

5
CHAPTER FIVE
*Planning for
Progress*





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

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

www.unl.edu/resources/5-2

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

www.unl.edu/resources/5-3

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]

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]

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]

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

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]

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. www.unl.edu/resources/5-9
- Plan of Work, University of Nebraska Cooperative Extension 2000-2006 [www.unl.edu/resources/5-10]
- Nebraska Alumni Association Action Plan 2005-2006 [www.unl.edu/resources/5-11]
- Undergraduate Student Recruiting Plans 2005-06 [www.unl.edu/resources/5-12]
- College Independent Study Strategic Plan, July 2005 [www.unl.edu/resources/5-13]
- University of Nebraska–Lincoln Independent Study High School Strategic Plan, August 2005 [www.unl.edu/resources/5-14]
- The UNL Physical Master Plan 2006 [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]
- NET (Nebraska Educational Telecommunications) Strategic Plan 2005-2008 [www.unl.edu/resources/5-17]
- Housing Master Plan 2002-2014 [www.unl.edu/resources/5-18]
- Integrated Marketing Plan 1999 [www.unl.edu/resources/5-19]

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.

www.unl.edu/resources/5-20

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.

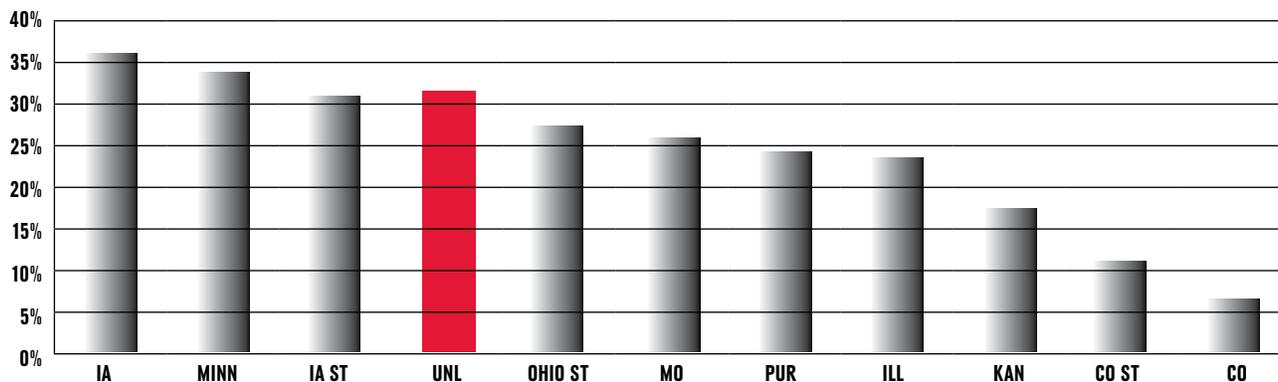
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

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 self-supporting and contributes resources to academic support services.

UNL’s Financial Resources Compared to Peers

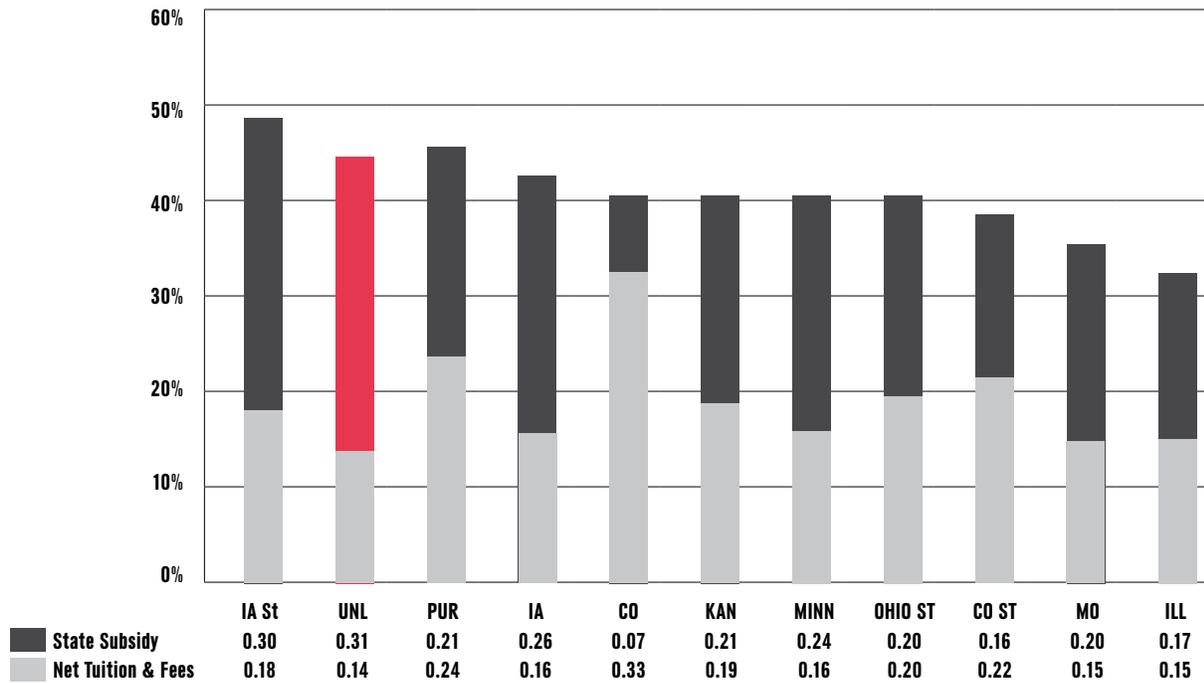
A continuing issue for public universities is the adequacy of state financing beyond student tuition to support academic programs. UNL continues to enjoy strong state support. While Nebraska is not a populous state and, like many other states, it has similar problems such as funding for Medicaid and 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).

Figure 5.2 UNL FY 2004 State Subsidy and Net Tuition and Fees as a Percent of Revenue (Excludes Hospital Services)



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		
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		
University of Nebraska State Museum	American Association of Museums	1993-94 / 2007-08
(A) Associate, (B), Baccalaureate, (M) Masters, (FP) First Professional (D) Doctorate, (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.

www.unl.edu/resources/5-22

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

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.
- I02. At work, employees are always treated with respect.

I03. My supervisor or department head or chair keeps all employees well informed.

- I04. I feel free to express my views at work.
- I05. My organization treasures diverse opinions and ideas.
- I06. At work, I am encouraged to use my unique talents.
- I07. I always feel valued in my organization.

I08. My supervisor or department head or chair is open to new ideas or suggestions.

I09. My supervisor or department head or chair always makes the best use of employees' skills.

I10. 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.

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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 “I10™” 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]

www.unl.edu/resources/5-23

www.unl.edu/resources/5-24

www.unl.edu/resources/5-25

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.

www.unl.edu/resources/5-27

www.unl.edu/resources/5-28

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

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.



