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CHAPTER FOUR

*Fulfilling Our  
Mission*

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## Chapter Four:

# Fulfilling Our Mission

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

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

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

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

[www.unl.edu/resources/4-1](http://www.unl.edu/resources/4-1)

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

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

NU Role and Mission approved by the Board of Regents May 10, 1991. College names modified February 2004; updated August 2005 to reflect changes in units and unit names. (See [www.unl.edu/resources/4-1] for the entire role and mission statement for UNL.)

National Drought Mitigation Center, the Center for Advanced Land Management Information Technologies, the Conservation and Survey Division, the Water Center, and the High Plains Regional Climate Center. Several of these groups draw faculty collaborators external to the school such as computer scientists, geoscientists and lawyers to work with school projects. The knowledge developed in these areas provides research-based information, engaging policy makers, industry, and the public. For instance, one team of scientists has developed ways to mitigate groundwater pollution, a critical issue for an agricultural state such as Nebraska. Other researchers have developed strategies to lessen the impacts on humans and wildlife as urban cities encroach on once-rural habitats. The National Drought Mitigation Center provides information to policymakers regarding water use. Faculty there speak with state, regional and national media about issues related to drought and help individuals address specific situations.

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

### ***Educating Talented Students from Nebraska and the World***

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

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

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

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

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

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

### ***Leading in Research and Creative Work***

UNL faculty members are engaged in research with international significance. UNL geoscientist David Harwood directs the ANDRILL project, an international consortium of more than 100 scientists who are drilling rock cores from beneath sea ice in Antarctica to develop a detailed history of the Antarctic climate for the past 20 million years. The U.S. portion of the project is funded by \$12.9 million from the National Science Foundation. Information gleaned from the cores will help establish Antarctica's role in global climate change.

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

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



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

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

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

### ***Engaging Nebraska and the World***

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

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

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

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

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

Another example of a unit contributing to economic development is our Food Processing Center. Since its inception in 1983, this center has helped add value to the raw commodities produced in Nebraska. Its scientists have helped producers find ways to keep food products safe from contaminants and allergens, have developed new products from existing raw materials and have helped numerous entrepreneurs take products to the marketplace. The center has assisted farmers and producers apply for and receive Value-Added Producer Grants, introduced by the U.S. Department of Agriculture in 2002. Successful grant recipients can use the funds for planning activities (business and marketing plans, feasibility studies) or for working capital (web-site development, marketing personnel, marketing materials) for marketing value-added agricultural products or for farm-based renewable energy. Nebraska has received approximately \$8 million in grant funds to support value-added activities in the state. The center has provided support to the applicants by assisting with writing and editing the grant applications.

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

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

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



Food Industry Complex, home of the Dairy Store.

[www.unl.edu/resources/4-2](http://www.unl.edu/resources/4-2)

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

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

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

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

### ***Involving Others to Keep on Track***

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

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

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

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

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

### ***Core Component 1a.***

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

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

## UNL Core Values

At the University of Nebraska—Lincoln, we value:

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

[www.unl.edu/resources/4-3](http://www.unl.edu/resources/4-3)

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

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

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

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

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

[www.unl.edu/resources/4-4](http://www.unl.edu/resources/4-4)

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

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

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**Core Component 1b.**

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

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

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

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

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

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

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

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

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

We at the University of Nebraska will strive to:

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

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

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

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

[www.unl.edu/resources/4-5](http://www.unl.edu/resources/4-5)

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

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

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

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

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

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

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

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

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

Recent tuition increases have caused concern that the university could become unaffordable to low-income students, thus making it a less diverse institution on that dimension. A U.S. Department of Education report, however, has indicated that for 2004-05, UNL had the 11th highest percentage of undergraduates with Pell Grants among public institutions. This suggests that diversity along the income dimension remains strong at UNL.

**Fulfillment of Core Component 1b:** Both at the University of Nebraska system level and at the UNL level, strong statements of administrative support for the importance of diversity to the work and responsibilities of the university exist. Practices, such as administrative assignments and organizations dedicated to the support of diversity, put these statements into action. The reader is also encouraged examine the material in “Response to the Commission Statement on Diversity” [[www.unl.edu/resources/SD-2](http://www.unl.edu/resources/SD-2)] and in response to Core Component 4c (Chapter 7) for additional information on the UNL response to its diversity goals.

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### **Core Component 1c.**

### *Understanding of and support for the mission pervade the organization.*

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

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

### **Mission and Budget Reductions**

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

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

### ***Mission and Campus Climate***

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



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

### ***Mission and Capital Planning***

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

## **Mission and Academic Program Review**

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

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

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### **Core Component 1d.**

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

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

[www.unl.edu/resources/4-6](http://www.unl.edu/resources/4-6)

[www.unl.edu/resources/4-7](http://www.unl.edu/resources/4-7)

[www.unl.edu/resources/4-8](http://www.unl.edu/resources/4-8)

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

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

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

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

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

[www.unl.edu/resources/4-9](http://www.unl.edu/resources/4-9)

[www.unl.edu/resources/4-10](http://www.unl.edu/resources/4-10)

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

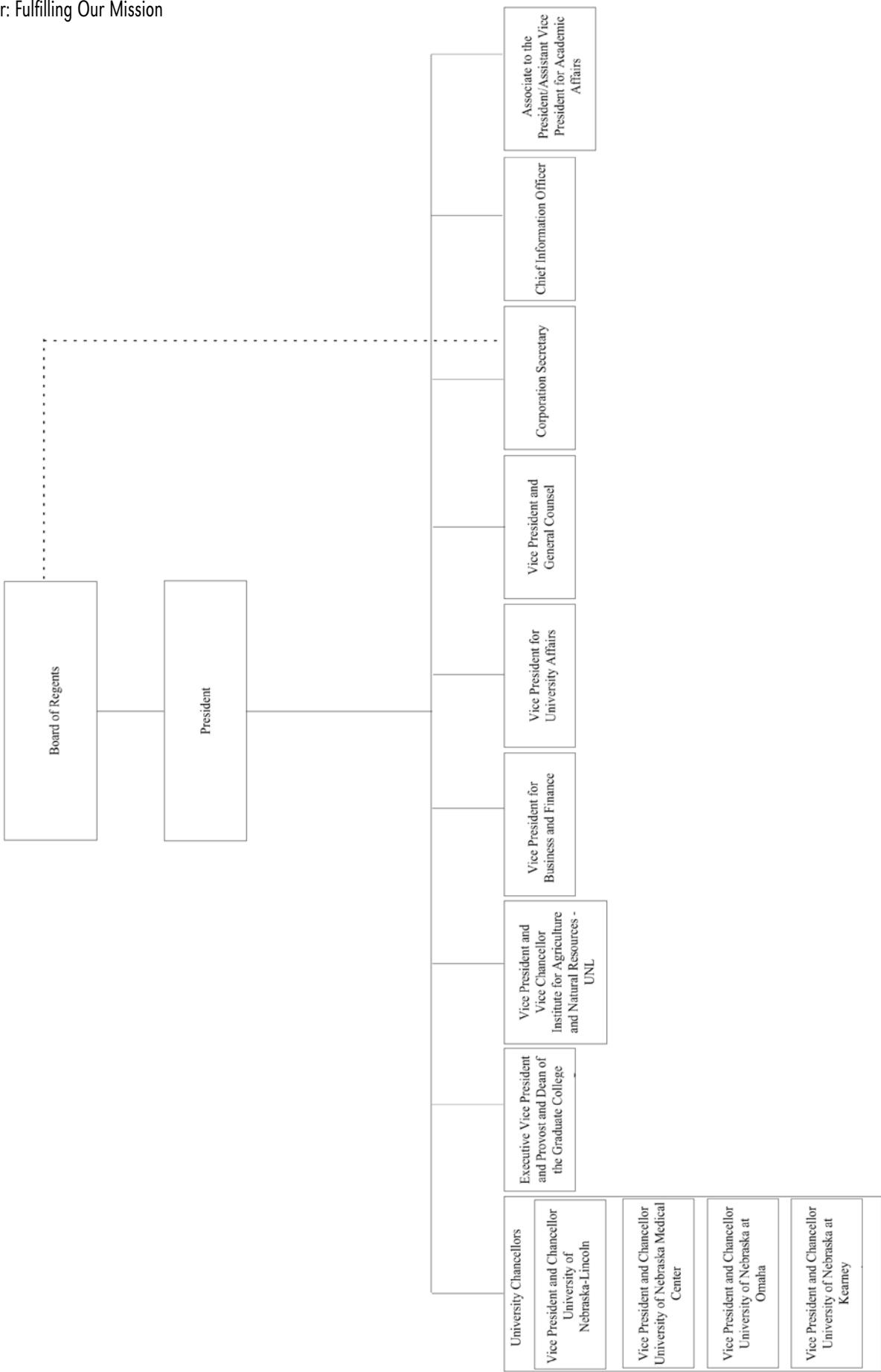
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***Fulfillment of Core Component 1d:*** *Effective structures are in place to support the necessary deliberations, collaboration and participation among university leaders and faculty to ensure direction consistent with the university's mission. Roles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

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## University of Nebraska Administration

Figure 4.1 NU Central Administration Organizational Chart



UNL Administrative Org. Chart to come



### **Core Component 1e.**

### *The organization upholds and protects its integrity.*

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

#### **Financial Audits**

Financial audits at the university are regularly undertaken by the:

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

#### **Program Review and Certification**

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

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

[www.unl.edu/resources/4-11](http://www.unl.edu/resources/4-11)

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

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

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

[www.unl.edu/resources/4-12](http://www.unl.edu/resources/4-12)

### **Gallup® Survey of Campus Climate**

As previously mentioned, since 2002, UNL has contracted with the Gallup® Organization to administer an annual survey, consisting of Gallup's well-documented Gallup Q12® and I10™ instruments, to all faculty and staff to assess work climates at UNL. The Q12® assesses engagement in one's workplace and the I10™ measures workplace inclusiveness. Gallup has a long history with

these instruments and is confident of their usefulness in accurately depicting work climates. The return rates for this on-line survey are high [2002 = 67 percent; 2004 = 74 percent; 2006=77 percent], and indicate we are willing to take a hard look at our climate to ascertain conditions and set goals for improvement. Displayed in Figure 4.3 are some responses to the survey items in the spring 2004 survey (note: 2006 results will be available in the fall of 2006):

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

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

**Item - My organization treasures diverse opinions and ideas.**  
Faculty and Staff = 3.19

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

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

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

(N=3,810 of 5,117 eligible employees)  
Scale: 1-5, 1=Strongly Disagree – 5=Strongly Agree  
0=Do not know, or does not apply

All questions are copyrighted by Gallup® and may not be used without permission.

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

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

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

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

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## *Summative Evaluation of UNL's Performance on Criterion 1*

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

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

We are working to communicate to our constituents how our accomplishments as a university impact Nebraska citizens’ quality of life and are important to national and international academic dialogue, but we suspect more work needs to be done on this. It is not always easy for constituents to understand what goes on in a higher education institution, and it is our responsibility to try to increase that understanding in any way we can. While we have collected a considerable amount of assessment data about student learning (see Chapter 6), we have not yet dealt with how to explain how an education at this institution benefits students. We are looking at a number of ways to address this question as we work to review and reform our general education program (see Chapter 7), and this issue of institutional assessment is also being addressed system-wide as our system president, chancellors and the Board of Regents consider accountability measures for the NU system. As noted in Chapter 3, through the process of academic strategic planning, we are now also developing ways of assessing and prioritizing what we do as an institution. We need to continue these efforts to develop vehicles for showing ourselves and our public how we meet our mission and how we are continuously improving.

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



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

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