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CHAPTER ONE

Who We Are





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Chapter One:

Who We Are

Nebraska's University Engages the World

Across 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

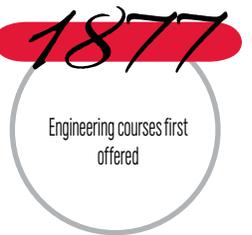
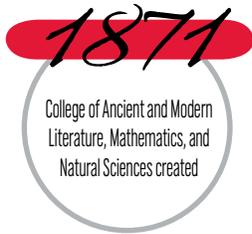
Universities (AAU). The legislative act in 1867 that located the capital of Nebraska in Lincoln, also located the university in Lincoln, and provided that “the State University and the State Agricultural College shall be united as one educational institution.”¹ This is still an atypical amalgam. And 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

¹ 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.

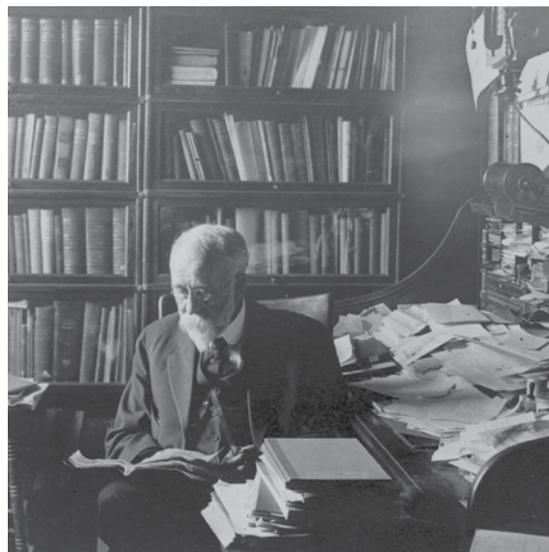
University of Nebraska–Lincoln retains leadership in the field.

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:
www.unl.edu/resources/1-3

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.

1888
Law courses began in a makeshift Central College of Law

1888
First courses for Teachers College offered

1891
College of Law established

1892
School of Music established

1894
Architecture courses first offered

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.

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.

⁸ *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 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.



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

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, which needed to spend post-war monies to update buildings rather than improve equipment and instruction.¹⁴



Temporary buildings on University of Nebraska mall, 1947

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,

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

1908

College of Arts and Sciences
established

1909

College of Engineering
established

1909

Industrial College name
changed to College of
Agriculture

1913

School of Commerce
established

1917

Certificate in Journalism
established

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 university-wide 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. Faculty-led 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/1-71

1919

School of Commerce name
changed to College of
Business Administration

1923

School of Journalism founded

1930

Department of Architecture
established

1938

School of Fine Arts
established

1962

Department of Home
Economics in College of Ag
name changed to School of
Home Economics

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. Similarly 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

1964

College of Agriculture
name changed to College
of Agriculture and Home
Economics

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.

1964

Department of Architecture
name changed to School of
Architecture

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.

1970

College of Engineering
name changed to College of
Engineering and Technology

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.

1970

School of Architecture
name changed to School of
Environmental Development

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."

1970

College of Agriculture and
Home Economics name
changed to College of
Agriculture

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

1970

College of Home Economics established

1973

School of Environmental Development name changed to College of Architecture

1974

Institute of Agriculture and Natural Resources established

1979

School of Journalism becomes independent of College of Arts and Sciences

1990

College of Agriculture name changed to College of Agricultural Sciences and Natural Resources

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.*

1993
College of Fine and Performing Arts established

1993
College of Home Economics name changed to College of Human Resources and Family Sciences

1994
School of Journalism name changed to College of Journalism and Mass Communications

2000
College of Fine and Performing Arts name changed to Hixson-Lied College of Fine and Performing Arts

2003
College of Education and Human Sciences established

2005
College of Engineering and Technology changes to College of Engineering

