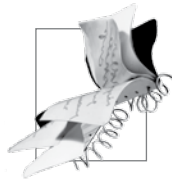


APPENDIX  
How the Self-Study  
Was Conducted







## Appendix A:

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# How the Self-Study Was Conducted

The process of preparing the self-study report for the decennial review of the University of Nebraska–Lincoln by the Higher Learning Commission of the North Central Association of Colleges and Schools was initiated by the appointment of a special assistant to the senior vice chancellor for academic affairs in November 2004. The senior vice chancellor and special assistant immediately commenced bi-weekly meetings to do the necessary planning. Later they were joined in these sessions by two associate vice chancellors, the person assigned to be the primary writer and the graphic designer for the self-study. This planning team responded to input and reports from task forces composed of more than 100 faculty and staff and a steering committee of university leaders. The entire planning process is described below. Please see a list of participants at the end of this appendix.

### *Goals and Intentions for the Self-Study Process*

In the early meetings of this planning team, goals and intentions for the process of development of the self-study were identified.

First, we wanted to organize more efficiently than we had for our last North Central review. For the previous review we had involved large numbers of people throughout the university in various capacities in developing the self-study. While this had the positive feature of wide involvement, it had negative aspects as well. Coordination of the effort became quite difficult with much duplication of work. At the conclusion of the process, most felt that the work in preparing the self-study had interfered considerably with important ongoing work of the university. This time we deliberately constructed our efforts so many were consulted but fewer made accreditation preparation their daily focus.

Second, we wanted to produce a self-study that had lasting value. When our last review was completed there was a feeling on campus that the work undertaken in preparation for the review only had value for the review and did not contribute to efforts under way to enhance the performance of the university. This time we wanted to make a close tie between the self-study preparation and important work in process within the university. As the senior vice chancellor

stated in a memo to the faculty, “Our goal is to emerge from the accreditation review with a process in place for coordinating strategic planning, academic program review, and accreditation review that will help us more effectively and efficiently use these processes to improve the quality of our programs.” Chancellor Perlman in his charge to the Steering Committee (see below) stated it this way: “We want this work not only to secure re-accreditation for our university but also to be of value in charting our future.”

It was clear to us that the document we prepared for our self-study for our 1997 review was so voluminous that no one read it except those required to do so. This time we wanted to produce a document that would be of interest to many on and off campus.

### *Seeking Approval for a Customized Review*

Our intention to make the self-study a more meaningful exercise led us rather rapidly to the possibility of requesting permission to go through the Customized Accreditation Review process. After discussion with our Higher Learning Commission liaison, Robert Appleton, and individuals at other universities that had gone through such a process, we started to develop a proposal to the HLC to that effect. In our proposal, we indicated that strategic planning would be our special emphasis for the review. In September 2004, Chancellor Perlman announced during his State of the University address that we would initiate a major strategic planning activity. In that address he also stated: “We are looking for better ways to align our own processes for continuing improvement with accreditation practice so that ultimately a self-study would flow naturally from our routine activities. This may or may not be possible but we will need help from many of you to prepare for our re-accreditation visit.” Doing a Customized Accreditation Review based on strategic planning as the special emphasis seemed the way for the university to accomplish that end.

The senior vice chancellor and the special assistant met with the Senior Administrative Team, the Council of Academic Deans, the Academic Senate, the Association of Students of the University of Nebraska, and the assembly of Deans and Directors to discuss the possibility of doing a Customized Review. All agreed that this would be an especially beneficial approach to doing our self-study. Accordingly, during the summer of 2005, we sent our “Preliminary Submission by the University of Nebraska–Lincoln to the Higher Learning Commission, North Central Association” to request participation in the ‘Customized Accreditation Review Process.’ [www.unl.edu/resources/A-1] Upon HLC approval of that request, a formal agreement was then drafted for the review. [www.unl.edu/resources/A-2]

[www.unl.edu/resources/A-1](http://www.unl.edu/resources/A-1)

[www.unl.edu/resources/A-2](http://www.unl.edu/resources/A-2)

### *Organizing for Developing the Self-study*

To carry out the work of developing the self-study, an overall Steering Committee and a series of task forces were established. To ensure needed coordination we decided that the special assistant would chair each of the task forces. Individuals selected for these groups were those who had special expertise to offer, rather than as representatives of different units or elements of the university. The Steering Committee met monthly and the task forces met as often as necessary to complete their work. As the work progressed, we determined that there was a need for unit liaisons to be appointed to serve as information providers from the academic units of the university.

To prepare for developing the self-study, a team of 10 faculty and administrators from UNL attended the Pre-Conference Workshop on the Self-study held at the NC/HLC Annual Meeting in April 2005. It was at this workshop that the UNL representatives learned about the virtual resource room Arizona State University had developed and decided to take a similar approach to organizing our resource room. Two advantages in particular seemed apparent to this approach: (1) Members of the visiting review team could access materials more easily, even before coming to UNL and (2) if we were to keep the Virtual Resource Room up to date, we could continue to use it to make important documents more readily available within the university after the visit.

Other steps taken during the spring of 2005 included establishing a time line for the development process and developing a web site for posting materials and information for all-campus review. [www.unl.edu/resources/A-3] UNL's North Central liaison, Robert Appleson, came to campus for a day in June 2005 during which he met with the Steering Committee and key persons related to the development of the self-study.

[www.unl.edu/resources/A-3](http://www.unl.edu/resources/A-3)

## *Communication with the University as a Whole*

As the process of developing the self-study unfolded, communication with the campus was maintained through several means. The senior vice chancellor and the special assistant met with the Deans Council, Academic Senate, and Deans and Directors assembly at several points to provide information and seek assistance. The senior vice chancellor as well as the chancellor used periodic emails to update the campus as a whole on important activities.

An example of a chancellor e-mail (sent March 8, 2006) follows:

Dear Colleagues,

In about a month, we will begin the third administration of the Gallup's Q12 and I10 surveys. As I have in the past, I encourage you to complete these two instruments, which will take about ten minutes. I know that there are mixed reactions toward the survey, but I also know that many neighborhoods have developed effective plans to improve the climate for their faculty and staff. Regardless of your views on the ultimate validity, I hope you will participate in a meaningful way.

As you may be aware, UNL is preparing our self-study report for the North Central Accreditation process. We have elected to follow a new model for accreditation that, in our case, will focus on our strategic academic planning process. To understand how strategic academic planning is perceived on campus, the Gallup survey will also include a few short questions regarding your understanding of and engagement with the strategic planning process. Thus your participation will also be helping us with the accreditation report.

In the next few weeks, you will be contacted by Gallup with the details of the survey. In the meantime, if you have any questions you may address them to [gallupsurvey@unl.edu](mailto:gallupsurvey@unl.edu).

Thank you in advance for your assistance in this important activity.

Harvey


The campus staff and faculty newspaper, the *Scarlet*, was an important vehicle for conveying information to the campus community about the preparation of the self-study and the conduct of the accreditation process. The student newspaper, the *Daily Nebraskan*, also carried articles about this work.

The unit liaisons were especially important as conduits of information both to the special assistant and from him to the units they represented. They provided a quick way to solicit or distribute information.

As drafts of chapters were developed, they were posted on the website established for the accreditation process and comment on them was sought from the total campus. Each administrative unit as well as the Academic Senate was asked to ensure they would provide critique of the chapters. The relevant task forces as well as the steering committee critiqued chapter drafts as they were developed.

### *Third-Party Comment*

The university ran the following advertisement in the two major state newspapers (the *Lincoln Journal Star* and the *Omaha World-Herald*), 171 local newspapers, the UNL faculty/staff newspaper (the *Scarlet*) and the UNL student newspaper (the *Daily Nebraskan*):




## Your Opinion Is Valuable

The University of Nebraska–Lincoln is in the process of undergoing an accreditation review by the Higher Learning Commission of the North Central Association, which occurs every ten years. UNL has been accredited since 1913. A review team, a group of senior academic leaders from outside of Nebraska, will visit the UNL campus November 6 - 8, 2006.

Prior to the visit, they would appreciate hearing input from Nebraskans about their university. If you would like to make a comment to the accreditation team about the University of Nebraska–Lincoln, please send your comments to the address below by October 6, 2006. All comments must be in writing and signed.

**The Higher Learning Commission**  
30 No. LaSalle St., Suite 2400  
Chicago, IL 60602



### *Preparing for the Visit*

During the fall semester 2006, prior to the visit by the visiting review team, a number of activities are planned to prepare for the visit. As in the earlier stages of this work, the *Scarlet*, the *Daily Nebraskan*, and the unit liaisons will serve as means for providing information and seeking input. Copies of the self-study will be distributed to each of the primary administrative units within the

university. In addition, we created a PowerPoint presentation about the main ideas included in the self-study to be presented in association with unit meetings and special forums held to discuss the self-study. The chancellor in his fall 2006 State of the University address will give special attention to the self-study and the accreditation process. The accreditation Steering Committee will bear the primary responsibility for preparing the campus for the visit of the accreditation team. It will also be asked to develop a plan for communicating with the constituents of the university relative to the self-study. Initial plans are that the Alumni Association will play an important role in that part of the process.

Following the visit of the visiting review team, the Steering Committee will be responsible for assessing the process we have gone through, especially in terms of the goals and intentions described earlier. The Committee will be asked to identify next steps to be taken to build on what has been learned through the preparation of the self-study and the accreditation visit.

Table A-1 Faculty and Staff involved in the Self-Study

<b>Steering Committee Members</b>	<b>Position</b>
Harvey Perlman	Chancellor
Barbara Couture	Senior Vice Chancellor for Academic Affairs
John Owens	VC & VP for Institute of Agriculture and Natural Resources
James Griesen	VC, Student Affairs (Retired June 30, 2006)
Juan Franco	VC, Student Affairs (July 1, 2006)
Christine Jackson	VC, Business and Finance
Prem Paul	VC, Research
William Nunez	Director, Institutional Research and Planning
Linda Crump	Director, Equity, Access & Diversity Programs
DeLynn Hay	Program leader, UNL Extension
Richard Hoffmann	Dean, College of Arts and Sciences
Rita Kean	Dean, Undergraduate Studies
Jeffrey Keown	Academic Planning Committee representative
Mary Beck	President, Academic Senate
Ben Keele	Association of Students of the University of Nebraska
Edward Paquette	Director, Alumni Association
David Wilson	Associate VC, Academic Affairs
James O'Hanlon	Special Assistant
Kim Hachiya	University Communications

Appendix A: How the Self-Study Was Conducted

<b>Task Force Members</b>	<b>Unit</b>
<b>Criterion 1</b>	
Herbert Howe	Office of the Chancellor
Evelyn Jacobson	Associate VC, Academic Affairs
Steven Waller	IANR, Dean, College of Agricultural Sciences and Natural Resources
<b>Criterion 2</b>	
Susan Fritz	IANR, Associate VC
Alan Cerveny	Dean, Admissions
Kent Hendrickson	Director, Information Services
Christine Jackson	VC, Business and Finance
Jeffrey Keown	Academic Planning Committee representative
Ronald Roeber	Associate VC, Academic Affairs
Cynthia Milligan	Dean, College of Business Administration
William Nunez	Director, Institutional Research and Planning
<b>Criterion 3</b>	
Patrice Berger	Director, Honors Program
Susan Fritz	IANR
Jessica Jonson	Undergraduate Studies & Assessment
Rita Kean	Dean, Undergraduate Studies
David Keck	Director, J.D. Edwards Honors Program
Marjorie Kostelnik	Dean, College of Education and Human Sciences
Will Norton	Dean, College of Journalism and Mass Communications
David Wilson	Associate VC, Academic Affairs
<b>Criterion 4</b>	
David Allen	Dean, College of Engineering
Joan Giesecke	Dean, University Libraries
Chuck Hibberd	Director, Panhandle Research & Extension Center
Richard Hoffmann	Dean, College of Arts and Sciences
Patrick McBride	Office of Admissions
Barry Rosson	Graduate Studies
Michael Zeleny	Assistant VC, Office of Research

<b>Criterion 5</b>	
Arnold Bateman	Associate VC, Extended Education & Outreach
Rod Bates	Director, University Television
DeLynn Hay	Cooperative Extension
Wayne Drummond	Dean, College of Architecture
Giacomo Oliva	Dean, Hixson-Lied College of Fine and Performing Arts
Edward Paquette	Director, Alumni Association
Michelle Waite	Office of the Chancellor
<b>Assessment</b>	
Peter Bleed	College of Arts and Sciences
Susan Fritz	IANR
Jessica Jonson	Undergraduate Studies & Assessment
Jim Walter	College of Education and Human Sciences
<b>Progress Since 1997</b>	
Richard Edwards	Economics
Herbert Howe	Office of the Chancellor
Evelyn Jacobson	Academic Affairs
Alan Moeller	IANR, Assistant VC
<b>Diversity</b>	
Linda Crump	Director, Equity, Access & Diversity Programs
Bruce Currin	Assistant VC, Human Resources
Gina Matkin	Nebraska Union
Marilyn Schnepf	Nutrition & Health Sciences

<b>Liaisons</b>	<b>Academic Unit</b>
Barry Rosson	Research & Graduate Studies
Robert Fought	Fine and Performing Arts
DeLynn Hay	UNL Extension
Glenda Pierce	Law
Gordon Karels	Business Administration
Jessica Coope	Arts and Sciences
Jessica Jonson	Undergraduate Studies

Appendix A: How the Self-Study Was Conducted

Jim Walter	Education and Human Sciences
John Ballard	Engineering
Mary Garbacz	Journalism and Mass Communications
Nancy Busch	Library
Susan Fritz	Agricultural Sciences and Natural Resources
Wayne Drummond	Architecture
ZB Mayo	Agricultural Research Division

<b>Virtual Resource Room Development</b>	
Rebecca Carr	Institutional Research and Planning
Brent Wilson	Academic Affairs
David Wilson	Academic Affairs
James O’Hanlon	Special Assistant