Architectural Engineering Advisory Committee Department of Electrical Engineering External Advisory Board Chemistry Industrial Advisory Board Communications Department Advisory Council Geosciences Alumni Advisory Board School of Natural Resources External Advisory Committee Latino Research Initiative Advisory Board

Nebraska Annual Social Indicators Survey Advisory Board

The Institute of Agriculture and Natural Resources also has a long-standing record of conducting community visits. These visits are used by the Institute to gather information relevant to programming and strategic planning. In 2004-05, the associate vice chancellor for the Institute conducted 25 listening sessions across Nebraska to gather information about what people value and expect from the Institute. Ten additional listening sessions were held on campus to provide the opportunity for faculty and staff to participate. Information from all 35 sessions was synthesized and reviewed by the IANR Strategic Plan Steering Committee. The information gathered is reflected in the 2005-08 addendum to the IANR strategic plan.

The sessions proved so valuable that IANR will continue to schedule four each year to monitor how well IANR is meeting the needs of citizens and to identify emerging issues that may be included in future revision of the IANR plan. UNL Extension, part of IANR, is currently using an "appreciative inquiry process" with its 83 County Extension Boards. The process empowers Extension Board members to have conversations with members of the community to gather information from Nebraskans across the state. The goal is to connect all parts of UNL Extension's delivery system behind a common plan for future education programming.

Two key constituent groups advise and provide support for the Institute of Agriculture and Natural Resources. One is Ag Builders of Nebraska, whose principal focus is to support IANR through improving agriculturally related research, teaching, Extension and outreach. Ag Builders is dedicated to shaping, advancing and sustaining prominent teaching, research and outreach programs in all appropriate areas of agriculture and food systems for the benefit of the state of Nebraska. It also supports Family, Youth, and Community Partners whose mission is to advocate for families, youth and communities in Nebraska by developing strategies that will lead to significant understanding of the programs of IANR, Extension and the College of Education and Human Sciences by decision makers. Another strong advocacy group for IANR is Ag 40, whose mission and purpose is to provide the Institute with broad-based support, to increase its visibility, to create an environment allowing it to continue its leadership role and to promote policies that support IANR and those programs at the university that enhance the university's partnership with Nebraska's agriculture and natural resource interests. Both organizations play prominent roles in Nebraska.

Many deans, units and other organizations at UNL have advisory boards or groups that offer input and allow UNL entities to keep in touch with targeted constituent groups. Examples of these groups are listed in the sidebar.

The university's commitment to undergraduate education prompts UNL to take seriously the concerns and opinions of students regarding the university's programs and investments. Students participate in the life of the university in a number of ways. Every college has a student advisory board composed either of appointed or elected students. Elections are held each spring to elect students to the student senate. Student government, the Association of Students of the University of Nebraska (ASUN), convenes the senate, appoints student representatives to a number of boards, such as Parking Advisory Board, Publications Board and Committee for Fees Allocation, which allocates student fees. The student president and others serve on university committees, such as search committees for key administrators; two students, one undergraduate and one graduate, sit as voting members of the Academic Planning Committee. The elected ASUN president sits as a non-voting member of the University of Nebraska Board of Regents.

The *Daily Nebraskan*, while published by the Board of Regents, is an independent student press. It is not associated with the College of Journalism and Mass Communications. The newspaper has published for 110 years. A professional general manager, advertising manager, adviser and a publications board generally oversee operations. Students staff KRNU radio, managed by the College

of Journalism and Mass Communications. The college also publishes a lab newspaper, an Internet news site and a cable-cast news show.

Audience/Constituent Surveys

As would be expected, many academic and non-academic units across UNL undertake audience/constituent surveys on a periodic basis to assess needs and interests. The sections below describe several of these surveys.

Lied Center for Performing Arts

Staff members travel throughout the state to develop relationships in communities to determine needs and interests. Occasional audience surveys provide information from constituencies. The Lied is also a member of a 20- member consortium, the Major University Presenters, which has undertaken a two-year "Values and Impact Study" that will reveal who the core constituents are, what their needs and desires are, how the Lied is responding to them, and how to more accurately serve them.



Lied Center for Performing Arts

NET (formerly Nebraska Educational Telecommunications)

To study the impact of NET services on Nebraskans, NET developed a data collection tool to assess service (Does NET engage and educate Nebraskans, provide value to the lives of Nebraskans, respond to the media needs of Nebraska, and adhere to ethical practices when delivering services to Nebraskans?), identity (How do Nebraskans identify us, how do we want Nebraskans to identify with NET?), importance (Is NET important to Nebraska, is NET valued, trusted, meeting needs, addressing important issues, respecting diversity?) and focus (Is NET educating, engaging, inspiring, and challenging Nebraskans, is the NET pursuit of excellence visible to Nebraskans?). The initiative began in January 2006, and surveys will be sent quarterly to a random sample of Nebraskans in the 18- to 64year age range. The same survey can be adapted for live events and outreach projects with the addition of specially developed, event-specific survey items. Reporting will also occur on a quarterly basis, with trend lines to be developed when six data periods have been established. www.unl.edu/resources/8-3

University of Nebraska Alumni Association

More than 145,000 alumni are surveyed annually by e-mail with the "About the Alumni Attitude Survey." The response rate is approximately 20 percent. During 2001-02 and 2002-03, 24 other universities also used this survey, which provided a basis for comparisons among universities. Survey questions address these areas: demographics, loyalty, overall experience, student experience and alumni experience. The Alumni Association uses the information to guide future programming. See the Virtual Resource Room to view the survey results [www.unl.edu/resources/8-3]. In addition to the e-mail survey, an Alumni Association staff member attends the quarterly meetings of each of the alumni chapters to get feedback on desired services and programs.

Student Course Evaluations

The regents, in Bylaw 5.3, state: "Each college or school shall provide a mechanism by which students have an opportunity to report their perceptions of courses and the methods by which they are being taught." In fulfillment of that obligation, every course at the university is evaluated by students. Information provided in this way provides important direction for the redevelopment of courses and evaluation of faculty teaching effectiveness.

Career Preparation Assessment

Many colleges and units formally and informally track graduates. For instance, the College of Agricultural Sciences and Natural Resources surveys graduates five years out, asking them to respond to the importance and their preparedness on 10 learning outcomes, such as writing communication skills and problem solving skills. The College of Law surveys its graduates six months out to determine bar passage results and employment information. The College of Business Administration surveys graduates to determine their assessment of the knowledge and skills they gained through the college, career pattern since graduation and various satisfaction measures.

Career Services also conducts an annual follow-up study with graduates. Information regarding the student's name, employer, job title and location is provided by major field of study. Salary information is collected and sorted by majors rather than by individuals. The survey also collects information relating to satisfaction measures, relationship of degree to major and information on why the student left or stayed in Nebraska. A summary of the 2004-2005 survey can be found at [www.unl.edu/resources/8-4].

www.unl.edu/resources/8-4

Fulfillment of Core Component 5a: UNL learns from its constituents in the state through visits to communities, a multitude of advisory boards, listening sessions throughout the state, follow-up questionnaires to graduates and special surveys to gather opinions on specific topics. Students carry out an active student government operation and serve on important university committees. They also have their own newspaper and radio station that provide opportunity for comment on many topics. Regents' bylaws require that all courses have provisions for student evaluations of their quality.

Core Component 5b.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Every college and most programs at the university have outreach activities designed to meet a variety of purposes. The very act of gathering information for this report generated more than 40 typewritten pages of responses from the colleges outlining outreach activities for 2004-2005. Brevity begs that the list be shortened for this report and a list of selected highlights by college follows. A more complete listing of college activities can be found in the Virtual Resource Room [www.unl.edu/resources/8-5].

Hixson-Lied College of Fine and Performing Arts

The Hixson-Lied College of Fine and Performing Arts offers a continuous program of faculty and student performances, open to the public, as well as a number of showcase activities listed below:

- Nebraska Young Artist Award Program, an annual event that invites talented high school juniors to campus to learn about careers in the arts;
- The annual International Thespian Festival, which attracts 2,500 high school students and their sponsors for a week of theater-related workshops, performances and competitions;
- The annual meeting of the Nebraska Music Educators Association, attended by K-12 music teachers and students (this conference is the venue for select All-State performing groups);
- Arts Instruction for 4-H Students, a joint program with UNL Extension convened at 4-H summer camps; and
- More than 100 annual workshops, concerts, productions and seminars conducted by college faculty in all areas of the fine and performing arts.

Other fine arts units affiliated with UNL include the Lied Center for Performing Arts, the Great Plains Art Collection, the Sheldon Memorial Art Gallery and Sculpture Garden, the Nebraska Repertory Theatre and the Mary Riepma Ross Media Arts Center. Each presents a full slate of events or exhibitions annually; some also present activities outside of Lincoln. The Sheldon, for example, has for more than 20 years toured exhibitions statewide.

College of Arts and Sciences

Signature outreach program for UNL's largest college, Arts and Sciences, include:

- Bureau of Sociological Research, which provides social research to state agencies, legislators, and policy-makers;
- Cosmic Ray Observatory Project, which involves high school teachers and students in an international project to acquire data from high-energy cosmic ray showers;
- Latino Achievement Mentoring Project, part of the Latino Research Initiative, which connects college students with Latino students in middle schools to promote pro-social behaviors;
- Mathematics outreach projects such as All Girls/All Math summer camps, the Nebraska Conference for Undergraduate Women in Sciences, and UNL Math Day, which attracts annually 1,400 students to campus;

www.unl.edu/resources/8-5

- Nebraska Court Improvement Project, a part of the Center for Children, Families and the Law, designed to improve the functioning of the state court system in responding to child abuse and neglect cases;
- Psychological Counseling Center, part of the Clinical Psychology Training Program, which provides assessments, therapy, evaluations and forensic services; and
- Nebraska Summer Writers' Institute, a summer workshop for creative writers.

College of Education and Human Sciences

The College of Education and Human Sciences has as one of its missions the preparation of teachers and educational professionals; the college currently enrolls nearly 1,400 undergraduate education majors. The college faculty's research foci often bridge the divide between practice and research. Many projects aim to develop best practices for teaching and actual classroom teachers carry out the research. The bulleted paragraphs below describe five examples.



The International Quilt Study Center has organized more than 20 comprehensive quilt exhibitions that have traveled to more than 50 locations throughout the United States and internationally. The center's collections have grown to include nearly 2,000 quilts representing 14 countries. • The Nebraska Partnership for American History Education involves faculty from CEHS's Department of Teaching, Learning and Teacher Education; the Department of History in the College of Arts and Sciences; and teachers from 16 school districts in north central and western Nebraska who have collaborated on a three-year project to advance and improve the teaching and learning of U.S. history by focusing on teacher development of knowledge and skills to teach U.S. history in exciting and engaging ways.

• The Inspiring Inquiry project involves 72 middle-school science teachers from rural districts who use inquiry methods to develop and test a biology curriculum. The teachers develop and test the curriculum during a summer field experience, then test and refine it in their own classrooms.

• Educational psychologists are testing the efficacy of a service model called "conjoint behavioral consultation," a structured, collaborative problem-solving technique in which teachers and parents work together to identify, address and evaluate shared concerns about a child.

• Several projects in UNL's Center for At-Risk Children's Services aim to help develop ways to enable children to succeed. The center's research includes programs in early childhood emotional/behavior disorders, early literacy, wrap-around services, migrant education, the relationship between academics and social adjustment, and juvenile justice assessment.

• The Math in the Middle Institute Partnership aims to increase middle school math teachers' deep knowledge of mathematics, allowing them to teach a more challenging math curriculum.

Also included among the college's outreach programs are the:

- Buros Center for Testing, a national center that assesses the efficacy of testing;
- Nebraska Prevention Center for Alcohol and Drug Abuse;
- Barkley Memorial Center Speech-Language and Hearing Clinic, which provides a variety of services;
- Nebraska Human Resources Institute, staffed by UNL student volunteers who act as counselors in mentoring

Lincoln Public Schools pupils in leadership development activities;

• International Quilt Study Center, established to encourage and foster preservation of the art, science and history of quilting.

Additionally, faculty of the College of Education and Human Sciences who have Extension appointments in the areas of families, youth, nutrition, health, food safety, financial management and entrepreneurship also deliver several UNL Extension programs.

College of Business Administration

Programs in the College of Business Administration include the:

- Bureau of Business Research, an applied economic and business research entity located in the Department of Economics;
- Center for Albanian Studies, which reinforces the new academic infrastructure that trains Albania's future business leaders and managers through the first-ever MBA program at the University of Tirana;
- Center for Economic Education, the National Center for Research in Economic Education and the Nebraska Council on Economic Education, all of which work to further research in and enhance the teaching of economics;
- Gallup Leadership Institute, a world-class program in leadership development;
- Center for Entrepreneurship, which sponsors conferences, competitions, and community outreach programs to create growth and competition in local businesses; and
- Pan Pacific Business Association, a forum for scholars, executives and government officials from Pacific-Rim countries to discuss important issues relating to a better quality of life in this region.

College of Architecture

All of the programs of the College of Architecture are studio- and service-based programs serving the state and region. For example, a fourth-year studio class recently completed a study for the Tractor Museum on UNL's East Campus. More than 20 of these projects are implemented each year ranging from redevelopment efforts in tornado-devastated Hallam, Neb., to a new community center in Kimball, Neb. If communities and institutions were required to have sponsored the full value of these projects, the research value would be more than \$1 million annually. Because of the service focus, these projects generate critical ideas for a full range of issues and provide a catalyst for fund drives, bond issues, professional services and implementation. Recently the college has received a W.K. Kellogg grant to explore the redevelopment of the historic Whittier Junior High School adjacent to the City Campus. Three noteworthy projects are described below:

Community Outreach Partnership Center

Using a \$400,000 HUD grant and local matching funds, this project builds partnerships with the neighborhood associations adjacent to the campus to develop Geographical Information System and organizational support for social, educational, leadership and rehabilitation projects.

Research-based Information on Business in Nebraska

The Bureau of Business Research provides relevant information and insightful data on economic conditions in Nebraska, the Great Plains, and the United States as a general service to individuals and businesses in the state. The bureau also provides economists with practical opportunities to conduct applied economic research and trains students of economics and business in the conduct of applied research on timely economic and business topics. The bureau is continuously identifying and undertaking economic research projects of value for both government agencies and private organizations (business organizations and non-profit foundations), as well as internal units of the university. The projects are funded, demonstrating that the services are valued by the constituencies that sponsor the projects. Recent examples include, "The Impact of Growth on Quality of Life and Fiscal Conditions in Lincoln, Nebraska" (2005) and a study of the potential for recycling programs to be used in smaller Nebraska cities (2005). The bureau's quarterly publication, Business in Nebraska, has examined topics such as "Business Priorities for Reducing the Cost of Doing Business in Nebraska: Recent Results and Industry Differences."

NeighborWorks Inc.

Project NeighborWorks is a partnership engaging the City of Lincoln, NeighborWorks Inc. and the College of Architecture. With a \$1 million grant, the project sponsors GIS studies of the various historic neighborhoods by Community and Regional Planning students and the students of the Architecture Program in the design, development and construction of new affordable homes in the community. NeighborWorks Inc. of Lincoln is part of a national network to revitalize neighborhoods.

Nebraska Lied Main Street Program

The Main Street Program serves 10 to 12 Main Street Communities throughout the state annually in partnership with the Nebraska Historical Society, Department of Roads and the Department of Economic Development.

College of Law

Two community service, practice development courses in the College of Law provide litigation experience for students.

Civil Clinic and Criminal Clinic

Third-year law students represent actual clients involved in real cases in the Civil and Criminal Clinics. Students in criminal clinic work cases with the Lancaster County Attorney's office. The experiences are comparable to what a new attorney might face in the first three years of practice. The College of Law has offered clinical courses for more than 20 years; the clinical programs are supervised by three full-time faculty members with extensive trial experience at the state and federal levels. The clinics operate year-round, and students may take clinic in the summer, fall or spring following the completion of their second year.

Pro Bono Initiative

The Pro Bono program encourages and recognizes volunteer legal service by College of Law students during their second and third years. To be recognized under this initiative, pro bono work must be uncompensated, law-related and in the public interest, including, among other things, service to the indigent, efforts to protect essential rights and liberties, law reform projects and projects to improve the legal profession or the public's understanding of the law. The pro bono work must be approved by the dean's office prior to completion to qualify for this initiative. Students completing 50 hours or more of qualified pro bono work during their second and or third year at the college will receive a dean's certificate upon graduation. Each year at least one student may be recognized for outstanding pro bono service.

College of Journalism and Mass Communications

The College of Journalism and Mass Communications provides a wide range of outreach activities, including student work with external clients, workshops, partnerships abroad and local news services.

"Advertising Campaigns" is a capstone class that requires students to work directly with real-world clients to create advertising campaigns. These include both non-profit and for-profit clients in Nebraska and throughout the United States. Examples from a list of 80 entities include Adidas, People's City Mission, Tobacco Free Nebraska and Apple Computers-Macintosh.

The college sponsors a number of workshops annually for high school journalism teachers and students. An annual fall conference and spring contest for high school students are coordinated by the staff and faculty and are held in the college's building.

The college also is a partner in establishing the Graduate School of Journalism in Addis Ababa, Ethiopia, in cooperation

with Gimlekollen School of Journalism and Communication in Norway.

The Soderlund Sales seminars are coordinated by the college and conducted annually via distance education from Andersen Hall, the college's location. Top, well-known sales professionals in the broadcast media participate in these seminars, which are directed to radio and television sales professionals in Nebraska.

Finally the college, in cooperation with TimeWarner Cable System, produces a number of programs airing weekly on TW Cable in Lincoln.

College of Engineering

All undergraduate degree programs in the College of Engineering contain the requirement of a capstone design project; they typically involve service-learning opportunities with local businesses or governments. During the 2005-06 academic year some of the projects that involved partnerships with government and industry were:

- Development of Foam Elimination System for Degussa Corporation's Midwest Lysine production facility in Blair, Neb.
- Park Stream Restoration Project for Taylor Park, 66th and O streets, Lincoln, Neb.
- Holmes Lake Revitalization Project for Holmes Lake, Lincoln, Neb.
- Development of a Double Pallet Jack Training Program for Pegler-Sysco, Lincoln, Neb.
- Development of an Energy Reduction Program for Pegler-Sysco, Lincoln, Neb.
- Design of a New Inventory Control System and Racking Storage Area for General Dynamics, Lincoln, Neb.
- Implementing Lean Manufacturing Principles at the Physicians Mutual Mailing Facility, Lincoln, Neb.
- Feasibility and Financial Impact Study for the Implementation of a Rapid-Charge Battery System for Forklifts at Pegler-Sysco, Lincoln, Neb.
- Redesign of the Production Layout for KZCO Corporation, Greenwood, Neb.
- Renovation of the Christ Temple Church, an historic African American Church in Lincoln, Neb.

Additionally, the Department of Electrical Engineering participates in "Project Lead The Way," a pre-engineering high school curriculum, with Omaha North High School. The College of Engineering sponsors a week-long engineering day camp for sixth through eighth grade pupils in cooperation with "Bright Lights," a K-12 summer education enrichment program in Lincoln. The college sponsors "Discover Engineering," a one-day hands-on introduction to engineering related activities for middle school students. The college annually sponsors "E-Week" Open House to showcase the college's programs, facilities and student project results to K-12 students. About 400 people attend the open house annually.

Institute of Agriculture and Natural Resources

Faculty in the IANR have a long tradition of service and many have dual appointments in the University of Nebraska–Lincoln Extension. UNL Extension's mission is to help Nebraskans enhance their lives through research-based education. Extension is found throughout the state in 83 county offices that serve all 93 counties, and at research and extension centers at Scottsbluff, North Platte, Norfolk and on the flagship Lincoln campus. Since its beginning, Extension has delivered research-based knowledge to people through direct teaching and publications. It still does. But today Extension also uses technology such as satellite delivery, internet video streaming and web-based curriculum modules to link people with information of value to them. Because IANR Extension activities are so widespread and numerous, we have chosen to highlight just a few examples in the bullet-point paragraphs below:

- Water scientists help Nebraska communities comply with federal guidelines on arsenic in drinking water through development of a novel and less expensive method of arsenic removal.
- Development of research-based irrigation management strategies help farmers reduce irrigation needs by 10 percent to 15 percent, saving farmers up to \$2 million annually.
- A comprehensive program to help livestock owners manage manure and comply with state and federal regulations has served more than 400 livestock producers and 165 crop, livestock and agency consultants since 2001, saving thousands of dollars, using the manure as fertilizer and protecting water quality.
- UNL Extension trains the building industry to reduce urban soil erosion around construction sites. Seminars in 2003 and 2004 in Omaha taught architects, engineers, contractors and others about storm water management requirements and best management practices such as ground cover and erosion control dams to prevent soil around construction sites from washing into surface waters. Seminars drew more than 140 people each year.
- Drought is the costliest natural disaster in the United States, with an annual impact of \$6 billion to \$8 billion that belies its slow, creeping nature. The University of Nebraska-based National Drought Mitigation Center has developed the Vegetation Response Drought Index, which more precisely detects drought severity and presence. The center's widely used Drought Monitor, which differs from the vegetation drought index, is a collaboration between UNL's center and the U.S. Department of Agriculture and National Oceanic and Atmospheric Administration.
- Two decades of University of Nebraska turf science research has transformed buffalograss, a tough, droughttolerant prairie grass, into an improved water-thrifty grass well-suited for lawns, golf courses, parks and other turf. Nebraska is the nation's leader in turf buffalograss research and improvement. Since 1990, nine turf buffalograsses have been commercialized. Private companies grow and sell these improved buffalograsses as seed or sod under university agreements. Royalties support ongoing buffalograss research and these improved buffalograss varieties create new sales potential for turf producers in Nebraska and elsewhere as demand for buffalograsses grows. Royalties have topped \$1 million.
- UNL Meat Science faculty conducted beef muscle profiling studies that led to identification of muscles that are now marketed as value-added cuts (i.e. the flat iron steak and petite tender), which has increased the value of each beef carcass by approximately \$50 to \$70; approximately 25 million head of beef are processed in the U.S. each year, leading to an annual impact of about \$1.5 billion. In addition, 20,000 national, chain and independent restaurants serve beef value cuts.
- Poultry nutrition research at UNL resulted in production of a patented omega-3 fatty acid-enriched egg that is widely marketed today.
- UNL Extension educated producers about less costly but more effective methods of controlling grasshoppers, a growing scourge as drought conditions continue. Treatment costs in 2003 were \$1.7 million less than in 2002. In 2004, this system saved nearly \$950,000 in treatment costs compared to conventional methods.
- As the nation leans more on ethanol as a fuel alternative, NU agriculture scientists proved today's ethanol has a positive energy balance it yields more energy than is used to produce it. Today's ethanol is about 30 percent ahead energy-wise. Turning corn into ethanol creates an important market for farmers and a renewable, cleaner-

burning alternative to fossil fuels. In Nebraska, 23 percent of all corn is used for ethanol, and that has become an important new industry for rural economies.

- Pesticide education coordinated by UNL Extension reached more than 15,000 pesticide applicators, 500 consumers, and 1,100 youth using a variety of approaches. The Pesticide Safety Education Program, begun in 1976, is UNL Extension's largest adult-education program. Participants report positive behavioral changes result from taking the course, which helps them gain required certifications and licenses to use pesticides.
- Several nutrition-education programs help educate low-income Nebraskans about basic nutrition, food safety and food management to assure their families eat healthily within tight budgets. One project, targeted toward families with young children, has served more than 85,000 families since 1969. A second project has served 22,000 families since 1994; a study showed that this project generates \$2.07 in benefits for every dollar spent. Savings are a result of increased consumption of nutrients, which reduces disease risk.
- Crop management and diagnostic clinics allow university and industry agricultural specialists, researchers and professionals to provide the latest, most up-to-date information to producers. The 2005 Crop Management and Diagnostic Clinics provided education that impacted at least 39 percent of Nebraska's row crop acres.
- A field day conducted at the University of Nebraska Agricultural Research and Development Center updated farmers, crop consultants, agricultural industry professionals, policy makers, researchers and journalists on the key issues involved in research and crop management for increasing soil carbon sequestration and reducing greenhouse gas emissions in agricultural systems.
- UNL agricultural scientists and Extension faculty have identified promising alternative crops for the Nebraska Panhandle's arid high plains climate and are educating producers about them. The effort focuses on alternatives with higher value potential for growers and the region's economy. New crops being grown in the Panhandle as a result of these efforts include: proso and foxtail millet and sunflowers for birdseed; chickpeas for human food; turf and forage grass seed; and chicory. Brown mustard and canola for environmentally friendly biodiesel production are among the latest crops being studied. Birdseed crops now grow on 250,000 Panhandle acres and birdseed production is a \$20 million a year industry, including several processing plants that Extension faculty helped attract to the region. Panhandle growers produce about 1,500 acres of grass seed valued at \$1 million annually. The region's 900 acres of chicory, valued at \$1 million annually, are processed at the nation's only chicory processing plant at Scottsbluff, which opened in 2001. Chicory is grown in Europe as a source of inulin (a prebiotic food ingredient), fructose, salad greens and flavorings. Dried chicory roots are also extensively used in the beverage industry and as a pet-food ingredient. The Panhandle now produces 10,000 acres of chickpeas, grown for human consumption, and with 80 percent of U.S. chickpeas imported, there's room to grow.
- Agriculture is Nebraska's leading industry, but with two-thirds of the state's population living in metropolitan areas, many young people know little about agriculture. Ten Nebraska public agencies and industry associations formed the Agriculture Awareness Coalition to help young people learn about agriculture's importance. Since 1996, the coalition has offered agriculture festivals where more than 6,800 children learned about agriculture's importance to food production.
- Building Nebraska Families provides education to the hard-to-employ rural clients of Nebraska's Health and Human Services System welfare-to-work program. During the past year, 356 participants received at least one educational contact. Fifty-two (14 percent) participants completed, meaning they are self-sufficient and not receiving welfare-to-work monies any longer. Their mean monthly income increased from \$483.43 at

entry to \$1,020.27 at exit, plus they reported a total of 638 hours in out-of-class assignments, a significant accomplishment for these families. They also report measurable increases in family management and life skills. In addition, over 1,300 people participated in a variety of parenting classes. Ninety-eight percent felt they had learned at least one new technique in parenting. Another 567 divorcing parents at eight different sites participated in "Parents Forever." These parents learned skills to focus on the impact of divorce on children and showed a 94 percent increase in ability to resolve conflicts. "Kids Talk About Divorce" (attended by 158 youth) teaches age appropriate concepts for children ages 5-18. Seventy-seven of parents surveyed two to four years after the classes felt the class was effective in helping their children adjust to the divorce.

NET (formerly Nebraska Educational Telecommunications)

NET is perhaps best known for its public television and radio services, with its online service playing an increasingly important role. Through this package of public broadcasting services, NET provides Nebraskans with programs ranging from breaking news and public affairs (local to international) to varied entertainment (performing arts to sports); breakthroughs in science and the mysteries of nature; and opportunities for education and life-long learning. NET serves the entire state, both on its radio and television sides, through a series of transmitter stations and translators. NET now has four digital broadcast services, including one high-definition broadcast signal, as well as datacasting. NET Television1 includes Public Broadcasting Service and award-winning, locally produced public television programming, NETV2, once available only on cable, offers live coverage of the Nebraska Unicameral, Spanish-language programming and other locally produced or acquired programs. NETV3 is a new channel dedicated exclusively to educational purposes. It features instructional programs for classrooms as well as for adults wanting to earn their GED, college degree or engage in lifelong learning opportunities. NETV-HD is the high-definition digital broadcast channel offering high-quality, crystal-clear pictures of national and locally produced programs, displayed in a wide-screen format. Nebraska Public Radio Network (NET Radio) is made up of nine stations in Lincoln, Alliance, Hastings, Bassett, Chadron, Lexington, Merriman, Norfolk and North Platte, with five translators serving the Columbus, Culbertson, Falls City, Max and Harrison areas. NET Radio broadcasts classical music, news, public affairs and talk shows. Local programming is blended with programs acquired from National Public Radio and Public Radio International. Funding for NET Radio comes from the state of Nebraska, the federal government, corporate and foundation grants and listener contributions.

University of Nebraska Athletics

Over 1 million people attended Husker athletic contests during the 2004-2005 year, according to the Athletic Department's Annual Report. A study commissioned by the Athletics Department and conducted by the UNL Bureau of Business Research indicated that NU Athletics' overall economic impact on the Lincoln area during 2004-05 was \$114.3 million in output, including \$41.2 million in worker income from 2,840 jobs and \$595,000 in direct sales tax revenues. The study found the annual economic impact on the state of Nebraska was between \$48 million and \$155 million. While the UNL Athletic Department receives no student fees or tax dollars, it paid \$1.7 million in taxes during 2004-05. Additionally, the University of Nebraska Athletic Department partners with several local and national organizations to provide powerful teams for charity. Partners include the American Red Cross, Teammates (a youth mentoring organization), Special Olympics, the Food Bank of Lincoln and Toys for Tots. Husker student athletes have a long tradition of volunteering in the community. Visits to schools to encourage children's academic success, participation in local events like a fundraising blitz for a battered women's shelter, sponsoring a team in a local paint-athon project, and the Read to Succeed Book drive that collected books for Title 1 Lincoln Public Elementary Schools are among student athletes' charitable activities.

Osher Lifelong Learning Institute

The nationally connected Osher Lifelong Learning Institute within the College of Education and Human Sciences attracts older learners to campus. There are no tests and no assignments but each OLLI class contains a group of inquisitive learners with "wisdom leaders" to guide the question/answer discussions. Topics vary to meet the interests of a diverse group of member/learners. As one of the current 73 Osher Institutes established across the country, UNL is part of a pioneering spirit to create programs for older learners who want to acquire knowledge throughout their lifetimes.

University of Nebraska Press

As a publisher of exemplary scholarly and popular books for more than 60 years, the University of Nebraska Press is a distinctive member of the UNL community. Through the work of its staff and resulting publications, the Press fulfills the three primary missions of its host university: research, teaching and service. The Press actively encourages, develops, publishes and disseminates first-rate, creative literary work, memoirs and the results of national and international scholarly research in several fields. The Press facilitates teaching through its publications as well as developing projects particularly suited for undergraduate and graduate university classrooms. The Press serves the university community directly by publishing the work of many UNL faculty authors, maintaining long-term publishing associations with prominent university organizations, sponsoring campus-wide events, hosting publishing workshops and enhancing the international visibility of the university through its publicity efforts and reviews of its books. The Press's sustained commitment to publications on the peoples, culture, and heritage of Nebraska reflect decades of service to its home state.

University of Nebraska State Museum

The State Museum is heavily involved in research regarding the natural history of Nebraska and in informal science education through its public exhibitions. In the fiscal year ending June 30, 2005, more than 86,000 people visited one of the museum's three venues (see Figure 8.2).

Of this total, approximately 54,000 visitors were school-aged children. For example, the museum has an annual contract with Lincoln Public Schools under which all third- and fifthgrade students come to Morrill Hall (the exhibition hall) for special programs tied to the state's science education standards. Programs include:

- Dinosaurs Search among dinosaur fossils for clues to the ancient environments of the Great Plains region. Grades preschool-4
- Fossils of Nebraska Take a trip through geologic time by investigating Nebraska's rich fossil heritage. Grades 4-adult
- Nebraska Ecology Discover how Nebraska's community of plants, animals, and microorganisms depend on each other for survival. Grades K-3
- People of the Buffalo Investigate the importance of the buffalo to Native Americans from the early 1800s to the present. Program I: Grades 4-6, Program II: Grades 7-9
- Prairie Ecology Explore the diversity of prairie organisms and habitats in the Hall of Nebraska Wildlife. Grades 4-adult
- Rocks and Minerals Discover how metamorphic, igneous and sedimentary rocks reveal clues about their environments. Grades 5-8
- Water and Wetlands Explore wetlands and investigate their role in replenishing habitats. Grades 4 8

Figure 8.2 Attendance at the University of Nebraska State Museum (FY 2005)

Morrill Hall and Mueller Planetarium 59,060 Ashfall 18,581 Trailside 8,541

TOTAL 86,182

Student Testimonials from the Distance Education Program

"I have thoroughly enjoyed my program at Nebraska-Lincoln. I enrolled at Lincoln for several reasons: A quality faculty that is highly credentialed, the professors take an interest in their students personally, and I can set my own hours and still have time for work and family."

-Jeff Thelander, M.Ed. in Educational Administration, December 2004

"It gave me an opportunity to get my degree from a university with a recognizable name without relocating or traveling great distances to attend. The services of a distance program preserved the traveling time which would have otherwise taken more time away from family, community, and work in addition to the time consumed by studies themselves." -Chris Wasik, MBA, Summer 2004 • Explore Evolution — Gallery programs are under development for this new exhibit about evolution.

Planetarium programs include how stars are named; the North Star; Mars Rovers; images from the Cassini probe at Saturn; the most distant galaxies; images from the Hubble telescope; and a program about the sun for children in grades 1-4. In addition to these programs, the newly renovated Marx Discovery Center includes touchable geology exhibits and a digsite that recreates Ashfall Fossil Beds, in which children can uncover casts of the fossil rhinos found at Ashfall.

In May, 2006, Ashfall was designated a National Natural Landmark by the U.S. Department of Interior, the first such designation in more than 18 years. Ashfall Fossil Beds near Royal is the only location on earth where large numbers of fossil mammals have been found as whole, threedimensionally preserved skeletons. A thick bed of volcanic ash contains hundreds of complete skeletons of extinct rhinos, camels, three-toed horses and many other vertebrates lying in their death poses in an ancient waterhole. The animals were killed and buried by ash from an enormous volcanic eruption nearly 12 million years ago. This site was dedicated a Nebraska State Historical Park in 1991. A subdivision of the University of Nebraska State Museum, Ashfall Fossil Beds State Historical Park is a cooperative project of the NU State Museum and the Nebraska Game and Parks Commission.

University of Nebraska-Lincoln Libraries

Residents of Nebraska 18 years of age and older may check out materials from the University Libraries. Tours of library buildings and presentations on the library collections are available for any interested individuals, including area high school students. The University Libraries shares library materials with citizens from all parts of Nebraska, in all legislative districts, via interlibrary loan service through Nebraska libraries. In fiscal year 2004-05, the Libraries circulated more than 21,000 items (books and journal articles) to Nebraskans (non-UNL), which includes students and faculty on other Nebraska campuses, alumni, former students, community users, gifted high school students and Friends of the UNL Libraries. In addition, the Libraries interlibrary loaned nearly 24,000 items (books and journal articles) to libraries outside of Nebraska. During that year also the Libraries circulated 2,497 items to distance education students.

Center for Great Plains Studies

The Center for Great Plains Studies is an interdisciplinary, intercollegiate, regional research and teaching program chartered in 1976 by the University of Nebraska Board of Regents and administered in the College of Arts and Sciences. A region with highly variable weather set against grassy, rolling land, the Great Plains stretches westward from the Missouri River at Omaha and Kansas City to the Rocky Mountains, and northward from the Texas Panhandle into the Canadian Prairie Provinces. The region invites inquiry into the relationships between the environment and the cultures brought to it by its various inhabitants, as well as the implications of these relationships for the future. The center's purpose is to promote a greater understanding of the people, culture, history and environment of the Great Plains through a variety of research, teaching and outreach programs. The center encompasses eight divisions: the Great Plains Art Museum, three academic journals, undergraduate and graduate programs, editing projects, research support, outreach programs, annual interdisciplinary symposia and Fellows and Associate Fellows.

Distance Education Programming

Distance education, now administered through the UNL Office of Extended Education and Outreach, has shown remarkable growth, both in course offerings and in enrollment.

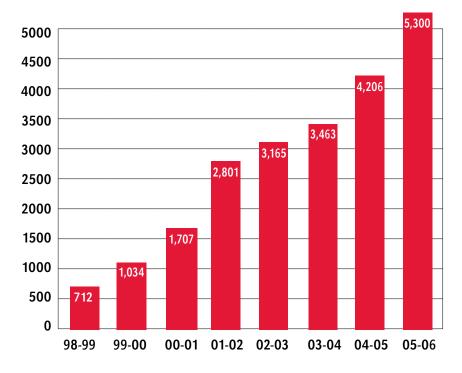
Since 1995, enrollment in distance education programs has grown from less than 800 students to more than 5,300. Since 1998, course offerings also have increased, from less than 70 to more than 450 (see Figures 8.3 and 8.4). Among factors contributing to this growth are technology advances and improvements that made for more effective teaching and learning environments and acceptance of the technical modalities and nature of distance education courses on the part of students and faculty. Both faculty and students found they liked many aspects of distance education such as the ability to take courses at one's own pace or during non-standard hours and

the ability for faculty and students to interact through email. The need for more education continues to grow, yet many people are either place-bound due to job or family commitments, or are unable or unwilling to drive long distances to take courses. As our capability to offer distance education grew, we marketed them more, which increased enrollment. And as people learned of the courses, demand grew for other courses. Finally, evidence (formal and informal) grew that learning via distance education was as effective as traditional forms.

Please see the "Response to the Commission Statement on Distance Education" at [www.unl. edu/resources/SD-3] for more information on distance education at UNL, including a listing of programs offered.

www.unl.edu/resources/SD-3

Figure 8.3 UNL Distance Education Enrollments 1998/99 - 2005/2006



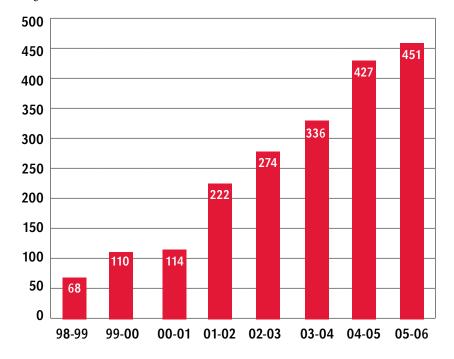


Figure 8.4 UNL Number of Distance Education Courses 1998/99 - 2005/06

UNL Advanced Scholars Course Offerings - Spring 2006

Entomology 115: Insect Biology Food Science and Technology 131: The Science of Food Animal Science 210: Animal Products Psychology 181: Introduction to Psychology Political Science 104: Contemporary Foreign Governments and Their Problems Political Science 160: International Relations

UNL Advanced Scholars Program

In 2005, the university launched the Advanced Scholars program through which participating high schools can offer qualified seniors the opportunity to enroll in UNL courses for credit.

All UNL courses offered through the Advanced Scholars concurrent enrollment program are regular offerings in the colleges of UNL. They are the same courses normally taken by UNL students during their freshman year. A hallmark of the Advanced Scholars program is that teaching of the academic courses resides with the university faculty. The course syllabi, textbooks, kinds of assignments and grading practices are the same as those used by the faculty for their on-campus courses. Students who register and successfully complete Advanced Scholars courses earn UNL credit, verified by an official UNL transcript.

Course offerings will include high-demand courses meeting general education requirements. In developing courses for the program, UNL will give priority to science courses and other general education courses that are core to UNL programs.

Advanced Scholars courses are offered as online college courses and taught by UNL faculty. Therefore, they make greater demands on students' abilities to conceptualize, understand implications and draw conclusions from their reading, research and online assignments than do most high school courses. The courses go into greater depth, often take more time and work, and challenge students to make greater accomplishments (see sidebar).

Nebraska Rural Poll

The Nebraska Rural Poll is an annual survey conducted by the Center for Applied Rural Innovation in partnership with the UNL Department of Agricultural Economics, NU Rural Initiative and the University of Nebraska Public Policy Center. Traditionally, rural Nebraskans have not had a strong voice in state policy decisions. The Nebraska Rural Poll gathers the aggregated voice of rural Nebraskans and relays its findings to state lawmakers, ensuring the rural voice is heard. The goal of the Nebraska Rural Poll is to give local and state leaders a better understanding of the issues, challenges and concerns of Nebraska's rural citizens. The Rural Poll is an annual effort that focuses on such issues as community, government policy, well-being and work.

Core questions are included every year; over time these core questions will provide insight about trends and changes occurring in rural Nebraska. In addition, each year rural citizens and government officials form an advisory committee that identifies key issues or topics to include in the survey. Poll findings are distributed to members of the Nebraska Legislature, staff members of the state's congressional delegation and other state and local leaders to facilitate their decisionmaking.

Bureau of Sociological Research

The Bureau of Sociological Research, a full-scale survey research facility affiliated with the Department of Sociology conducts the Nebraska Annual Social Indicators Survey, which has interviewed more than 1,800 Nebraskans each year since the early 1970s. In addition to providing data from this and other studies for student research, the bureau provides a setting in which interested students can gain hands-on experience in questionnaire construction, interviewing and data analysis techniques. It maintains an extensive library of sociology books and journals, which are available for student use.

Fulfillment of Core Component 5b: Befitting its status as a land-grant institution, the University of Nebraska–Lincoln is highly engaged in providing service to a wide variety of constituents. There are a number of organizations within UNL with the primary mission of engagement and service. In addition, each college produces activities that are important to the citizens of Nebraska and, in many instances, to a national or even international audience as well. These activities are closely tied to the work of the university in research and teaching.

Core Component 5c.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Material submitted as evidence for the previously described Core Component 5b included service activities that are conducted on a continuing basis; some have been in existence for a number of decades. In discussing how we meet Core Component 5c, we describe outreach activities of UNL in response to special or immediate needs in the state. Arguably, much of the evidence presented in our discussion of Component 5b also satisfies this component. However, some work described in our discussion of 5b relates to constituencies external to Nebraska. Material in this section demonstrates UNL's response to more localized, and in some cases temporary, concerns.

Service to the Food Industry

Faculty in the Institute of Agriculture and Natural Resources, including UNL Extension faculty, have responded to particular needs of the food industry with services tailored to these needs. Some notable examples are described in sections below.

Beef Producers and Manufacturers

Scientists on the University of Nebraska–Lincoln's E. coli research team organized two Governor's Conferences on Ensuring Meat Safety in 1998 and 2003. In 1997 the largest meat recall in the nation's history involved 25 million pounds of E. coli-tainted ground beef processed in a Columbus, Neb., meat plant. The massive recall rocked the beef industry and put food safety in the government and consumer spotlight. The conferences brought together researchers, students, educators and beef and food industry representatives from across the nation. The first conference set the university's research agenda, which received start-up funding from the Nebraska Legislature, while the second provided a five-years-later glimpse into research progress. Several UNL scientists are working to reduce the incidence of deadly E. coli contaminations associated with beef. A new vaccine and a beneficial bacterial feed additive each significantly reduced E. coli O157:H7 in feedlot cattle, and using both may offer added protection, UNL research shows. Scientists wish to reduce the prevalence of this dangerous bacteria on farms and in feedlots, limiting the bacteria's ability to enter the food chain prior to packing plants.

E. coli O157:H7 is the culprit in numerous foodborne illness outbreaks and ground beef recalls. Other scientists are studying E. coli and another contaminant, Listeria, at the molecular level to understand why some strains are more virulent than others.

UNL veterinary scientists also developed a calving system to reduce diarrheal diseases in calves on ranches in Nebraska's Sandhills. The system manages cow herds during calving season to prevent transmission of diarrhea-causing germs. The disease can affect up to 15 percent of all calves, killing many who develop it and causing huge economic losses for farmers. Prevention reduces calf mortality and also saves money that might have been spent treating sick calves.

Food Producers and Manufacturers

Established in 1983, the Food Processing Center is a multi-disciplinary resource that offers technical and business development services. This combination is rare in the food industry, and enables the center to meet the needs of its diverse clients including manufacturers, entrepreneurs, suppliers, distributors, associations, retailers and food service providers. When a project requires specialized expertise, the center calls in UNL Food Science and Technology faculty and other university faculty. The role of the Food Processing Center is to enhance value throughout the process, from idea through ongoing market support.

Assuring Biosecurity

Nebraska veterinary scientists helped federal animal health officials assess the effectiveness of footand-mouth disease testing tools. Nebraska scientists evaluated the effectiveness of commercial test kits used internationally to distinguish cattle vaccinated against foot-and-mouth from those infected with the disease. Such tests could be used after emergency vaccinations following an outbreak to see if cattle were exposed to the virus after vaccination. Foot-and-mouth is the

world's most economically devastating livestock disease and it's estimated a U.S. outbreak would cost the economy billions. Federal officials will use Nebraska's findings about test performance to improve biosecurity preparedness. UNL Extension helped local officials in Cuming County, Nebraska's leading beef-feedlot county and one of the nation's top beef-producing areas, develop a biosecuritypreparedness plan. State-wide, Extension is working with the Nebraska Department of Agriculture to provide up to 60 daylong emergency response training sessions to help counties develop biosecurity response plans using the Cuming County plan as a model.

Biosecurity officials fear that a naturally occurring bacterium, Francisella tularensis, could be turned into a bioterrorist weapon. A rare, potentially deadly inhaled form of the bacterium, called Type A, worries Homeland Security officials because it kills up to 60 percent of people



who become infected. UNL scientists and colleagues at the University of Nebraska Medical Center are working to better understand this organism and to learn why some subspecies cause disease while others don't. Such differences could lead to development of new control strategies such as vaccines or antibiotics to prevent or treat tularemia.

UNL is a partner member of the University of Nebraska Center for Biosecurity, which was created in 2002 to effectively serve the state of Nebraska and the nation by addressing both human and agricultural (plant and animal) biosecurity concerns. The center, administered by the University of Nebraska Medical Center, draws on the expertise of faculty members from all four campuses in a unique educational collaboration of expert scientists and clinicians who participate in clinical service, public service, educational and research programs.

The Center for Biosecurity focuses on:

- Continued development of clinical, service, educational and research infrastructure;
- Research regarding surveillance, protection and treatment of potential bioterrorism agents in both human and agricultural systems;
- Enhancement of laboratory automation, information security, statewide information technology-based communication systems;
- Use of Extension personnel across the state to support the rapid collection and analysis of data critical to early detection of possible bioterrorism events; and
- Development of bioterrorism related educational programs for students, health professionals, first responders and the public.

IANR has a strong affiliation with the USDA Agricultural Research Service on research related to efficient agricultural production and a cooperative agreement with the U.S. Meat Animal Research Center at Clay Center. The Institute also has strong affiliations with several Department of Agriculture national laboratories and training centers, including the National Animal Disease Laboratories and others. See [www.unl.edu/resources/8-6] for more information.

www.unl.edu/resources/8-6

Psychology faculty member Mario Scalora has worked with local, state and federal law enforcement agencies to develop threat assessment tools. His work looks at patterns of behaviors that may escalate from mere threat to actual terrorism. Scalora has worked with the Washington, D.C., police and the British Home Office, and the University Police, the Lincoln Police Department and the Nebraska State Patrol.

Additional units contributing to food safety and biosecurity are listed below:

- *Biological Processing Development Facility*. Uses recombinant proteins for production of vaccines for both Phase I/II clinical trials and biodefense.
- *Center for Advanced Land Management Technologies.* Offers remote sensing and Geographic Information Systems (GIS) for advanced detection and tracking of bioterroristic threats.
- *Nanoscience Program.* Aims to develop sophisticated and efficient, nano-sized devices that may detect bioterrorism agents in ultra-low concentrations, with very high speed DNA detection.
- *Institute of Agriculture and Natural Resources and Extension Division*. Developing a Livestock Emergency Disease Response System with Homeland Security grants.
- *Water Microbiology Laboratory.* Developing rapid methods for detection of pathogens to safeguard municipal water supplies against bioterrorism.

Health and Wellness Service to Communities

Methamphetamine use is having a devastating impact on small-town America, and it is spreading into cities and metropolitan areas. UNL Extension faculty deliver educational programs in

Nebraska communities to help citizens understand the impact that methamphetamine can have on their communities and how to recognize and respond to meth labs and meth dealers. The meth program was presented to more than 70 professional, civic, social, church, school, government and community groups reaching almost 3,000 people in 2005.

In 2004, UNL Extension was one of five state universities nationwide to launch a pilot program to educate and enroll eligible Nebraskans in the Medicare-sponsored Prescription Drug Discount Card Program. The pilot program was funded by USDA's Cooperative State Research Extension and Education Service. The pilot project was initiated in Nebraska and other rural states with high numbers of elderly and low enrollment numbers. Extension worked with the Senior Health

Insurance Information Program to promote involvement of Medicare beneficiaries in the transitional drug card program that launched in 2003. Evaluations completed by 26 of the more than 40 Extension faculty who participated in this quickresponse effort as well as information collected about the program show it helped hundreds of Nebraskans understand and enroll in the drug card program from November 2004 to September 2005.

UNL Extension's Health and Wellness Education team developed an integrated and interactive curriculum titled "ABCs for Good Health." The project includes the "Every Woman Matters" outreach program funded by the Centers for Disease Control that targets women ages 40-64 who are uninsured or underinsured and have low to medium incomes. This program provides a pelvic exam, clinical breast exam, self-breast exam instructions,

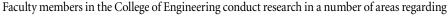


blood pressure screening, cholesterol and blood sugar check and mammograms to qualified participants. The program also has a lifestyle intervention component that has allowed Extension educators and assistants to deliver the "ABCs for Good Health" curriculum as a major part of the intervention.

Nebraska judges requested that UNL Extension develop an educational program to train more than 2,000 guardians/conservators who are appointed annually in Nebraska. The program was piloted with 115 guardians and is being expanded across the state, with a volunteer attorney attending each session to answer legal questions. As a result of this program, guardians better understand their role, including legal and financial responsibilities.

Research by food toxicologists in the internationally recognized Food Allergy Research and Resource Program has produced fast, simple, accurate tests that food processors can use to check for traces of allergenic foods on food or equipment. The tests for peanuts, eggs, almonds and milk are commercially available; others are in the works. The team also educates food manufacturers on broad food allergy issues, including labeling laws, recalls, allergen controls and using test kits. As many as 7 million Americans have food allergies, which can cause reactions ranging from mild discomfort to death. The Nebraska-developed tests and training are helping the food industry protect allergic consumers and reduce product recalls. The 30-minute tests replace procedures that took days to complete in a laboratory. Companies that use the tests can be confident that their products contain only the ingredients listed on the label. Training sessions also pay off. Thanks to what they learned at one session, 100 industry representatives changed a manufacturing practice and estimated avoiding potential recall costs averaging \$500,000 each. UNL food scientists also learned that refined soybean oil does not trigger reactions in soy-allergic individuals. This means soy-allergic people have more food choices and manufacturers can ensure product safety.

Services from the College of Engineering





road safety. Projects include development of a conductive concrete that could make icy bridges less dangerous; an ultra high-performance concrete comparable in strength to steel that could be used in bridges, buildings and security facilities; the NU I-Girder, a system that allows bridges to have longer spans and shallower structural depth; the inverted Tee bridge system for short-span bridges; and NUDECK, a UNL-patented system for building bridge decks that makes bridge construction faster and increases the bridge's lifespan. The latest development is NUTie, a fiber-reinforced plastic that creates stronger and more energy-efficient walls.

Civil engineers are working with the Nebraska Department of Roads to develop a microsimulation model for Nebraska's state highway system. The model is calibrated to current traffic and road conditions to assess traffic flow characteristics, driver behavior and traffic control operations.

In summer 2006, UNL engineers began a five-year initiative to modernize bridges in the Republic of Korea, which is expected to invest \$100 million to update its transportation infrastructure. A consortium of industry, government and universities will develop a plan and conduct research for the Korean project. The National Bridge Research Organization, a division of UNL's Department of Civil Engineering, will be the liaison between U.S. and Korean researchers.

Services from the College of Education and Human Sciences

The College of Education and Human Sciences works closely with Nebraska's State Department of Education on a number of projects to improve education in the state. One collaboration began in the late 1990s with involvement by the Buros Center for Testing and a new state director of assessment. Student-Centered, Teacher-Led, Assessment and Reporting System (STARS), was the title given to a statewide standards and assessment project. Buros Institute faculty created a comprehensive approach to assessing the learning of K-12 students that placed classroom teachers at the center of the assessment processes by implementing a system of classroom-based assessment that allows teachers to make decisions about the best ways to promote student learning. The College of Education and Human Sciences has provided personnel for the annual evaluation of STARS. In a contract with the Department of Education, college faculty have conducted qualitative and quantitative evaluations for the State Board of Education.

In 2005, the college and Department of Education co-hosted a national conference on classroombased assessment. Nearly 700 educators attended the event that included assessment leaders from around the country. The Nebraska Model was featured as teachers, administrators and Educational Service Unit representatives described accomplishments of Nebraska students in the STARS system. Annual conferences will study and showcase standards.

Teacher education projects designed to prepare ethnic minority teachers were started by the college to make it possible for minority community members to earn teacher certification without leaving their communities; the hope is that they will become teachers in their communities or region where there are many minority students but almost no minority teachers. Two projects, both supported by federal grants, are ongoing. The Native American Career Ladder project in Macy, Neb., has graduated approximately 20 students, most of whom are now serving in educational positions working with Native American students. The Northeast Nebraska Para-educator Career Ladder Project has a number of Latino students. They are now in their junior year of classes and scheduled to graduate and become teachers in December, 2007.

Services of the University of Nebraska Public Policy Center

The NU Public Policy Center strives to enrich public policy efforts by facilitating, developing and making objective research available to Nebraskans. While the center is a university-wide unit, it resides institutionally within the UNL Office of the Senior Vice Chancellor for Academic Affairs. Center faculty and staff undertake the investigation of public policy issues and topics of importance to Nebraskans by coordinating policy research, linking policymakers with experts throughout the university system, raising the visibility of public policy-related research activities, and facilitating access to public policy research and expertise.

The primary focus is analytic studies that address new or ongoing public policy issues of importance to Nebraskans. Topics are suggested by policymakers and administrators from the executive, judicial and legislative branches of government, as well as by faculty, staff and students from the university system. The center also acts as a central referral source and clearinghouse to link university resources to policymakers and other Nebraska officials to short-term requests (i.e., 3 to 4 day turn-around). Among the entities with which the center works closely are the Nebraska Legislative Research Office, the Executive Board of the Legislature, the Governor's Policy Research and Energy Office and the State Court Administrator's Office.

The Public Policy Center was established in 1998 by the Board of Regents of the University of Nebraska to serve the entire University of Nebraska system. For a list of programs the center has worked on, please go to [www.unl.edu/resources/8-7].

Services of the University of Nebraska-Lincoln Libraries

The University Libraries annually hosts a meeting of the Public Resource Library Group to discuss library and technology-related topics of shared interest.

www.unl.edu/resources/8-7

The University Libraries partnered with the University of Nebraska Rural Initiative in 2005 to provide a multi-search tool that enables Nebraskans to perform simultaneous searches across information resources. These resources include publicly available full-text databases, web sites, search engines and library catalogs. The search results are integrated into a summary that identifies the resource and number of hits (matches). From the summary, one can easily identify which resource has the most hits and is worth further investigation. The summary results include a link to click to go to the full record.

Natural Disaster Response

Immediately after the nearby Lancaster County town of Hallam (pop. 280) was leveled by a tornado in May 2004, UNL employees mobilized to help clean up the town and surrounding areas. More than 400 UNL employees worked for any or all of May 26-28, 2004, on clean-up or construction crews in Hallam and in the nearby town of Princeton to coordinate volunteers or serve food. Many volunteers picked up tree limbs, debris, personal items and other items deposited by the storm that blew a wide path across southeast Nebraska. Others on campus donated items to the Red Cross for the town's residents or made drinks or snacks for those heading to work in the Hallam area. Crews from several UNL departments who were well-equipped or especially trained, including Landscape Services and Utility Services, arrived in Hallam shortly after the storm to clear streets, driveways and sidewalks so other trucks and clean-up crews could get into the town. The service project was spearheaded by the Office of Business and Finance with assistance from the entire campus community; employees were released from their regular work to do the volunteer clean-up.

In addition, the University of Nebraska's Public Policy Center and the Nebraska Health and Human Services System received a grant from the Federal Emergency Management Agency and the Nebraska Emergency Management Agency's disaster aid program to assist victims of the these tornados and other spring storms in Nebraska. The grant provided \$73,000 for the CARING Communities Program, which offers counseling, outreach and education.

When Nebraska's then worst-ever range fire destroyed thousands of acres of Nebraska Sandhills grassland in 1999, UNL faculty and staff helped local ranchers fight the fire and set up an emergency command post at a local UNL Extension office. Staff from UNL's Gudmundsen Sandhills Laboratory in the region used the lab's grassfire pumper truck, refilling it nearly a dozen times in the effort. In the fire's aftermath, Extension worked with a ranchers' fire relief committee that delivered 1,500 tons of hay, nearly 14,000 fence posts and 450 rolls of wire to help fire victims. Extension offered education for ranchers on beef herd health and nutrition, forage/ range management, reproduction management and other best management practices to help them recover from the fire and protect the fragile hills as grass grew back.

The Nebraska State 4-H Camp near Halsey had the unique opportunity to help out during a wild fire that struck in the Nebraska National Forest at Halsey, on Jan. 15, 2006. About 200 volunteers from 19 area fire departments responded as well as federal and state crews from Nebraska and South Dakota. The fire was pushed by 42 mph winds and burned about 9,600 acres of forest ground that included over 8,300 acres of grassland and 1,300 acres of timbered areas. The Forest

Service asked to use 4-H camp facilities as a staging area and command center. The camp staff assisted by providing meals and sleeping quarters for the fire crew.

Student Outreach Efforts

Three different groups of UNL students have gone to the Gulf Coast since January 2006 to help with the cleanup from the 2005 hurricane damage. The first effort involved 93 students and faculty who spent Jan. 2-6, 2006, in Waveland, Miss. A second group spent Spring Break on the Gulf Coast and a third group left at the end of second semester. In 2006, UNL participated for the first time in The Big Event, a national day of service. More than 1,000 students put in a total of 5,000 personhours on projects throughout Lincoln. This is in addition to the charitable hours donated by students who support and staff activities that raise money for a myriad of local agencies, including: the Make a Wish Foundation, the Children's Miracle Network, the Community Blood Bank, the Lincoln Food Bank, the Friendship Home (battered women's shelter), Lincoln Literacy Council and Cedars Home for Children. Students in UNL's J.D. Edwards Honors Program in Computer Science and Management have done pro bono web development work for local agencies as well. Responses to the 2004 National Survey of Student Engagement revealed that 60 percent of UNL students are active in community service or volunteer work.

NU Directions

NU Directions is a UNL-community coalition created in 1998 through a five-year grant from the Robert Wood Johnson Foundation to address issues regarding student alcohol use and abuse. Although administered by professional staff, student involvement is a critical component. The Responsible Beverage Service Training is an online program designed for all sellers and servers of alcohol in an effort to reduce alcohol-related problems occurring at the point of sale. To help the sellers and servers of alcoholic beverages become more active in the reduction of alcohol related problems, this program includes interactive activities, videos, self-checks, and quizzes, along with management policies and procedures, and state laws. NU Directions partnered with the Nebraska State Liquor Control Commission, Nebraska Office of Highway Safety and UNL's Office of Extended Education and Outreach to develop this web-based seller/server education training program. The program is currently offered to all licensed establishments in Nebraska and has been adopted in Missouri and Georgia.

Fulfillment of Core Component 5c: UNL faculty and programs respond vigorously to important needs that arise in the state, bringing the research and teaching capabilities of the university to bear to solve important problems and to prepare people throughout the state to be more successful in their work and personal endeavors. UNL has been noted particularly for its research and engagement contributions to the food industry, especially related to health and security issues.

Core Component 5d. Internal and external constituencies value the services the organization provides.

As shown below, UNL's constituents find our services valuable and useful.

NET Surveys

NET (Nebraska Educational Telecommunications) conducts extensive market surveys that indicate Nebraskans find NET services valuable. NET audience surveys document that more than 950,000 people tune in to NET Television (Nebraska's Public Broadcasting Service affiliate) each week and more than 88,000 people listen to NET Radio (Nebraska's National Public Radio affiliate) each week. During the 2004-05 school year, NET's Nebraska Studies Web site [www.unl. edu/resources/8-8], an online history of Nebraska, was visited more than 700,000 times. In the last three years, more than 70 community service organizations have partnered with NET to answer Nebraskan's questions about health, investing, education and social issues through the Nebraska Connects series. "Market Journal," a television show for agriculture business decisions, has wide support among Nebraska farmers and ranchers, according to a survey taken at Husker Harvest Days in 2005. Nearly 80 percent of that group say they watched "Market Journal."

Surveys and Listening Sessions Conducted by the Institute of Agriculture and Natural Resources

Earlier in this report, IANR's "Listening Sessions" activities were described. The results of those sessions show that participants find value in IANR programs. When asked what participants value in IANR, responses included easy access, the ability to adapt, availability, credibility, varied delivery system, expertise, help, local offices and relevancy. Clients value the "link" provided to the university system through local Extension offices and there is considerable evidence that Extension, in general, is valued. Respondents indicated that they value having access to local people in the Extension offices and Research and Extension Centers. An Extension survey conducted in Douglas and Sarpy Counties (Omaha area), reveals that people who had participated in County Extension programs were either "very" [71 percent] or "somewhat satisfied" [29 percent] with the program in which they participated. Some 50.2 percent indicated that the programs and services that County Extension offers to Douglas and Sarpy county residents are "very valuable" and 40.4 percent rated them as "somewhat valuable."

4-H Program

UNL Extension's 4-H program reaches about 118,000 youth and 16,000 adult and youth volunteers annually. Nebraska leads the nation in reaching the highest percentage (20 percent) of age-eligible youth through 4-H.

<u>www.unl.edu/resources/8-8</u>

Alumni Support

The percentage of alumni who donate to the university is greater for UNL than for the other universities in our peer group, as is shown in Figure 8.5.

Overall giving to the university has grown (see chapter 2) as has the university's endowment. The market value of the University of Nebraska Foundation's assets at the end of the 2005 fiscal year stood at a record \$1.225 billion, representing a 7.2 percent increase from the previous year. [www. unl.edu/resources/8-9].

www.unl.edu/resources/8-9

State support for the institution, which exceeds that of many states, has previously been discussed in Criterion 2 Chapter 5.

SCHOOL	2000	2001	2002	2003	2004	2005	2006
Univ. of Nebraska–Lincoln	17%	19%	23%	26%	25%	23%	22%
University of Kansas	16%	15%	14%	14%	14%	17%	21%
Purdue Univ West Lafayette (IN)	16%	17%	17%	17%	17%	17%	18%
Iowa State University	17%	17%	17%	17%	16%	16%	16%
University of Iowa	12%	13%	13%	14%	15%	15%	15%
Ohio State University - Columbus	14%	17%	17%	18%	17%	16%	15%
Univ. of Minnesota - Twin Cities	8%	9%	9%	11%	11%	11%	11%
Colorado State University	11%	10%	9%	10%	10%	10%	10%
University of Colorado - Boulder	12%	13%	13%	13%	12%	11%	10%
Univ. of Illinois-Urbana- Champaign	23%	14%	14%	13%	12%	12%	10%
Univ. of Missouri - Columbia	16%	13%	12%	11%	10%	8%	9%

Figure 8.5 Rate of UNL Alumni Giving Compared to Peers (2000-2006)

Fulfillment of Core Component 5d: Throughout this self-study, evidence of the value constituents place on the University of Nebraska–Lincoln has been provided. The high participation of Nebraskans in the teaching and service programs of the university indicates that these programs meet their needs. The financial support for the university, both through state tax and private sources, is another indicator. Dedicated participation of constituents in the multitude of advisory groups sponsored by the university is further evidence of the value they place on the university. Survey data and testimonials collected by specific programs of the university attest as well to the quality of the work of the university as perceived by our constituents.

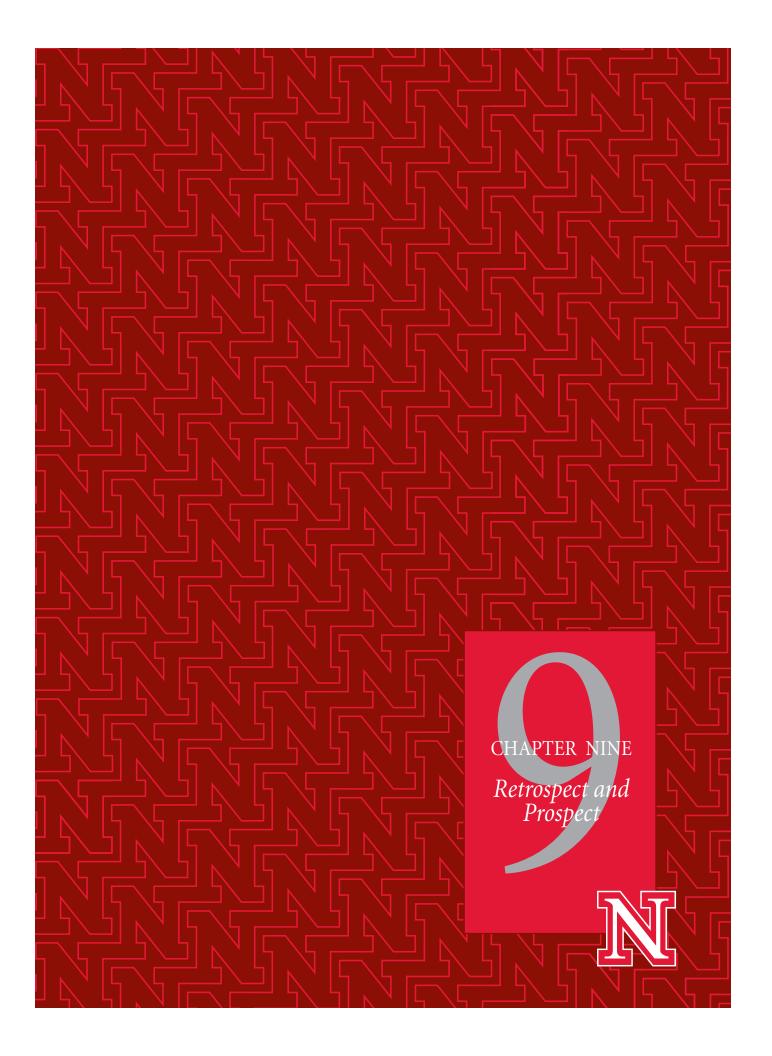
Summative Evaluation of our Performance on Criterion 5

UNL has a long history of active outreach and engagement and of taking its land-grant mission seriously. UNL is the major higher education provider of outreach in the state and is also actively involved in providing outreach beyond the state's borders. Some of the UNL programs, such as the Buros Institute, the University of Nebraska Press and many programs in agriculture, play highly significant roles nationally. The outreach work of UNL is closely tied to its research and teaching missions, both drawing from them and feeding into them. While UNL Extension and the Extended Education and Outreach Office play especially important roles in engagement for UNL, all colleges as well as the University Libraries, the State Museum, the Sheldon Art Gallery, the Lied Center for Performing Arts and many other organizations within UNL also are rich in outreach activities. A strength of UNL is its engagement with its constituents on topics and issues of importance to economic development, health and safety, and personal development.

In carrying out this self-study, a number of issues important to the future of engagement at UNL were identified for attention. They include the need to:

- Develop more comprehensive assessment measures of our outreach activities;
- Continue to give UNL Extension needed support as it develops more extension partnerships with UNL colleges and departments outside of the Institute for Agriculture and Natural Resources;
- Design better ways to be alert to new topics and constituent needs that require our response in these times of rapid change;
- Protect the outreach culture at UNL during a period where emphasis on research and teaching is increasing; and
- Make innovative uses of technology to deliver outreach services and increase partnerships.

The academic strategic planning process will play an important role in addressing these issues and will develop mechanisms to determine what engagement activities should be given priority for university support.





Chapter Nine:

Retrospect and Prospect

What We Have Learned from the Self-Study

Preparing the self-study was a valuable learning experience for all those who were involved in its development. UNL is a large and complex operation. This activity brought together a wealth of information, ideas and perspectives as we endeavored to describe the work of the university. As those who worked most directly with the production of the self-study often said, "no one knows all there is to know about this university – or even a big portion of it." It took the input and expertise of many people to supply the information needed to write this document. And in the process, we all learned more about our university.

It is now essential that we find ways to share this experience with the university community at large, for what we have learned tells a significant and, in many ways, exciting story. Our future success requires that faculty and staff at the university know more about it as a whole, not just the areas in which they operate. This is especially the case as we develop more collaborations and cross-fertilizations among our many specialties and focus our work more directly in the areas of greatest potential and need.

During the fall semester, and perhaps throughout the 2006-07 academic year, we will use a variety of approaches to help the university community, as well as our key constituents, learn more about the story this self-study tells. We will provide information through e-mails, the *Scarlet, Daily Nebraskan* and alumni publications. We will host various kinds of forums and unit meetings in our efforts to share the self-study with the broadest audience possible.

We will discuss with our colleagues and constituents what we've learned, our accomplishments, our strengths, our challenges and our prospects. We reflect on these matters in sections that follow.

The traditional view of a university as a gathering of young people in a residential community where knowledge was discovered, preserved and disseminated was undergoing change, perhaps transformation. New kinds of students in many locations now asked for what they thought a university could provide, some of it hardly above instruction in trades. The new president and his board might well have to reshape higher education, providing immediately useful training without neglecting the philosophical underpinnings of higher education. The increasing demands on the University for transferable technology and the availability of private funding for directed research threatened to modify the historically independent mission of higher education. In a competitive world where intellectual skills were in both practical and ideal demand, the future shape of higher education would be wonderful to observe. Opportunities in Nebraska had not yet been exhausted.

Robert Knoll

Prairie University, 1995, Page 189 (Describing the prospects for the university in 1995)

What have we learned in doing the self-study?

We learned several important lessons as we developed the self-study.

The basic character of our university was established early.

This character continues to serve us well and should always be at the forefront of our planning. It's OK to be a Nebraska institution with Nebraska roots while at the same time being engaged with the global community. As Charles Bessey demonstrated in our formative years, scientists can make major disciplinary contributions with national and international implications while focusing on issues of importance to Nebraska and to our university.

Balance is important in our endeavor.

We must find that balance between institution-wide planning and local initiative that will produce the best results. What happens on the institutional level will provide essential direction. What happens on the unit level will provide the creative spark to realize that direction. Balance is also necessary between special initiatives and those "bedrock" activities that we want to carry out as a higher education institution. Both are indispensable to our success. We will better realize this balance if we engage thoughtfully in our strategic planning and collect information about the results of our activities that we then use for further development and planning.

Excellence in the undergraduate teaching mission is of great importance to UNL.

We invest heavily to help faculty and students engage most productively in the teaching and learning enterprise. Often faculty who join us from other higher education institutions tell us that teaching is more valued here than where they had been. We have some evidence of success from these investments. Faculty have received national recognition for their teaching improvement efforts; students have scored well on professional and licensure examinations. The chancellor has said our students should have experiences that reflect the richness of a major research university. A number of UNL programs, such as the UCARE program, are providing important opportunities for students to be involved in research with faculty and under the guidance of faculty. We need to continue to increase these opportunities and work harder to integrate research experiences into regular course offerings as well. Continued conversations about teaching and learning at UNL are essential to support the pride we take in our teaching mission. This may be even more important given the teaching-learning environment that today's undergraduates inhabit, one very different from that experienced by faculty when they were students.

Efforts to redevelop our general education program hold promise to prepare all UNL students to live and work in a culturally and technologically diverse society.

The faculty working on the general education revision have developed some overall institutional objectives to serve as the basis for students' general education experiences at UNL. Feedback received to this point, externally as well as internally, suggests this is both a highly challenging and promising way to go about our program revision. We, like many large institutions, have not yet developed a strong sense of what we want all of our students to have achieved when they graduate. The general education program revision holds promise for accomplishing this, as well as for developing a method of assessing the overall achievement of our graduates over time.

From its very beginning we have advocated diversity in our teaching and in our faculty and student body.

We are not located in a very racially diverse state, so it may well be that regardless of good faith efforts, we may never achieve the racial diversity of institutions in states with greater and more diverse populations. But these good faith efforts must continue and must be redoubled. Nebraska is currently experiencing a higher degree of inmigration of people from other countries than it has for a number of decades. Appreciating and understanding racial and ethnic diversity will be vital to our state's success. And we must also champion diversity on other dimensions. We had an early start as a higher education institution in providing programs for students with various forms of disability. We must continue to build in this direction. As an institution we have had some notable successes in establishing international programs, but we can do much more in this arena. Conversations are in process relative to this and task forces, emerging from our academic strategic planning effort, are now providing guidelines for future expansion of these efforts. Our highly successful distance programs have been one avenue for bringing us students with greater diversity in age and experience. We must be certain, too, that we seek faculty who bring us diversity in terms of their scholarly approaches, and whose research is mindful of the diverse populations we serve.

A major purpose of our academic strategic planning process is to "bring things together."

As is evident in Chapter 5 (Criterion 2) we are a planning organization. But we will get better results from our resources if we make certain these plans are related to and directed toward common goals and purposes. To succeed in adhering to a vigorous direction for our work, we need to refine our database so that it provides the information needed to assess what our products are and how to improve them. An important step in the months ahead is to link our goals and our database. This task is highly challenging and most likely will be achieved only in part but must be addressed nonetheless. We need continuing discussion about what we mean by excellence and the identification of the areas in which we will become excellent. That's what our prioritization

exercise is about. These discussions must be ongoing, especially given the dynamic nature of the society in which we work.

We must seek the most successful ways to communicate with and listen to our stakeholders and constituents.

While communicating with our stakeholders always has been important, it is of special significance today when the university is seeking to sharpen its focus. We want to retain and enhance our relevance to Nebraskans and also respond to national and international issues and needs. The dilemma for any land-grant institution is to balance the demands of constituents for solutions to contemporary problems against the critical role the university plays in preparing for the future. Important work is under way in the university about how to communicate our intent and our achievements most effectively to our constituents. It needs to continue.



Since our last accreditation visit, we have worked harder to establish priorities and use benchmarks for identifying our progress.

Being effective at establishing and meeting priorities is critical to the future of our institution. Our academic strategic planning initiative has been put in place in part to take us to the next step in targeting resources to priorities and ensuring constant evaluation of what we do. Engaging the faculty actively in this work is essential to making the best decisions.

How have we met the accreditation criteria?

We have summarized briefly below the major ways in which the University of Nebraska–Lincoln has met and continues to meet accreditation criteria.

Criterion One: Mission and Integrity.

We have had a strong sense of purpose throughout our history as an institution. Our commitment to our tripartite mission and to carrying out our responsibilities as both a land-grant and an AAU institution is clear in all that we do. Recent activities have produced a renewed sense of mission. The *2020 Vision* report and our statement of core values provide us with our direction for the years ahead as an institution.

Criterion Two: Preparing for the Future.

We have been highly involved in planning, both internally and with partners. Comparisons with other universities indicate that we use our resources efficiently and economically. Our new academic strategic planning initiative has the promise to bring our planning efforts together in ways that will ensure that our resources are targeted to our goals and to important state, national and international needs.

Criterion Three: Student Learning and Effective Teaching.

We have invested heavily in supporting faculty and students in the teaching-learning process and have been recognized nationally for this. Our students fare well in national licensure and other examinations. The importance of undergraduate teaching was demonstrated in the priority it was given when we recently faced a major budget reduction. Over the last decade we have progressed considerably in making attention to outcomes assessment a part of our institutional culture.

Criterion Four: Acquisition, Discovery, and Application of Knowledge.

We have achieved major advances in the strength of our research productivity in recent years. Our scientists and other scholars are important leaders in a number of fields. By any measure we are on an upward path in terms of research and scholarly productivity.

Criterion Five: Engagement and Service.

We continue to honor our land-grant tradition by being highly active in outreach activities through which we apply the results of our research and scholarship to real-world problems and situations. We demonstrate a strong commitment to translating scholarly knowledge into practice and respond effectively both to ongoing and current needs of our constituents.

Being a Future-Oriented Organization.

Our core values statement along with reports such as the 2020 Vision focus us on the future. Our academic strategic planning process provides an important tool to ensure that we are responding appropriately to the changing environments in which we work. We continue to enhance our technology capabilities and to use technology to conduct research and teaching in new and effective ways.

Being a Learning-Focused Organization.

Our attention to the development of our outcomes-assessment capacity is reflective of our focus on learning. We are constantly looking for ways to support the learning of our students, constituents, staff and faculty. The development of the Office of Undergraduate Studies, the Initiative for Teaching and Learning Excellence and the Peer Review of Teaching Project exemplify our commitment to enhancing teaching and learning. We have made a wide range of resources available to teachers and learners to help them achieve at the highest level.

Being a Connected Organization.

Our commitment to a culture of service through outreach is strong. We are responsive to the needs of our state and beyond and are well connected with our constituents. We are increasingly involved in collaboration with other organizations. Important discussions about the directions of our institution take place on a continuing basis through our organizations such as the Academic Planning Committee, the Academic Senate, special ad hoc task forces, and our strategic planning process. We study ourselves as an institution through processes such as the Gallup® survey.

Being a Distinctive Organization.

Our history provides us our distinctive character. We emphasize our tripartite mission and the importance of the interrelationships among these dimensions of our work. We relate closely to our state, providing a range of services. We are accountable to our state. As every chancellor learns quickly upon assuming that position, the people of Nebraska believe we are their university. We have a commitment to diversity in a broad sense, starting in the early years of our history when we were among the earliest institutions to embrace women in graduate programs and African Americans on the athletic field to today when we provide strong support to students with disabilities and have teacher education programs targeted to increase the number of Native American and Hispanic teachers in the state. We are self-reflective, as can be seen in our many planning activities, and committed to continuous improvement.

What have we found to be our strengths?

Doing the self-study made us even more aware of certain strengths we have as an institution which must continue to be honored and developed; we discuss these attributes here.

Our relationship with the state is one in which the state expects much of the university and the university of the state.

Mutual expectations for our accomplishment and support creates a healthy situation but requires constant vigilance to maintain. We provide intellectual and cultural leadership to the state and educate its leaders. We conduct research important to the state and bring the results of this research to those who need them through active outreach programs. The state sends us many of its young people — and increasingly those older than the traditional college-age population and those seeking continuing education — to educate, and it provides us strong state and private funding. People in the state are truly interested in the university; we must continue to demonstrate that we are interested in them. We are located in a state where there is a flat hierarchy that promotes accessibility of the university to the state and the state to the university. We pride ourselves in being a responsive institution.

We take our tripartite mission most seriously.

We are a research institution with extraordinary focus on teaching and engagement. We believe strongly that teaching, research and engagement support each other and work diligently to see that each informs the others.

We have a strong sense of direction.

We know who we are and what we want to accomplish. We believe that this is essential for the future of the university. Our Core Values express our commitments; the history of our institution provides us our bearings. We are aligning our priorities with national and international priorities as well as with the needs of the state. We will carry out those activities in which we can make excellent, vital contributions.

We have a strong momentum in our quest for excellence.

The last decade has been one of significant accomplishment and progress at UNL. We have raised our sights and have made important strides in becoming a top research institution without decreasing the quality of our work in teaching and outreach.



We have initiated an academic strategic planning process to capitalize on this direction and momentum.

Through strategic planning we hope to increase our ability to operate in cross-disciplinary and collaborative approaches to accomplish our goals. And we hope to use the process to help us use our resources in the most effective ways.

What do we see for the years ahead?

The environment in which higher education is working is changing markedly and rapidly. Among the developments that must get our attention are these:

• As Frank Newman and others have pointed out in the book *The Future of Higher Education*, we are seeing an intensifying competition among higher education institutions. Higher education is being restructured from a regulated public sector to a market environment. The implications of these developments are many and significant. Our academic strategic planning process must enable us to respond to these conditions.

- As Thomas Friedman has vividly described, we are living in a flat world. The implications of this for our faculty and students, and for our state, are powerful. What is the role of the University of Nebraska–Lincoln in enabling the state of Nebraska to compete successfully in this world? Certainly it is a highly important role and perhaps calls for more from the university than ever before. We must use our planning process to make certain that our resources are being placed on the most important work.
- Students are changing. Descriptions such as those included in Rebekah Nathan's *My Freshman Year: What a Professor Learned by Becoming a Student* and Richard Light's *Making the Most of College: Students Speak Their Minds* suggest to us that we must be constantly alert to how best to work with our students. We believe our renewed attention to general education will serve these new students well.
- Clearly the pace and impact of change are accelerating. Higher education has often been criticized as being resistant to change; this must not describe us. We cannot be an excellent institution if we are not able to adjust our programs to areas of greatest need that are appropriate for us to address. This provides yet another challenge to our strategic planning. In these times of dramatic change, relying on our core values as an institution will be essential so that we do not lose our direction.

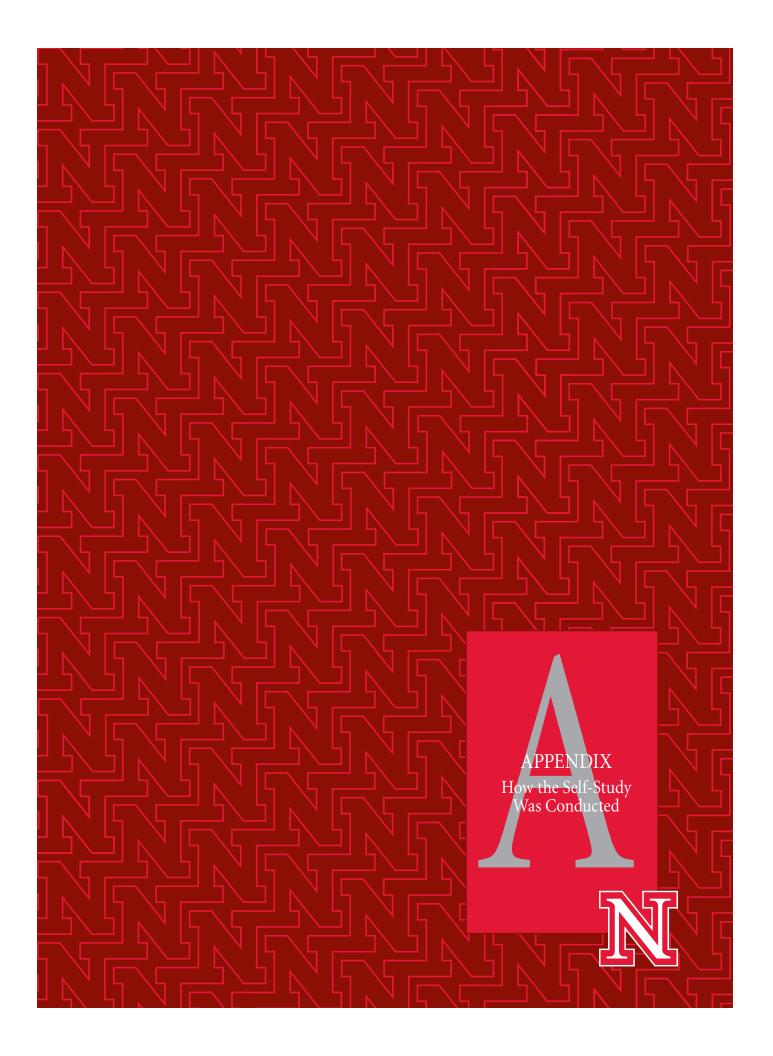


How are we preparing for the years ahead?

We have selected our own version of academic strategic planning to help us prepare for and respond to the challenges of our future as an institution. We believe that this approach will enable us to build on our heritage as an institution and use our resources most effectively to ensure excellent performance in the future. We requested permission of the Higher Learning Commission to do a customized/special emphasis accreditation review as a route to enhancing the way we do strategic planning. We are confident that we meet the five criteria for academic accreditation that have been established by the Higher Learning Commission. We wanted to do a self-study that would take us beyond those criteria. We are making an effort to develop an academic strategic planning process that will have meaning as we administer the university on a daily basis. Thus we established our work in academic strategic planning process both because of the attention we will give it and because of the response that the visiting review team will provide. We look forward to their comments and observations.

As the reader can tell, we take our missions — teaching and learning, research and discovery, outreach and engagement — most seriously. We are proud to have the opportunity to conduct such important work. Being part of the University of Nebraska–Lincoln is a privilege for all who work and learn here.

We believe: "There is no place like Nebraska!"





Appendix A:

How the Self-Study Was Conducted

The process of preparing the self-study report for the decennial review of the University of Nebraska–Lincoln by the Higher Learning Commission of the North Central Association of Colleges and Schools was initiated by the appointment of a special assistant to the senior vice chancellor for academic affairs in November 2004. The senior vice chancellor and special assistant immediately commenced bi-weekly meetings to do the necessary planning. Later they were joined in these sessions by two associate vice chancellors, the person assigned to be the primary writer and the graphic designer for the self-study. This planning team responded to input and reports from task forces composed of more than 100 faculty and staff and a steering committee of university leaders. The entire planning process is described below. Please see a list of participants at the end of this appendix.

Goals and Intentions for the Self-Study Process

In the early meetings of this planning team, goals and intentions for the process of development of the self-study were identified.

First, we wanted to organize more efficiently than we had for our last North Central review. For the previous review we had involved large numbers of people throughout the university in various capacities in developing the self-study. While this had the positive feature of wide involvement, it had negative aspects as well. Coordination of the effort became quite difficult with much duplication of work. At the conclusion of the process, most felt that the work in preparing the self-study had interfered considerably with important ongoing work of the university. This time we deliberately constructed our efforts so many were consulted but fewer made accreditation preparation their daily focus.

Second, we wanted to produce a self-study that had lasting value. When our last review was completed there was a feeling on campus that the work undertaken in preparation for the review only had value for the review and did not contribute to efforts under way to enhance the performance of the university. This time we wanted to make a close tie between the self-study preparation and important work in process within the university. As the senior vice chancellor

stated in a memo to the faculty, "Our goal is to emerge from the accreditation review with a process in place for coordinating strategic planning, academic program review, and accreditation review that will help us more effectively and efficiently use these processes to improve the quality of our programs." Chancellor Perlman in his charge to the Steering Committee (see below) stated it this way: "We want this work not only to secure re-accreditation for our university but also to be of value in charting our future."

It was clear to us that the document we prepared for our self-study for our 1997 review was so voluminous that no one read it except those required to do so. This time we wanted to produce a document that would be of interest to many on and off campus.

Seeking Approval for a Customized Review

Our intention to make the self-study a more meaningful exercise led us rather rapidly to the possibility of requesting permission to go through the Customized Accreditation Review process. After discussion with our Higher Learning Commission liaison, Robert Appleson, and individuals at other universities that had gone through such a process, we started to develop a proposal to the HLC to that effect. In our proposal, we indicated that strategic planning would be our special emphasis for the review. In September 2004, Chancellor Perlman announced during his State of the University address that we would initiate a major strategic planning activity. In that address he also stated: "We are looking for better ways to align our own processes for continuing improvement with accreditation practice so that ultimately a self-study would flow naturally from our routine activities. This may or may not be possible but we will need help from many of you to prepare for our re-accreditation visit." Doing a Customized Accreditation Review based on strategic planning as the special emphasis seemed the way for the university to accomplish that end.

The senior vice chancellor and the special assistant met with the Senior Administrative Team, the Council of Academic Deans, the Academic Senate, the Association of Students of the University of Nebraska, and the assembly of Deans and Directors to discuss the possibility of doing a Customized Review. All agreed that this would be an especially beneficial approach to doing our self-study. Accordingly, during the summer of 2005, we sent our "Preliminary Submission by the University of Nebraska–Lincoln to the Higher Learning Commission, North Central Association" to request participation in the 'Customized Accreditation Review Process.'" [www.unl.edu/ resources/A-1] Upon HLC approval of that request, a formal agreement was then drafted for the review. [www.unl.edu/resources/A-2]

Organizing for Developing the Self-study

To carry out the work of developing the self-study, an overall Steering Committee and a series of task forces were established. To ensure needed coordination we decided that the special assistant would chair each of the task forces. Individuals selected for these groups were those who had special expertise to offer, rather than as representatives of different units or elements of the university. The Steering Committee met monthly and the task forces met as often as necessary to complete their work. As the work progressed, we determined that there was a need for unit liaisons to be appointed to serve as information providers from the academic units of the university.

www.unl.edu/resources/A-1

www.unl.edu/resources/A-2

To prepare for developing the self-study, a team of 10 faculty and administrators from UNL attended the Pre-Conference Workshop on the Self-study held at the NC/HLC Annual Meeting in April 2005. It was at this workshop that the UNL representatives learned about the virtual resource room Arizona State University had developed and decided to take a similar approach to organizing our resource room. Two advantages in particular seemed apparent to this approach: (1) Members of the visiting review team could access materials more easily, even before coming to UNL and (2) if we were to keep the Virtual Resource Room up to date, we could continue to use it to make important documents more readily available within the university after the visit.

Other steps taken during the spring of 2005 included establishing a time line for the development process and developing a web site for posting materials and information for all-campus review. [www.unl.edu/resources/A-3] UNL's North Central liaison, Robert Appleson, came to campus for a day in June 2005 during which he met with the Steering Committee and key persons related to the development of the self-study.

Communication with the University as a Whole

As the process of developing the self-study unfolded, communication with the campus was maintained through several means. The senior vice chancellor and the special assistant met with the Deans Council, Academic Senate, and Deans and Directors assembly at several points to provide information and seek assistance. The senior vice chancellor as well as the chancellor used periodic emails to update the campus as a whole on important activities.

An example of a chancellor e-mail (sent March 8, 2006) follows:

Dear Colleagues,

In about a month, we will begin the third administration of the Gallup's Q12 and I10 surveys. As I have in the past, I encourage you to complete these two instruments, which will take about ten minutes. I know that there are mixed reactions toward the survey, but I also know that many neighborhoods have developed effective plans to improve the climate for their faculty and staff. Regardless of your views on the ultimate validity, I hope you will participate in a meaningful way.

As you may be aware, UNL is preparing our self-study report for the North Central Accreditation process. We have elected to follow a new model for accreditation that, in our case, will focus on our strategic academic planning process. To understand how strategic academic planning is perceived on campus, the Gallup survey will also include a few short questions regarding your understanding of and engagement with the strategic planning process. Thus your participation will also be helping us with the accreditation report.

In the next few weeks, you will be contacted by Gallup with the details of the survey. In the meantime, if you have any questions you may address them to gallupsurvey@unl.edu.

Thank you in advance for your assistance in this important activity.

Harvey

www.unl.edu/resources/A-3

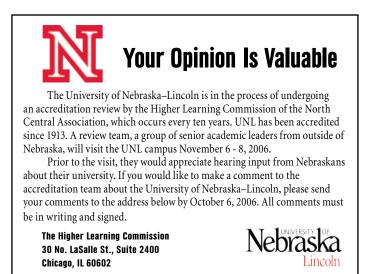
The campus staff and faculty newspaper, the *Scarlet*, was an important vehicle for conveying information to the campus community about the preparation of the self-study and the conduct of the accreditation process. The student newspaper, the *Daily Nebraskan*, also carried articles about this work.

The unit liaisons were especially important as conduits of information both to the special assistant and from him to the units they represented. They provided a quick way to solicit or distribute information.

As drafts of chapters were developed, they were posted on the website established for the accreditation process and comment on them was sought from the total campus. Each administrative unit as well as the Academic Senate was asked to ensure they would provide critique of the chapters. The relevant task forces as well as the steering committee critiqued chapter drafts as they were developed.

Third-Party Comment

The university ran the following advertisement in the two major state newspapers (the *Lincoln Journal Star* and the *Omaha World-Herald*), 171 local newspapers, the UNL faculty/staff newspaper (the *Scarlet*) and the UNL student newspaper (the *Daily Nebraskan*):



Preparing for the Visit

During the fall semester 2006, prior to the visit by the visiting review team, a number of activities are planned to prepare for the visit. As in the earlier stages of this work, the *Scarlet*, the *Daily Nebraskan*, and the unit liaisons will serve as means for providing information and seeking input. Copies of the self-study will be distributed to each of the primary administrative units within the

university. In addition, we created a PowerpPoint presentation about the main ideas included in the self-study to be presented in association with unit meetings and special forums held to discuss the self-study. The chancellor in his fall 2006 State of the University address will give special attention to the self-study and the accreditation process. The accreditation Steering Committee will bear the primary responsibility for preparing the campus for the visit of the accreditation team. It will also be asked to develop a plan for communicating with the constituents of the university relative to the self-study. Initial plans are that the Alumni Association will play an important role in that part of the process.

Following the visit of the visiting review team, the Steering Committee will be responsible for assessing the process we have gone through, especially in terms of the goals and intentions described earlier. The Committee will be asked to identify next steps to be taken to build on what has been learned through the preparation of the self-study and the accreditation visit.

Steering Committee Members	Position
Harvey Perlman	Chancellor
Barbara Couture	Senior Vice Chancellor for Academic Affairs
John Owens	VC & VP for Institute of Agriculture and Natural Resources
James Griesen	VC, Student Affairs (Retired June 30, 2006)
Juan Franco	VC, Student Affairs (July 1, 2006)
Christine Jackson	VC, Business and Finance
Prem Paul	VC, Research
William Nunez	Director, Institutional Research and Planning
Linda Crump	Director, Equity, Access & Diversity Programs
DeLynn Hay	Program leader, UNL Extension
Richard Hoffmann	Dean, College of Arts and Sciences
Rita Kean	Dean, Undergraduate Studies
Jeffrey Keown	Academic Planning Committee representative
Mary Beck	President, Academic Senate
Ben Keele	Association of Students of the University of Nebraska
Edward Paquette	Director, Alumni Association
David Wilson	Associate VC, Academic Affairs
James O'Hanlon	Special Assistant
Kim Hachiya	University Communications

Table A-1 Faculty and Staff involved in the Self-Study

Task Force Members	Unit
Criterion 1	
Herbert Howe	Office of the Chancellor
Evelyn Jacobson	Associate VC, Academic Affairs
Steven Waller	IANR, Dean, College of Agricultural Sciences and Natural Resources
Criterion 2	
Susan Fritz	IANR, Associate VC
Alan Cerveny	Dean, Admissions
Kent Hendrickson	Director, Information Services
Christine Jackson	VC, Business and Finance
Jeffrey Keown	Academic Planning Committee representative
Ronald Roeber	Associate VC, Academic Affairs
Cynthia Milligan	Dean, College of Business Administration
William Nunez	Director, Institutional Research and Planning
Criterion 3	
Patrice Berger	Director, Honors Program
Susan Fritz	IANR
Jessica Jonson	Undergraduate Studies & Assessment
Rita Kean	Dean, Undergraduate Studies
David Keck	Director, J.D. Edwards Honors Program
Marjorie Kostelnik	Dean, College of Education and Human Sciences
Will Norton	Dean, College of Journalism and Mass Communications
David Wilson	Associate VC, Academic Affairs
Criterion 4	
David Allen	Dean, College of Engineering
Joan Giesecke	Dean, University Libraries
Chuck Hibberd	Director, Panhandle Research & Extension Center
Richard Hoffmann	Dean, College of Arts and Sciences
Patrick McBride	Office of Admissions
Barry Rosson	Graduate Studies
Michael Zeleny	Assistant VC, Office of Research

Criterion 5	
Arnold Bateman	Associate VC, Extended Education & Outreach
Rod Bates	Director, University Television
DeLynn Hay	Cooperative Extension
Wayne Drummond	Dean, College of Architecture
Giacomo Oliva	Dean, Hixson-Lied College of Fine and Performing Arts
Edward Paquette	Director, Alumni Association
Michelle Waite	Office of the Chancellor
Assessment	
Peter Bleed	College of Arts and Sciences
Susan Fritz	IANR
Jessica Jonson	Undergraduate Studies & Assessment
Jim Walter	College of Education and Human Sciences
Progress Since 1997	
Richard Edwards	Economics
Herbert Howe	Office of the Chancellor
Evelyn Jacobson	Academic Affairs
Alan Moeller	IANR, Assistant VC
Diversity	
Linda Crump	Director, Equity, Access & Diversity Programs
Bruce Currin	Assistant VC, Human Resources
Gina Matkin	Nebraska Union
Marilyn Schnepf	Nutrition & Health Sciences

Liaisons	Academic Unit
Barry Rosson	Research & Graduate Studies
Robert Fought	Fine and Performing Arts
DeLynn Hay	UNL Extension
Glenda Pierce	Law
Gordon Karels	Business Administration
Jessica Coope	Arts and Sciences
Jessica Jonson	Undergraduate Studies

Jim Walter	Education and Human Sciences
John Ballard	Engineering
Mary Garbacz	Journalism and Mass Communications
Nancy Busch	Library
Susan Fritz	Agricultural Sciences and Natural Resources
Wayne Drummond	Architecture
ZB Mayo	Agricultural Research Division

Virtual Resource Room Development	
Rebecca Carr	Institutional Research and Planning
Brent Wilson	Academic Affairs
David Wilson	Academic Affairs
James O'Hanlon	Special Assistant





Appendix B:

Guide to the Virtual Resource Room

Virtual Resource Room References in the Self-Study

Chapter 1

1-1	University of Nebraska Website		
1-2	University of Nebraska—Lincoln Website		
1-3	Institute of Agriculture and Natural Resources Website		
1-4	University of Nebraska Organizational Chart		
1-5	University of Nebraska—Lincoln Organizational Chart		
1-6	UNL Libraries Nisei Collection		
1-7	University of Kansas on-line history project		
1-8	Institute of Agriculture and Natural Resources "About IANR" site		
1-9	2004 State of the University Address		
Chapter 2			
2-1	A 2020 Vision: The Future of Research and Graduate Education at UNL (2020 Vision document)		
2-2	1996 State of the University Address		

- 2-3 Building a Culture of Excellence
- 2-4 Reshaping our University, 1997
- 2-5 Intellectual Engagement and Achievement at UNL: The report of the Blue Sky Task Force (Blue Sky Report) 2003
- 2-6 Everyone a Learner, Everyone a Teacher: The report of the Transitions to University Task Force, (Transitions Report) 2003
- 2-7 Indicators of Institutional Quality: Annual Report
- 2-8 Programs of Excellence
- 2-9 General Purpose Classroom Report and Appendices, 2005
- 2-10 University of Nebraska Website
- 2-11 Retention information for the class that entered in Fall 2005
- 2-12 Peer Review of Teaching project
- 2-13 Initiative for Teaching and Learning Excellence

2-14	1997 State of the University Address			
2-15	Extended Education and Outreach Advanced Scholars Program			
2-16	2004 State of the University Address			
Chapte	er 3			
3-1	2004 State of the University Address			
3-2	Notes from Strategic Planning open forums			
3-3	Academic Strategic Planning Template Design Teams			
3-4	Academic Strategic Planning Templates			
3-5	Strategic Priorities			
3-6	Request to Commission for Customized Review			
3-7	Academic Strategic Planning Templates			
3-8	Programs of Excellence			
3-9	Leadership Workshop Presentations			
3-10	CASNR CARES			
Chapter 4				
4-1	UNL Role and Mission Statement			
4-2	Office of Technology Development			
4-3	2004 State of the University Address			
4-4	2005 State of the University Address			
4-5	Board of Regents Policy Goals Pertaining to Equity for People of Color			

SD-2	Response to the Commission Statement on Diversity
4-6	Board of Regents Bylaws
4-7	UNL Bylaws
4-8	Academic Senate Syllabus
4-9	Academic Senate
4-10	Association of Student of the University of Nebraska (ASUN Student Government)
4-11	Accreditations Held by UNL Programs
4-12	Athletic Department NCAA Self Study
Chap	ter 5
5-1	Investing in Nebraska's Future: A Strategic Planning Framework 2005-2008
5-2	Distance Education Strategic Plan
5-3	Comprehensive Information Technology Plan
5-4	University of Nebraska Rural Initiative
5-5	University of Nebraska Public Policy Center
5-6	Downtown Lincoln Master Plan
5-7	Antelope Valley Project
5-8	Great Plains Network
5-9	Strategic Plan for the Institute of Agriculture and Natural Resources 2000-2008

5-10 Plan of Work, University of Nebraska Cooperative Extension 2000-2006

- 5-11 Nebraska Alumni Association Action Plan
- 5-12 Undergraduate Student Recruiting Plans 2005-2006
- 5-13 College Independent Study Strategic Plan
- 5-14 University of Nebraska–Lincoln Independent Study High School Strategic Plan, August 2005
- 5-15 UNL Physical Master Plan, 2006
- 5-16 Development of Distance Education Programs Within the University of Nebraska–Lincoln, March 2004
- 5-17 NET Strategic Plan 2005-2008
- 5-18 Housing Master Plan
- 5-19 Integrated Marketing Plan
- 5-20 Student Affairs Strategic Plans
- 5-21 Regents Policy on Faculty Salaries
- 5-22 UNL Quality Indicators
- 5-23 *A 2020 Vision: The Future of Research and Graduate Education at UNL* (2020 Vision document)
- 5-24 *Life Sciences at UNL*, Life Sciences Task Force Report
- 5-25 Intellectual Engagement and Achievement at UNL: The report of the Blue Sky Task Force (Blue Sky Report) 2003
- 5-26 Everyone a Learner, Everyone a Teacher: The report of the Transitions to University Task Force, (Transitions Report) 2003

- 5-27 Task Force Report on International Initiatives
- 5-28 Task Force Report on Interdisciplinary Collaboration.
- SD-1 Response to the Commission's Statement on Assessment

Chapter 6

- 6-1 Institutional Reports: Compiled Summarized reports of colleges' outcomes assessment reports for 1997, 1998, 1999, 2000, 2002 and 2004
- 6-2 2005 Outcomes Assessment Results and Use Charts
- 6-3 Undergraduate Program Learning Objectives
- 6-4 College Summaries: Summaries of progress on outcomes assessment by college since the last HLC visit
- 6-5 Examples of Confirmations: How outcomes assessment process confirms student learning
- SD-1 Response to the Commission Statement on Assessment
- 6-6 Graduate Studies Exit Survey
- 6-7 2004 State of the University Address
- 6-8 1999 State of the University Address
- 6-9 Intellectual Engagement and Achievement at UNL: The report of the Blue Sky Task Force (Blue Sky Report) 2003
- 6-10 *Everyone a Learner, Everyone a Teacher: The report of the Transitions to University Task Force,* (Transitions Report) 2003

6-11	Programs of Excellence
6-12	Guidelines for Annual Evaluations, Promotion, and Tenure
6-13	Information about Annual Review, Promotion, Tenure
6-14	Board of Regents Bylaws, 2.9
6-15	Academic Planning Committee Website
6-16	Peer Review of Teaching
6-17	2005-2006 Initiative for Teaching and Learning Grants
6-18	Initiative for Teaching and Learning 2 Grants
6-19	UCARE (Undergraduate Creative Activities and Research Experiences)
6-20	UNL Honors Program
6-21	Office of Undergraduate Studies
6-22	Agricultural Research Division Undergraduate Honors Student Research Program
6-23	J.D. Edwards Honors Program in Computer Science and Management
6-24	Peter Kiewit Institute
6-25	Cedar Point Biological Station
6-26	NU Paths
6-27	UNL Learning Communities

- 6-28 UNL Scholars Communities
- 6-29 OASIS
- 6-30 AAC&U Recognition
- 6-31 Capital Planning for Student Learning
- 6-32 University Libraries services
- 6-33 Chemistry Resource Room
- 6-34 Computer Science and Engineering Resource Room
- 6-35 Engineering Mechanics Instructional Laboratory
- 6-36 Math Resource Center
- 6-37 Services for Students with Disabilities
- 6-38 Statistics Support
- 6-39 STAR Center
- 6-40 Student Support Services (TRIO)
- 6-41 Undergraduate Teaching Assistance Corps
- 6-42 CBA Writing Assistance
- 6-43 Writing Assistance Center
- 6-44 Facilities Management and IS design guidelines
- 6-45 Clicker article

Chapter 7

- 7-1 Board of Regents Bylaws, Chapter 4
- 7-2 2004 State of the University Address

7-3	Board of Regents Bylaws
7-4	UNL Research Council
7-5	<i>Everyone a Learner, Everyone a Teacher: The report of the Transitions to University Task Force,</i> (Transitions Report) 2003
7-6	Archived Editions of Transfer Connection
7-7	Sheldon Memorial Art Gallery
7-8	University of Nebraska State Museum
7-9	Bureau of Sociological Research
7-10	Department of Chemical and Biomedical Engineering
7-11	Biological Development Process Facility
7-12	Medical Robots
7-13	Department of English
7-14	Nebraska Summer Writers' Conference
7-15	Prairie Schooner
7-16	Center for Digital Research in the Humanities
7-17	University of Nebraska Press
7-18	The Willa Cather Archive
7-19	The Walt Whitman Archive
7-20	Journals of the Lewis and Clark Expedition
7-21	Center for Children, Youth, Families, and Schools

7-22	Buros Institute
7-23	International Quilt Study Center
7-24	Robert Hillestad Textiles Gallery
7-25	Department of Art and Art History
7-26	Center for Great Plains Studies
7-27	Plains Humanities Alliance
7-28	Center for Materials Research and Analysis
7-29	Materials Research Science and Engineering Center
7-30	CMS Tier 2 Site
7-31	College of Journalism and Mass Communications
7-32	Nebraska Educational Telecommunications
7-33	Department of Mathematics
7-34	Center for Science, Math, and Computer Education
7-35	Plant Science Initiative
7-36	ANDRILL
7-37	Redox Biology Center
7-38	National Bridge Research Organization
7-39	Midwest Roadside Safety Facility
7-40	Nebraska Center for Virology
7-41	National Drought Mitigation Center

7-42	Center for Advanced Land Management
	Information Technologies

- 7-43 UNL Quality Indicators
- 7-44 UNL Role and Mission
- SD-2 Response to the Commission Statement on Diversity
- 7-45 Academic Program Review Guidelines
- 7-46 Task Force on International Initiatives
- 7-47 General Education at UNL
- 7-48 Policy for Responding to Allegations of Research Misconduct
- 7-49 Academic Senate's Statement on Professional Ethics
- 7-50 Academic Rights and Responsibilities Committee
- 7-51 Student Code of Conduct

Chapter 8

- 8-1 UNL Role and Mission Statement
- 8-2 2004 State of the University Address
- 8-3 Alumni Attitude Survey
- 8-4 Career Services Survey
- 8-5 College Activities
- SD-3 Response to the Commission Statement on Distance Education

- 8-6 IANR Affiliations with USDA Laboratories and Training Centers
- 8-7 University of Nebraska Public Policy Center Programs
- 8-8 Nebraska Studies Website
- 8-9 University of Nebraska Foundation Assets

Appendix A

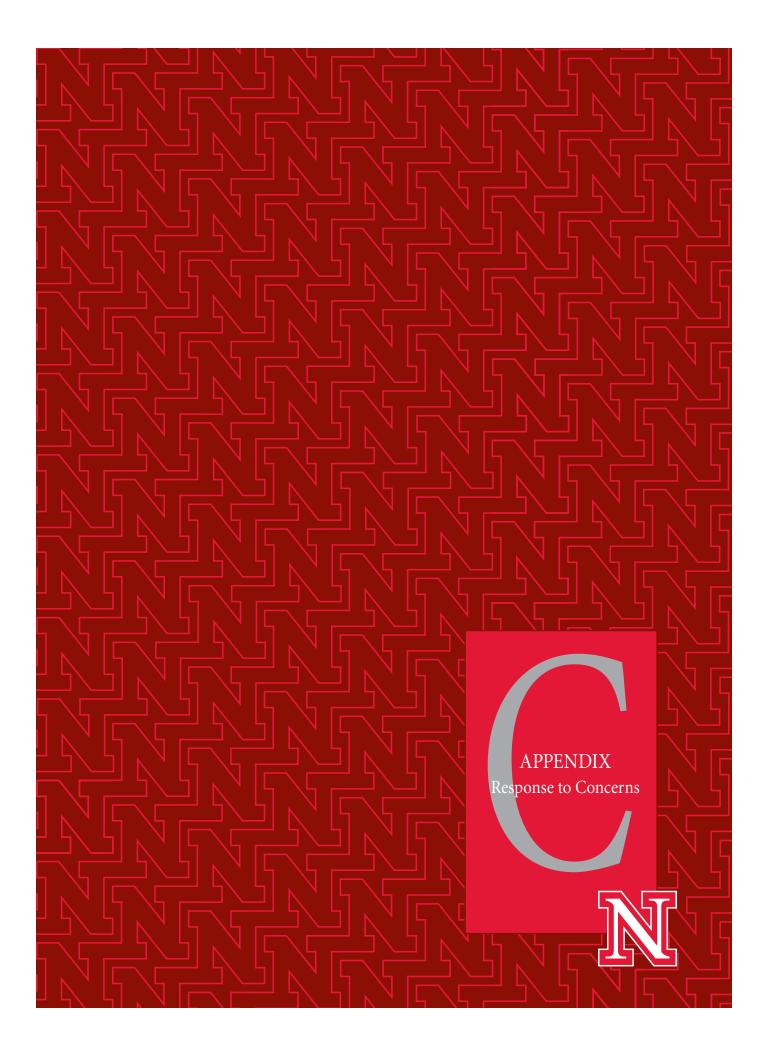
- A-1 Preliminary Submission for a Customized Review Process
- A-2 Formal Agreement with Higher Learning Commission for Customized Review
- A-3 UNL's Accreditation Website

Appendix C

- C-1 General Purpose Classroom Report and Appendices
- C-2 University of Nebraska Website

Supporting Documents

- SD-1 Response to the Commission Statement on Assessment
- SD-2 Response to the Commission Statement on Diversity
- SD-3 Response to the Commission Statement on Distance Education
- SD-4 Description of Federal Compliance Measures
- SD-5 Institutional Snapshot





Appendix C:

Response to Concerns

Response to Concerns Raised in the Last HLC/NCA Visit

Concern: "Despite improvement in the level of faculty salaries compared with 1987, there has been a recent erosion in the competitiveness of faculty salaries."

While UNL salaries continue to trail the salaries of its peer institutions, there was some improvement for several years relative to these institutions. This improvement in the competitiveness of salaries continued until 2005-06 when there was a 1.5 percent drop-off.

However, our commitment to faculty salary improvement has not waivered. Our percentage investment in faculty salaries actually increased at a time when our state appropriations dropped 7.6 percent. During that time, 54.6 percent of total budgeted salaries in 2003-04 was allocated to faculty. Much more progress needs to done, but we are committed to success.

UNL's peer institutions, established by the Board of Regents are: the University of Colorado-Boulder, Colorado State University, University of Illinois at Urbana-Champaign, University of Iowa, Iowa State University, University of Kansas, University of Minnesota-Twin Cities, University of Missouri-Columbia, The Ohio State University and Purdue University.

Concern: "Insufficient progress has been made in the implementation of plans for the assessment of student academic achievement."

See the document "Response to the Commission Statement on Assessment" [www.unl.edu/ resources/SD-1] and the information included for Core Components 2c and 3a.

www.unl.edu/resources/SD-1

Concern: "There is limited progress in increasing the number of women in senior administrative and senior faculty positions."

- From fall 1996 (29) to fall 2005 (55) we saw an 83 percent increase in the number of women in administrative positions.
- From fall 1996 (50) to fall 2005 (89) we saw a 78 percent increase in the number of women full professors.

Concern: "The university has a backlog of deferred maintenance."

Since 1997, the university has built or completely renovated 13 buildings through the expenditure of \$323.1 million on capital repair and renewal and new construction projects. In addition, the university has demolished 379,039 gross square feet of space removing an estimated \$25 million in expenses from the deferred maintenance backlog. Much of this was addressed through passage, in 1998, of LB1100, a deferred maintenance initiative allowing the University of Nebraska to issue revenue bonds to renovate or replace aging buildings on all four campuses. The bill authorized state general funds of \$5.5 million per year from FY 1999-00 through FY 2008-09, with one-to-one matching funds required from the university. Fourteen buildings across the four campuses have been renovated at a cost of \$79 million. Among UNL projects were the renovation of historic Richards Hall for fine arts and the demolition of two buildings that were replaced by newly constructed Teachers College Hall.

In FY 2000, a policy was established for all new construction that required 2 percent of construction costs be set aside from the annual operating budget to create a maintenance reserve to address future maintenance needs. While this does not address maintenance needs for buildings constructed prior to FY 2000 nor programmatic renovations, it has developed an improved situation through budgetary reallocations of the long-term investment associated with new construction.

In the spring 2006 legislative session, the Nebraska Unicameral passed LB605, which will provide funds over the next several years to address physical facilities in several areas. These funds will support a new facility for a physical sciences center and important renovations to the Sheldon Memorial Art Gallery, Animal Science Hall and Keim Hall among others. LB605 requires the state to invest an additional \$5.5 million a year in addition to the \$5.5 million already being invested through LB1100. This supports additional debt service of \$5.5 million for three years and \$11 million for 11 additional years from the state. Combined with matching contributions of university funds, LB605 will produce a total of \$154 million for building maintenance. UNL's costs for projects earmarked from this funding source are \$78.5 million.

Concern: "There is inadequacy of space and acquisitions funding for the library."

Some of the space issues identified in the last accreditation report have been addressed. With funding from the state, the 1942 portion of Love Library, the main library on campus, was

completely renovated. The project, which was finished in 2002, included rearrangement of service areas to make it easier to use wireless service throughout the building and included the restoration of a large quiet reading room for students. Additional group study spaces were also added. In 2004, the university received approval to build a high-density storage facility for the Libraries. This building, which opened in summer of 2005, is located on the East Campus and has a capacity of more than 800,000 volumes. With the opening of the Library Depository/Retrieval Facility, the Library closed three small science libraries and consolidated collections in Love Library to create a science wing.

In 2003-04, the University of Nebraska system approved a \$2 per credit hour library fee that generates approximately \$1 million annually. Over half of the fee funds are spent on additional acquisitions for the Libraries. The other half are spent on expanding services to library users through multi-media workstations, access to additional databases, and additional faculty, including a multi-cultural service librarian. The Libraries have also received two new major endowments so that the Library endowment now generates \$1.5 million annually for acquisitions and other library needs.

Concern: "There is a need for financial support for information technology for faculty development, student use, technical support services, software, equipment, and maintenance."

Increased Funding and Investment

A student technology fee of \$2 per credit hour was established in 1997-98 (the fee is now \$6.50). This generated \$3,004,000 in 2004-05 and helped to support technology upgrades such as the following:

- Wiring of all campus buildings to provide connections among all buildings on the two campuses and additional speed and capacity;
- Participation in Internet-2 to provide additional support for research;
- Upgraded student labs and classrooms to include more instructional technology;
- A wireless network with free loaner laptops to students in all campus libraries and unions; and
- Advanced networking in residence halls (A more complete description of upgrades in classrooms is available in General Purpose Classroom Report and Appendices, 2005, [www.unl.edu/resources/C-1]).

Funding now supports the New Media Center's instructional technology support and training services; faculty workshops; students hired to work with individual faculty; and instructional design specialists hired to support distance learning programs.

The Office of Student Affairs created a number of technologies. These included SIS+ (integrated student information system), WAM ("What About Me" a web portal for students that provides

www.unl.edu/resources/C-1

access to the Blackboard system, on-line registration, financial aid, and the monthly student financial accounts, among others) and a degree-audit system. Admissions also initiated Talisma, a database software product that significantly improved recruiting efforts and target marketing to high school students.

Course Management System

In 1997, UNL was beginning to explore online course management systems. The Blackboard Academic Suite was adopted. It now includes all courses at UNL. Blackboard has been integrated with back-end systems such as the Student Information System (SIS+) at UNL. Its functionality has also been extended over time through custom development by the vendor, third-party products and software developed at UNL.

The many ways in which faculty use the Blackboard course management system range from simply posting a syllabus to extensive daily use for assignments, to class discussion, communication, instruction, testing and record keeping. Table C.1 shows the steady growth in Blackboard use by faculty and students from the first fall semester it was deployed. Every UNL course is enabled for Blackboard integration, and every student has access to Blackboard. At any given time during a typical day and evening, UNL generally sees 1,000 or more concurrent users of Blackboard, and the peak periods show about 4,000 concurrent users.

Table C.1 Faculty and Student Use of Blackboard

	Fall 2000 ¹	Fall 2001 ¹	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Active courses ²	65	480	1,094 (21%)	1,372 (27%)	2,100 (44%)	2,424 (49%)
Active faculty accounts ³	100	450	710 (36%)	831 (42%)	1,214 (62%)	1,362 (69%)
Active student accounts ⁴	1,300	8,000	17,166 (77%)	17,816 (81%)	18,615 (88%)	19,165 (89%)

¹ Prior to 2002, counts are approximate because usage statistics were not produced by the software and percentages are not available.

² The percentage of active courses is the proportion of course sections that have stored Blackboard content out of all course offerings having a unique call number, counting each lab, recitation, studio and "arranged" section as a course. This percentage is artificially low because of the way information is reflected in the system. For example, if a large lecture course has an enrollment of 150 students, that course may be associated with six recitation sections of 25 students each for a total course count of 7. If the 150 students utilize a single Blackboard site associated with the course (a common scenario), the above statistics would indicate one active course out of 7. The active course percentage is also artificially low because some courses only use the discussion, chat and/or gradebook functions of Blackboard, but those particular types of activity escape the detection method used here. Finally, studio and "arranged" courses are frequently one-to-one instructional arrangements.

- ³ The percentage of active faculty accounts is the proportion of faculty, instructors and graduate teaching assistants actively using Blackboard for at least one course out of all unique staff assignments to courses.
- ⁴ The percentage of active students is the proportion of students enrolled in at least one Blackboard course out of all unique student enrollment IDs. Note that the percentage of active students is much higher than the percentage of active faculty. This indicates that the faculty who use Blackboard teach the courses that capture the bulk of student enrollments. The gap between the 89 percent of students who currently use Blackboard and the logical limit of 100 percent is at least partly attributable to missing information for courses that use only discussion, chat and/or gradebook functions (see note above).

Other Developments:

Efforts are under way to provide wireless access to students in all residence halls. In the Institute of Agricultural and Natural Resources, funds are being provided to faculty to build interactive learning modules (e.g., in Biotechnology, Crop Technology and Meat Science). And several computing services are provided by the Department of Computer Science and Engineering.

The Research Computing Facility is available campus-wide to researchers who require high performance computing resources. RCF originated in 1998 as the result of a successful NSF/ EPSCoR proposal. RCF aims to facilitate computationally intensive research by:

- Developing ongoing collaborative partnerships with research groups;
- Providing user training and support to utilize parallel and other high performance resources; and
- Providing local high-performance computing resources.

System Support of Information Technology

The University of Nebraska's Central Administration has provided partial funding, oversight, and leadership for the following major initiatives since the 1997 accreditation review (UNL has had to fund new support environments, which include staffing, training, office or computer operations space, servers, and continuing maintenance to support these initiatives):

- System-wide business and financial system (SAP);
- Single course management system (Blackboard);
- U-wide web portal ([www.unl.edu/resources/C-2]);
- State-wide education computer network for K-20 and government partners (Network Nebraska);
- Founding and charter member of Internet-2, Midnet, and the Great Plains Network (GPN);
- Internet-2-SEGP membership; and
- Single university-wide email and office management system (Lotus Notes).

www.unl.edu/resources/C-2

Summary of Progress in Support for Information Technology

Table C.2 provides a brief analysis of technology support and usage since our last accreditation review. In most cases, we have seen dramatic increases in investment and usage.

Table C.2 Increases in UNL Technology Support and Usage since FY 1995-2005

	FY 1995-96	FY 2004–05	% increase
Usage	UNL consumed 10 Mb of Internet-1 capacity	UNL consumed 105 Mb of Internet-1 capacity	950%
Internet-2 Connectivity			
Usage	(Internet-2 did not exist)	UNL had a 155 Mb connection to Internet-2, upgraded to 622 Mb in February 2006	
Investment	\$0	\$421,000	
Campus Network			
Usage	3,000 network connections	26,500 network connections	780%
Investment	\$1,763,437	\$2,578,000	48%
Campus Network			
Usage	75 users	4,200 users	5,500%
Investment	\$4,000	\$130,000	3,100%
Course Management System			
Investment	\$25,000 (1997)	\$255,000 (2005)	1,020%

www.unl.edu/resources/SD-4 Description of Federal Compliance Measures

www.unl.edu/resources/SD-5 Institutional Snapshot

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