University of Nebraska at Omaha
AQIP Systems Portfolio

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2008

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at Omaha

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Organizational Overview: The University of Nebraska at Omaha

O1. Distinctive Institutional Features

The University of Nebraska at Omaha (UNO) was founded in 1908 as a private non-sectarian college before becoming a municipal institution in 1930. Intent on providing additional opportunities for Nebraska residents, the citizens of Omaha voted in 1968 to transfer all university property to the University of Nebraska system, at which point the institution became the University of Nebraska at Omaha.

Located in the largest urban area in the state, UNO's role and mission reflect a distinctively metropolitan emphasis. Accordingly, many of the academic majors, research activities and public service programs are designed to respond to its urban environment. UNO exists for the purpose of providing appropriate educational opportunities, discovering and disseminating knowledge through research and teaching and offering public service to the citizens of the state, particularly the residents of the Omaha metropolitan area. The UNO community is a diverse group of individuals sharing core values and working together to accomplish a common mission and vision. As such, UNO has developed a shared set of values and beliefs that articulate the overall spirit of the institution.

UNO believes:

- That knowledge enriches the lives of all people and it is essential to prepare students to face the challenges of living and learning in an ever-changing world;
- In an educational partnership characterized by the commitment of: students to learning; faculty to the highest ideals of teaching, research, and service, and staff to the highest standards of education and service;
- In the welfare, talents, and future of our employees and their expanding professional development;
- In the educational, cultural, and economic strengths of our communities and in enhancing these through teaching, research, service and outreach;
- In the importance of educated and healthy citizens and programs that improve their quality of life, and
- In the principles of inclusion, representation, openness and diversity.

O2. Scope of Educational Offerings

UNO is the second-largest postsecondary institution in Nebraska and offers more than 125 baccalaureate degrees and over 60 graduate and certificate programs, including 5 doctoral degrees. UNO's academic offerings are coordinated through six colleges and more than 50 academic units.

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2008-2009

	Number of Degrees	Percentage
Business	476	25.2%
Education	241	12.8%
Security and Protective Services	160	8.5%
Biology/Life Sciences	107	5.7%
All other degree areas	903	47.8%
Total	**1887**	**100.0%**

O3. Student Base

UNO draws its students primarily from the Omaha metropolitan area and, to a lesser extent, the remainder of the state of Nebraska. Approximately 50 percent of UNO's students are first-generation college attendees and, overall, our students work off campus to a greater extent than their counterparts at our peer institutions. Although UNO historically has been characterized as a "commuter campus" with a high percentage of part-time and non-traditional students, the relatively recent introduction of student housing and other popular amenities on campus as well as additional academic and co-curricular programs that have emerged over the last decade have led to a marked increase in our traditional undergraduate student population. As the figures below indicate, the trend at UNO over the last several years has been the enrollment of more full-time undergraduates and most indications suggest this demographic shift will continue into the future. UNO's graduate-student population has historically consisted predominantly of professionals and other working adults seeking to further their education with a smaller percentage of full-time graduate students. We expect this dynamic to remain unchanged as UNO progresses into the future.

Student Enrollment (fall semesters)	**2004**	**2005**	**2006**	**2007**	**2008**
Total Undergraduate Full-Time	8,786	9,160	9,121	9,299	9,433
Total Undergraduate Part-Time	3,098	2,962	2,808	2,828	2,690
Total Graduate Full-time	658	669	727	707	710
Total Graduate Part-time	2,125	2,095	2,037	2,135	2,165
UNO Total	**14,667**	**14,886**	**14,693**	**14,969**	**14,998**

O4. Key Collaborations

UNO has developed many key collaborative relationships with and/or through various entities, including:

- The University of Nebraska Foundation, which directs the majority of development activities related to the university.
- The University of Nebraska at Omaha Alumni Association, which is responsible for building and maintaining relationships with UNO alumni.
- Area K-12 districts and schools through a variety of initiatives, committees and programs. This includes, most notably, the Metropolitan Omaha Educational Consortium (MOEC), which has been in existence for 20 years and maintains its headquarters on the UNO campus. MOEC is a unique partnership between UNO and 12 Omaha area school districts that is designed to be a catalyst for identifying high-priority issues common to members and addressing these issues through joint task forces and projects
- The Nebraska Business Development Center, which is a unit within UNO that works with a variety of entrepreneurs and small business in areas such as training, leadership, business technology and consultation.
- The Nebraska University Consortium on Information Assurance (NUCIA), which partners UNO with a variety of federal agencies in the pursuit of information assurance strategies.
- The American Association of University Professors (AAUP), which is the officially recognized bargaining unit for UNO, UNL and Peter Kiewit Institute faculty.

O5. Faculty and Staff Characteristics

UNO employs nearly 500 full-time and 400 part-time faculty in roles related to teaching, research and service. The AAUP is the officially recognized bargaining unit for full-time faculty at UNO and over 80 percent of full-time faculty have earned terminal degrees.

	Full-Time	**Part-Time**
Total number of faculty (2007 – 2008)	487	393

Both part-time and full-time faculty are generally classified in one the following categories:

- Assistant Instructor
- Lecturer
- Instructor
- Assistant Professor
- Associate Professor
- Professor, Research Fellow
- Senior Research Associate
- Research Associate
- Community Service Associate
- Coordinator, Counselor, Librarian (all specialties)

Additionally, UNO employs approximately 850 full- and part-time staff and administrators that are nearly evenly split between two broad job classifications: Managerial/Professional and Office/Service. Furthermore, UNO capitalizes on the services of over 1,000 undergraduate and graduate students in a variety of employment capacities across campus.

O6. Facilities, Equipment, Technologies and Regulatory Environment

UNO currently maintains three separate campus locations within two miles of one another that are connected through a series of walking trails and shuttle bus routes.   In total, UNO encompasses 327 acres and more than 27 structures with 2.6 million square feet of finished space. Detailed maps for all three campus locations can be found at **http://www.unomaha.edu/security/maps/**. In addition, we are currently in the midst of a renovation, building and expansion phase of campus development that will dramatically alter the landscape of all three site locations.

Technology use and development at UNO is primarily coordinated through our Office of Information Science and Technology (ITS) and is a relatively centralized component of our campus operations. ITS professionally manages many of the 'mission critical' computer systems on campus. These include centralized email servers, centralized file servers, campus inter- and intra-networks, including local and wide area networks, Internet and World-Wide-Web communications, application delivery systems, academic and research systems, instructional delivery systems including web-based media, and streaming media systems in support of the campus-wide academic mission. ITS also manages the vast majority of UNO's computing needs, including the distribution and updating of computers for faculty and staff as well as the maintenance of machines in individual classrooms and those dispersed around campus in computer labs and kiosks.   Lastly, UNO utilizes an e-mail and calendaring system (IBM's Lotus Notes), a course management system (Blackboard), a financial reporting system (SAP), and a student information system (SunGard) that are managed directly or indirectly at the NU system level.

As a state institution within a larger university system, UNO is bound by a variety of regulations and expectations originating from state statutes and mandates by the University of Nebraska Board of Regents (BOR). The state of Nebraska has implemented a plethora of accounting and public records laws that require UNO to adhere to strict principles of financial reporting and employee hiring. Also, the BOR has broadly identified the eastern region of Nebraska, especially the Omaha metropolitan area, as the particular service area for most UNO programs and has deemed UNO responsible for addressing educational issues that are uniquely urban.

O7. Competitive Environment

As a university with increasing numbers of traditional undergraduates, our primary competitors include the University of Nebraska-Lincoln and, to a lesser extent, the University of Nebraska at Kearney and the three state colleges in Nebraska. This dynamic is primarily due to the fact that tuition at public institutions in Nebraska is relatively low and admissions at UNO and the other public colleges and universities in the state are relatively open. In addition, an increasing number of first-time freshmen are beginning their post-secondary careers at the various two-year colleges in the area before transferring to UNO. As tuition costs rise, we expect that an increasing number of students will venture down this path,

which could potentially cause freshmen enrollment declines at UNO. Also, because we have historically enrolled a large percentage of non-traditional students, institutions such as the University of Phoenix and the locally situated Bellevue University that focus on adult degree completion programs may have an increasing impact on our ability to recruit those types of students.
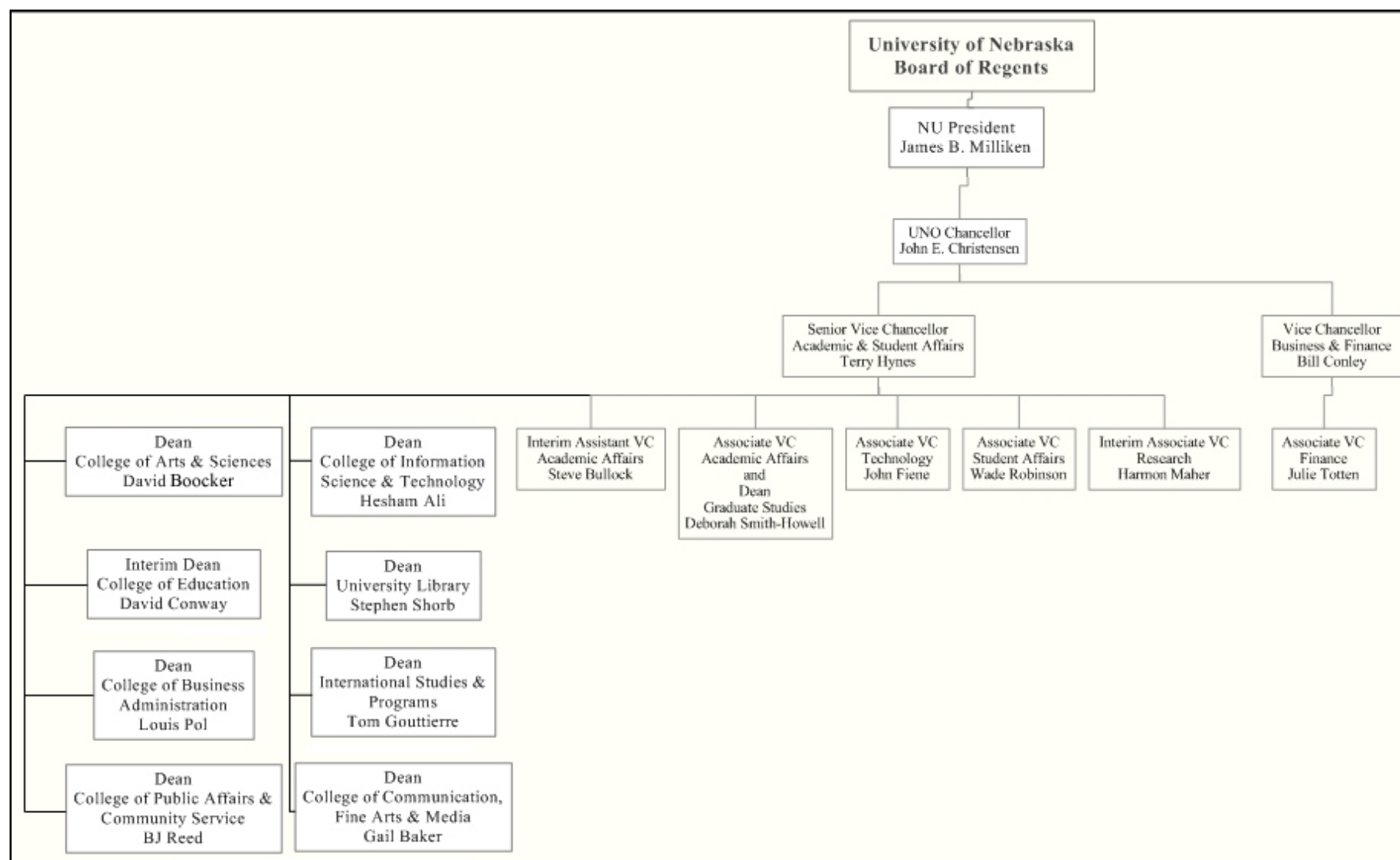
O8. Key Opportunities and Vulnerabilities

As described above in O3, key opportunities for UNO will likely be tied to the growth of our overall student population combined with an evolving demographic of those students. As we continue to transition away from being an exclusively "commuter campus," UNO has begun to dramatically transform the physical landscape of the university and we expect this to be an area of noteworthy progress as we move into the future. Along with UNO's prime location in the center of the state's largest urban area, the physical transformation that is currently underway has the potential to provide opportunities for UNO to enhance its academic achievement, research productivity and engagement with the community.

Though at this time we do not foresee significant issues that might seriously erode the ability of UNO to progress successfully, our primary vulnerabilities are:

- A flat or declining state population, which potentially could limit the pool of available students ;
- Aligning campus goals with those at the NU system level, which can occasionally be contradictory;
- The possibility of decreased state funding for higher education as we enter into an uncertain economic climate.

UNO has dealt with these issues relatively successfully in the past and we fully expect to respond accordingly should one or more of the items listed above emerge as a point of concern.

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Board of Regents**

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Category One: Helping Students Learn

1C1. Common Student Learning Objectives

The existing general education program at the University of Nebraska at Omaha (UNO) was developed in the late 1980s and became effective in the fall of 1990. The general education requirements were designed to "ensure that each graduate of UNO possesses certain academic skills, experiences the breadth of a liberal education and develops an appreciation for the cultural diversity that exists in nature and the world." Our current distribution requirement for all UNO undergraduate students consists of coursework in the following areas:

- 9 hours of English composition and writing
- 3 hours of intermediate algebra
- 9 hours of natural and physical sciences
- 3 hours of public speaking
- 9 hours of humanities and fine arts
- 12 hours of social and behavioral sciences

There have been few changes since the program was originally implemented and no extensive review of the existing program until 2006, when an analysis of our current general education structure was initiated. The impetus for review of general education at UNO originated from multiple sources including, most importantly, our commitment to strategic planning and continuous improvement. In addition, significant changes in the faculty and administration--both in personnel and organizational structure--in the years since the existing general education program were developed have served as a catalyst for review and discussion. For more information about our current general education review process, please visit **http://gened.unomaha.edu/**

1C2. Alignment of Student Learning with Institutional Mission

Since opening its doors in 1908, UNO has utilized a robust strategic planning process, which continues today. Every substantive component of the university, including student learning, is influenced by our Strategic Planning Steering Committee (SPSC), active in its current form since 1997. The SPSC is responsible for the ongoing development and updating of the UNO Strategic Plan, creating performance indicators and integrating the plan into other campus-wide planning efforts. The existing Strategic Plan contains three overarching goals:

1. UNO will be recognized as a student-centered metropolitan university
2. UNO will be recognized for its academic excellence as a metropolitan university
3. UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities

Furthermore, the SPSC has organized three task forces that are intended to aid in the integration of all three goals across campus and encourage the continual examination of those goals for quality improvement purposes. For more information about our current strategic planning process, please visit **http://www.unomaha.edu/plan/**.

In conjunction with the activities of the SPSC, UNO supports a thorough program review process for all academic units. Conducted by the Academic Planning Council (APC), academic program reviews are designed to monitor and assist in the ongoing development of UNO's academic programs, including facilitating the alignment of program goals with the UNO Strategic Plan. For more information about our academic program reviews, please visit **http://www.unomaha.edu/academicaffairs/progdev&rev.php**.

1C3. Key Instructional Programs, Delivery Methods and Technology

UNO currently offers more than 125 baccalaureate degrees and over 60 graduate and certificate programs, including 5 doctoral degrees in a wide range of disciplines. Links to a complete listing of our degree program areas and the number of graduates in each can be found at **http://www.unomaha.edu/instres/oir/uno_degree_programs/**.

UNO currently classifies and tracks the following delivery methods within our academic offerings:

Figure1.1

2007-2008

TYPE	DESCRIPTION	Course Count	Percent
ACT	Activity	43	1.24%
DIS	Discussion	64	1.85%
DSR	Dissertation	1	0.03%
ENS	Ensemble	20	0.58%
FLD	Field Experience	6	0.17%
IND	Independent Study	201	5.80%
LAB	Laboratory	382	11.02%
LEC	Lecture	2,403	69.33%
LLB	Combined Lecture and Lab	4	0.12%
MST	Master Thesis	4	0.12%
PCM	Practicum	69	1.99%
RES	Research	2	0.06%
SEM	Seminar	70	2.02%
STU	Studio	196	5.65%
WSP	Workshop	1	0.03%
	Total	3,466	100.00%

Regarding technology, UNO's Information Technology Services (ITS) is responsible for supporting the following areas that specifically address and/or enhance student learning:

- 10 Distance Education Facilities
- 4,200 PC/Mac Workstations; 100 UNIX/Linux Workstations on Campus
- 75 Discipline Specific Labs/Computer Classroom indirect support
- 20,000 Helpdesk Calls/Walk-ins Yearly
- 272 High Tech Rooms (Auditoriums = 15, Conference=17, Labs=80 and Lecture=160)
- Over 100 Instructional Carts (over 10,000 moves annually)
- 24 Kiosk Stations

- 10 Open Labs w/525 Workstations
- Support for Over 40 Software Products (**http://www.unomaha.edu/its/software.php**)
- Approximately 200 distance courses offered annually
- 6 distance programs
- 25,000 Blackboard Accounts
- 80,000 student evaluations processed annually
- 1,400 Blackboard Courses per semester
- Continual instructional design workshops and consultations

1C4. Diversity of Student Learning Options

The Center for Faculty Development (**http://www.unomaha.edu/facdevelop/**) and ITS's Academic Partnership for Instruction (**http://api.unomaha.edu/index.php**) provide UNO faculty with multiple and varied opportunities for personal and professional growth through workshops, consultation, and involvement with learning communities. These workshops are organized throughout the calendar year and address a variety of issues related specifically to enhancing student learning. Past workshops have covered such topics as:

- Active Learning
- Use and Development of Multimedia Technology in the Classroom
- Distance Education
- Multicultural and Diversity Awareness
- Gender-Related Issues in Academe

- Case Method Teaching
- Service-Learning
- Reflective Thought
- Using Individual and Group Tests to "Cover" Content and Build Learning Teams

A complete list of past faculty development activities related to the educational design and delivery at UNO can be found at **http://www.unomaha.edu/facconnect/**.

Furthermore, because of its role as a metropolitan university, UNO is committed to building bridges between the campus and the greater Omaha area. One such bridge is our Service-Learning Academy (SLA), which engages UNO students and faculty in a variety of diverse environments. Students not only address community needs but also enrich their own education by experiencing the real-world application of academic subjects and developing the habit of active citizenship. The SLA has grown immensely since its inception in 1999 and has become an important enhancement to the UNO educational experience. Detailed information about the SLA can be found at **http://www.unomaha.edu/servicelearning/index.php**.

1C5. Intellectual Freedom and Intellectual Property

Being a unionized campus with the American Association of University Professors (AAUP) as the officially recognized bargaining unit for faculty at UNO, our institution is guided by widely recognized and fundamental principles of intellectual freedom. We adhere to the three basic foundational guidelines drafted by the AAUP in 1940 related to academic freedom:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[1]

These underlying principles of academic freedom are reinforced through the Bylaws of our governing body, the University of Nebraska Board of Regents, and are pervasive across the university.

Furthermore, UNO has a long history of shared governance with, among other things, an active Faculty Senate, which participates in virtually all substantive discussions related to the academic quality and overall well-being of the institution. Article I of the Faculty Senate contains the following sections that describe the importance and role of the senate:

"The faculty of the university…has significant responsibilities in matters relating to formulation of university policies. To provide for the discharge of these responsibilities delegated to the faculty by the Board of Regents of the University of Nebraska…the faculty designates the senate to serve as its representative agency. The senate shall be guided in its deliberations by the established policies of the board, the interpretation of these policies by the chancellor of the university, the expressed interests of a responsible and professional faculty, and the ideals of academic freedom and shared governance."

The full text of the Faculty Senate Constitution as well as more information related to the activities of the senate can be found at **http://www.unomaha.edu/facsen/index.htm**.

Regarding intellectual property, the University of Nebraska's Board of Regents (BOR) and UNO have encompassing intellectual property policies that encourage innovative research and scholarly activity. Course content, for example, is considered the exclusive property of faculty members who have developed individual courses, including online offerings. Furthermore, UNO allows for a generous sharing of royalties and other proceeds generated through faculty research and/or inventions. Current policy dictates that at least 1/3 of net royalties are directed back to the inventor(s) with an additional 10% available to support licensing and/or patenting costs. A complete account of all relevant BOR policies can be found at **http://www.nebraska.edu/docs/board/RegentPolicies.pdf**.

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[1] From the AAUP 1940 Statement of Principles on Academic Freedom and Tenure. **http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm**

1P1. Setting Common Learning and Program Objectives

UNO's current general education requirements were designed in 1989 by a university-wide committee with the faculty in each college voting to approve the changes. Following a 2005 General Education "Think Tank" discussion involving a representative group of faculty, staff and administrators, UNO moved to review the status of our current general education curriculum before deciding upon a course of action. As a result of this exercise, in 2006 the Office of Academic and Student Affairs convened a General Education Task Force, comprised of approximately 20 faculty, staff, and administrators from a cross-section of the university to facilitate the following:

1. Articulate our common educational and intellectual goals for UNO students.
2. Map goals and expectations with existing faculty practices for the purpose of identifying alignments and disconnects.
3. Develop assessable student learning outcomes for the educational goals.
4. Utilize the assessment process to improve student learning.

At present, the Task Force has developed the following detailed timeline of events and activities associated with UNO's general education assessment and possible revision:

1. Development of an initial plan (Completed). A draft plan was developed by faculty members and an administrator at the 2006 AACU meeting on general education and assessment. This was returned to and modified by the General Education Task Force, and shared with upper administration who charged the task force.
2. Articulation of general education goals and outcomes (Tentatively completed). This has been largely accomplished through facilitated discussions, which included faculty, staff, administration, and community members. More than 130 faculty and staff have participated. More details can be found at **http://www.unomaha.edu/facconnect/headlines/03230701.php** .
3. Discovery of goals and outcomes shared by the Omaha community and by students (Partially completed). This has been started using computer facilitated discussions during the fall 2007 semester and will be continued as we progress.
4. Mapping of potential artifacts (fall 2008). The focus will be on identifying artifacts produced in the present curriculum that can demonstrate student competency in outcomes, and development of assessment benchmarks.
5. Development of rubrics and assessment of selected artifacts (Beginning fall 2008). Not all outcomes will be assessed continually. When the assessment of artifacts demonstrate that students are gaining the desired knowledge or skill, assessment focus will likely shift to other outcomes, or be completed at longer intervals.
6. Feedback of assessment results to the academic community (Beginning 2008-2009 academic year). This will be a continual process.
7. Curricular change at necessary levels (2009-). We expect this to be faculty driven and accomplished through the normal channels, which would include approval by the faculty in each college and the Senior Vice Chancellor for Academic and Student Affairs.

For programmatic learning objectives, the full-time faculty within each program are fully responsible for creating and modifying the relevant learning expectations for students.

1P2. Design of Responsive Programs and Courses

When instituting any new degree program leading to a degree or a certificate, departments must submit proposals to the Office of Academic and Student Affairs, after the necessary college approval processes. New program proposals are generally written by individual faculty members or committees in conjunction with their departments and, when appropriate, in collaboration with one or more other departments. These proposals are then submitted to UNO's Educational Policy Advisory Committee (EPAC), which reviews all proposals for new degree programs before submitting a recommendation to the Senior Vice Chancellor for Academic and Student Affairs (SVCASA). In addition, the SVCASA consults with the college deans and the Faculty Senate prior to recommending new programs or minors to the Chancellor before final approval by the Board of Regents. New graduate programs are also reviewed by the UNO Graduate Council and the University of Nebraska Executive Graduate Council prior to submission to the Board of Regents. Additionally, all new programs must be approved by the Nebraska Coordinating Commission for Postsecondary Education, which aims to address redundancy and efficiency at all postsecondary institutions in the state.

Figure 1.2
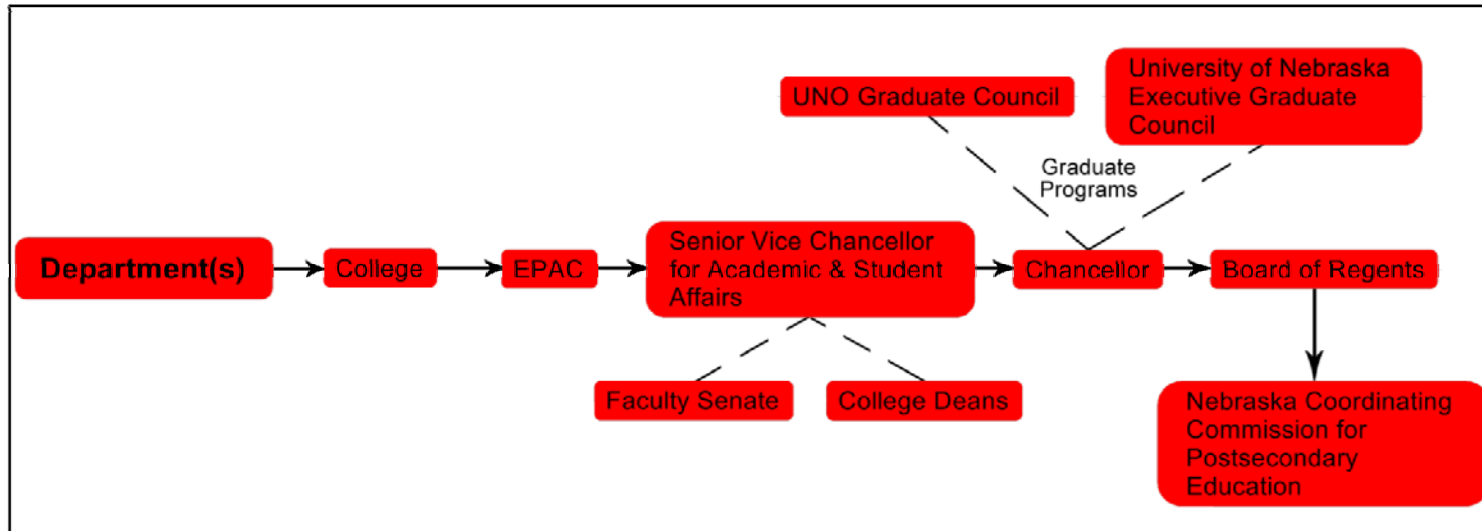
Lastly, UNO also contracts annually with Economic Modeling Specialists, Inc. to determine occupational trends in the local and regional economy. This information is disseminated to the campus community through deans, chairs, and program directors to facilitate widespread use of the data in identifying emerging workforce needs.

1P3. Determination of Curricula, Programs and Courses

Across the campus, each academic unit is primarily responsible for determining curricular content, course sequencing and requirements within specific programs. As is the standard practice at institutions of comparable size, this is a largely decentralized process with each college maintaining somewhat individualized processes before a common review at the campus level through the Educational Policy Advisory Committee (EPAC), which serves as a campus-wide curriculum committee. The EPAC advises the Senior Vice Chancellor of Academic and Student Affairs about most curricular activities following the appropriate department/school and college review. These activities include proposals for new programs and courses as well as major course revisions. Major revisions of existing courses include changes in level, credit hours, purpose, scope or content. EPAC review of proposed curricular changes takes place subsequent to college and department reviews. EPAC review is undertaken from a campus-wide perspective and is intended to accomplish the following purposes:

1. Ensure that proposed changes are in accord with university-wide objectives and priorities as identified in the role and mission statement and relevant planning documents.
2. Prevent the unnecessary duplication and proliferation of curricular offerings.
3. Consider possible impacts of proposed curricular changes on other units and programs.

When reviewing curricular changes, EPAC members consider these changes in accordance with review guidelines designed to ensure adherence to university objectives and priorities:

1. Consistency with university-wide objectives and priorities
2. Prevention of unnecessary duplication among departments and colleges
3. Possible impact on other units and program
4. In addition, UNO supports over two dozen professionally accredited programs, which set formalized student learning parameters on such programs. A comprehensive list of UNO's externally accredited programs can be found at **http://www.unomaha.edu/instres/oir/uno_degree_programs/**.

1P4. Communication of Academic Expectations to Prospective and Current Students

Recently, UNO adopted an online Course Catalog Maintenance System (CCMS) to aid in the development of new courses and the updating of older ones. A primary motivation in the adoption of the CCMS was to more effectively articulate student learning objectives at the course level. When initiating new courses, departments must submit proposals through the CCMS to the Office of Academic and Student Affairs after the necessary department and college approval processes. These proposals are then reviewed by the Educational Policy Advisory Committee (referenced in 1P2 above), and the appropriate action is taken. If the potential for duplication or cross-listing exists, authorization will be required within CCMS from the appropriate department chair/school director. Currently, we are also requiring that academic units update their syllabi through the CCMS and this process should be completed by 2009.

Before approving a syllabus in the CCMS, the following items are considered:

1. Need: Why is this course needed?
2. Audience: Who will take the course? Is it specific to a department or would other students be interested?
3. Possible Duplication: Will this course cover material already covered in another department?
4. Complete Information: Does the syllabus and course description provide complete and detailed information?

As students are progressing through their degree programs, UNO's registrar's office also has developed a useful tool, the electronic Degree Audit system, that alleviates some of the difficulties for students associated with the coordination of course scheduling and program requirements. Degree Audit is an automated system that allows students access to:

1. Degree program information specific to the student's catalog year
2. An automatic tracking of progress within a student's program
3. A display of which requirements still need to be met and which have been fulfilled
4. A display of courses that did not apply to the degree program and why
5. Other degree options
6. Thesis and dissertation information for graduate students

1P5. Assistance for Students in Program Selection

All students admitted to UNO either declare a major or indicate they are undecided. For those that declare a major at the time of admission, they are then directed to the appropriate advisors relative to their programs. Advising at UNO is a relatively decentralized process, the exact nature of which varies by college and, in some cases, even by program. Because of such inconsistencies, we will likely target advising in a new AQIP Action Project for the upcoming year. As a first step, we have already initiated an Advising Task Force, which is charged with evaluating the state of advising across campus. We expect the activities of this group to inform campus improvement strategies in the area of advising as we progress.

For students who are undecided upon admittance, they are either advised within the College of Arts and Sciences if they have indicated an interest in one of the programs offered there, or by advisors in our University Division (UD), a non-degree granting entity at UNO. Advisors within UD assist students in selecting general education courses that will fulfill UNO's general education requirements for all colleges until the student selects a major program of study.

1P6. Determination, Documentation and Dissemination of Effective Teaching and Learning

The primary mechanisms for documenting effective teaching and learning include reviews of full-time faculty performance in two separate but related processes:

1. Annual Review, which evaluates faculty members' activities for the previous year and determines merit increases for the following year
2. Reappointment, promotion, and tenure review (hereafter referred to as RPT), which evaluates faculty members for continuous appointment, guides tenure decisions.

Both of the above processes include a substantive evaluation of faculty achievements related teaching and are thoroughly integrated into the campus culture at UNO. All Annual Reviews and RPT documents are assessed at the department/school level before progressing through the appropriate college and the Office of Academic and Student Affairs for action. For part-time faculty, performance expectations and evaluations are generally confined to each specific unit.

In addition, UNO has recently reconstituted a university-wide assessment committee with an emphasis on facilitating assessment based upon student learning outcomes (described in detail below in 1P11). This committee has been given the authority to cultivate or generate methods of assessment that will allow us to more comprehensively document effective teaching and learning.

Finally, all unit heads receive regular annual updates from our graduation surveys that include questions related to academic quality and the level of instruction at UNO. This information is available down to the department level and is distributed to the relevant deans, chairs and directors regularly.

1P7. Building Effective and Efficient Course Delivery

Our current process for developing an effective and efficient course delivery system is being analyzed with likely changes forthcoming shortly. Our main deficiency in this area is that units across campus generally do not coordinate with one another in scheduling, sequencing or academic support staffing.

At present, UNO has recently initiated a "Capacity Building" Task Force, charged with evaluating the possibility of coordinating all campus functions, including academic offerings, more consistently across the calendar year. The primary areas for investigation include:

- The budget process and allocation of resources
- Student demand
- Financial aid policies and procedures
- Policies and procedures related to faculty and the administration of units on campus

The purpose of the task force is to fully examine the above issues and report the group's findings to the Chancellor. The expected completion date for a final report will be by the end of 2008-09 academic year.

1P8. Keeping Curriculum Current and Effective

The APC (referenced above in 1C2) coordinates reviews of all UNO programs at least once every 7 years. The academic program review focuses on departmental/school units and encompasses all of the programs (i.e., majors, service and general education courses, centers/institutes, etc.) they offer, as well as their research, service, and outreach activities. For programs with external accreditation processes, the UNO review process may be coordinated with the accreditation reviews either to prepare for an upcoming accreditation review or utilizing information in the campus program review process.

The academic program review process consists of four primary elements:

1. Self-study prepared by the department
2. Site visit by a peer review team
3. Report prepared by the team
4. Response by the unit being reviewed

A more detailed description of the process can be found at **http://www.unomaha.edu/academicaffairs/progdev&rev.php**.

In addition, most academic units and all of UNO's colleges have created community advisory councils that allow for open communication and that help to inform internal curricular deliberation. Finally, any specific course change or program discontinuation must be navigated through the process associated with EPAC (referenced above in 1P2).

1P9. Determination of Learning Support Needs

During the 1990s, UNO sponsored an all-encompassing Learning Center with a goal of supporting students in need of supplemental instruction in a wide variety of academic areas before a sizable budget cut forced the university to reallocate resources. Following an examination of student usage and demand, and with substantial input from faculty and administration, UNO disbanded the Learning Center and, instead, created several new entities that targeted specific student support areas, including:

- The Speech Center
- The Writing Center
- The Math-Science Learning Center

These three areas all coordinate support services related to their content specialties for students, faculty and staff and have been extremely successful in their current form. Such services include:

- Student tutoring

- Consultation
- Faculty workshops
- Classroom support

Furthermore, UNO is committed to integrating our Service-Learning Academy (SLA) further within our campus culture as a means to supplement traditional modes of student learning. The SLA was established in the spring of 1999 with a grant from the Nebraska Consortium for Service-Learning in Higher Education and is currently supervised by the Office of Academic and Student Affairs. At UNO, service-learning projects are conducted in and meet the needs of a community and help foster civic responsibility. Also, these projects are integrated into and enhance the academic curriculum of the students enrolled and include structured time for students to reflect on the service experiences. Additional information about the SLA can be found at **http://www.unomaha.edu/servicelearning/**.

Primarily for faculty, UNO also relies on the Center for Faculty Development (CFD), Academic Partnerships for Instruction (API) and the Faculty Senate's Professional Development Committee to provide information about and create opportunities for addressing issues related to student learning support needs.

1P10. Alignment of Cocurricular Development Goals with Curricular Learning Objectives

Our current administrative structure is relatively distinctive in that, since 2003, we have supported a combined Office of Academic and Student Affairs. At the conclusion of several years of discussions and planning, the two separate offices—Academic Affairs and Student Affairs—were merged into one unit headed by a Senior Vice Chancellor for Academic and Student Affairs. A primary motivation for this change was to ensure that the various cocurricular elements sponsored by UNO integrated within our primary function of enhancing student learning. Thus, every substantive program, initiative and decision related to students, both curricular and cocurricular, are addressed within one administrative structure.

Furthermore, UNO sponsors several very successful learning communities that include substantial cocurricular components (more detail on these can be found in Category 3). An example includes UNO's First Year Experience (FYE) courses, which integrate specific academic content with college success strategies, academic and career exploration, and orientation to college life. FYE courses are designed to enhance first year academic success, provide an opportunity to build connections with other students and faculty, and help students become knowledgeable about the various UNO programs available to them. UNO currently offers an average of twenty FYE courses per year with a total approximate enrollment of 450 students.

1P11. Student Assessment

As with most public institutions of comparable size, our methods of assessment are varied and largely determined by the need for units to address professional accreditation or to facilitate internal improvement initiatives. UNO has previously maintained a decentralized approach to assessment with the various units defining the exact mechanisms for evaluating student learning. The unit generated processes have then, historically, been vetted through ad hoc assessment committees and the Director of Assessment at UNO who would then develop strategies for modifications or

improvement. Recently, however, we have adopted a new model of assessing student learning that is designed to be more comprehensive and useful for institutional improvement. This change, guided largely by our commitment to AQIP, has centered on the creation in the spring of 2008 of a university wide assessment committee. The assessment committee was given the authority by the academic deans to implement assessment changes across campus and, subsequently, two important initiatives have been commenced:

1. All academic units now are required to complete assessment plans utilizing a common assessment template, which will allow the assessment committee and other relevant faculty, staff and administrators to effectively track the evolution of student learning assessment over time.
2. The assessment plans are now being evaluated by the Assessment Committee and monitored for effective assessment practices.

1P12. Determination of Student Preparedness

UNO annually conducts a comprehensive graduation survey as well as occasional alumni surveys that include questions related to the preparation of students as they transition to the workforce or graduate school. The results of these surveys are summarized at the institutional level and placed into both an institutional report as well as reports for each academic unit. This information is then disseminated to the appropriate heads of those units for their consideration.

Furthermore, our Office of Career Exploration and Outreach conducts periodic surveys of employers in the area to determine, among other things, their satisfaction with UNO graduates.

1P13. Measurement of Student Performance

As referenced in 1P11, the mode of assessment varies widely by college and department and, thus, campus-wide student performance data has been inconsistent across disciplines in the recent past. UNO, however, has recently administered the Collegiate Learning Assessment (CLA), an innovative tool designed to measure important learning outcomes among undergraduate students in areas such as critical thinking, analytical reasoning, and problem solving skills. The CLA is a nationally validated tool that is increasing in use among colleges and universities across the nation and our intent is to regularly use the test as part of a holistic assessment strategy, including our assessment of general education. Relating specifically to general education, we collect detailed information on a regular basis in two primary areas; oral and written communication. Furthermore, data from academic units that sponsor or require standardized exams, such as the Praxis or Major Field tests (MFT), are generally collected and sent to the Office of Academic and Student Affairs and our Director of Assessment in annual assessment plans. In addition, all UNO programs are internally reviewed at least once every seven years, a substantial component of which includes a report on the assessment activities of the unit being evaluated.

1R1. Results for Common and Program Specific Learning Objectives

For two key areas of our general education requirements— public speaking and writing—UNO consistently compiles ample assessment data in an effort to evaluate student performance. In 2006-07, for example, UNO collected a sample of fifty videotaped speeches that represented different sections and instructors for our general education speech courses and allowed faculty from a local community college to assess the speeches utilizing a standardized rubric. The result of this assessment is included below:

Figure 1.3

Area Assessed	Excellent (%)	Above Average (%)	Competent/ Average (%)	Incompetent (%)	Overall Competency (%)
Organization	5	35	45	15	**85**
Development	0	0	50	50	**50**
Delivery	5	15	45	35	**65**
Audience	0	25	50	25	**75**
Invention	5	20	50	25	**75**
Overall	**5**	**30**	**55**	**10**	**90**

Similarly, UNO's Department of English conducts an intense assessment every three years on our general education writing courses. This assessment generally includes a group of faculty assessing random papers from a variety of required composition courses utilizing a standardized rubric. The results from the last two assessment cycles are included below:

- 2003: 76% deemed competent or above
- 2006: 74% deemed competent or above

Finally, during the 2007-2008 academic year, UNO administered the Collegiate Learning Assessment (CLA) for the first time and received results from the Council for Aid to Education (CAE), the group that coordinates the assessment of the examination. We tested 225 incoming freshmen and 100 seniors in a standard cross-sectional study and our results indicate that UNO students perform exceptionally well in the areas of critical thinking and written communication:

Figure 1.4

	Freshmen		Seniors		Value-Added Estimate	
	Percentile Rank	*Performance Level*	*Percentile Rank*	*Performance Level*	*Percentile Rank*	*Performance Level*
Total CLA Score	9	Well Below	86	Above	100	Well Above
Performance Task	38	At	97	Well Above	97	Well Above
Analytic Writing Task	1	Well Below	59	At	99	Well Above

| Make-an-Argument | 1 | Well Below | 32 | At | 95 | Well Above |
| Critique-an-Argument | 4 | Well Below | 80 | Above | 100 | Well Above |

Results for programmatic assessment are very strong within UNO's accredited programs and inconsistent in many of the other areas. Because of this inconsistency, we have initiated the process identified in 1P11 to facilitate the effective assessment of student learning across all disciplines at UNO.

1R2. Evidence of Knowledge and Skill Acquisition

In the areas encompassed by professional accreditation agencies, our evidence that students have acquired the necessary knowledge and skill sets is exemplary. All of the professionally accredited programs at UNO are required to demonstrate student proficiency in specified areas and each such program at UNO has successfully navigated this expectation during the last accreditation cycle. Additionally, following data highlight the results from our most recent annual Graduation Outcomes Survey.

Academic Preparation
- 94% are satisfied with knowledge and skills learned in their degree program.
- 87% indicate a greater appreciation of diversity in the nation and the world through UNO courses.

Plans After Graduation
- 89% say they have the knowledge and skills necessary to compete for jobs.
- 82% say they have the knowledge and skills necessary to compete with graduates of other schools for professional or graduate programs.
- 89% say their academic work in their major prepared them for a job.
- 48% want to return to UNO for graduate work.

Overall Satisfaction
- 93% would recommend UNO to other college-bound students.

Graduating Seniors Profile
- When asked to name the aspect that was most liked about UNO, the most frequent response was: Academics/Courses (50%)
- When asked to name the aspect that most needed improvement at UNO, the most frequent response was: Parking/Transportation (29.8%)

Regarding potential employers, 70% those who participate in our annual career fairs believe UNO students are adequately prepared and informed to have career discussions and 84% make contact with good potential candidates. Employers have indicated that more students should have resumes with them and should be taking the employer contacts more seriously.

1R3. Processes for Aiding Student Learning

Many key indicators related directly to UNO's Strategic Plan are regularly collected, updated and analyzed by key constituencies on campus. For example, for Goal 1 of our Strategic Plan—"UNO will be recognized as a student-centered metropolitan university"—we monitor areas such as faculty interaction with students, active learning in the classroom, internship opportunities, and service-learning offerings, the results of which can be found at **http://unoportfolio.unomaha.edu/**.

For other specific results related to 1P1-1P13 we primarily glean from various student surveys the level of satisfaction students have with their educational experience at UNO. In the 2006 annual baccalaureate degree exit survey:

- Over 94% of students indicated a satisfaction with the knowledge and skills gained in their degree programs
- Over 90% of graduating students identified that they were satisfied/highly satisfied with their critical reasoning, writing and quantitative literacy skills
- Nearly 93% of students suggested they would recommend UNO to other students.

1R4. Comparison of Results with Other Institutions

Regarding our CLA results, of the 176 colleges and universities that administered the CLA in 2007-2008, UNO was identified by the CAE as having the greatest "value-added" of all participants. As the test controls for ACT/SAT score, the assessment is particularly significant as a tool to gauge the overall intellectual abilities of both incoming and outgoing students. Therefore, though our CLA results do not diminish the need for additional assessment measures, we are optimistic that our efforts in promoting a learner-centered environment have been highly effective.

In addition, UNO has participated in the NSSE survey several times in recent years. The most recent results in highest and lowest performing areas are highlighted below.

Figure 1.5

Highest Performing Areas		
First-Year Students		
Item #	Code[3]	**Percent of students who….**
10a.	LAC	Said the institution emphasizes studying and academic work [6]
1b.	ACL	Made a class presentation [4]
1g.	ACL	Worked with other students on projects during class [4]
9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities

8c.	SCE	Positively rated their relationships with admin. Personnel and offices [5]
Seniors		
7b.	EEE	Participated in community service or volunteer work
7f.	EEE	Had a study abroad experience
7g.	EEE	Did an independent study or self-designed major
8c.	SCE	Positively rated their relationships with admin. Personnel and offices [5]
10b.	SCE	Said the institution provides substantial support for academic success [6]

Lowest Performing Areas		
First-Year Students		
Item #	BM [3]	**Percent of students who….**
3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages
1a.	ACL	Asked questions/contributed to class discussions [4]
1u.	EEE	Had serious conversations w/students of another race or ethnicity [4]
7e.	EEE	Completed foreign language coursework
Seniors		**Percent of students who….**
1g.	ACL	Worked with other students on projects during class [4]
1n.	SFI	Discussed grades or assignments with an instructor [4]
1u.	EEE	Had serious conversations w/students of another race or ethnicity [4]
1v.	EEE	Had serious conversations w/students of other relig./politics/values [4]
7h.	EEE	Completed a culminating senior experience (capstone, thesis, comp. exam)
Notes:		
[3] LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction;		
EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment		

[4] Combination of students responding 'very often' or 'often'	
[5] Rated at least 5 on a 7-point scale	
[6] Combination of students responding 'very much' or 'quite a bit'	

The overall NSSE Benchmark Comparisons indicate that we are slightly lagging behind our peers in five general areas:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student Faculty Interaction
- Enriching Educational Experiences
- Supportive campus Environment

The differences, however, are not statistically significant or different when effect size is taken into consideration. Campus discussions about these results have occurred with senior administration, faculty groups, assessment committees, and with the University of Nebraska Board of Regents. The relatively small number of students living on campus and the large number who work more than 20 hours per week are characteristics that we know impact the quality of student interactions and, in some cases, their learning experiences. An emphasis on class projects and service-learning in the first years is intended to encourage peer-to-peer and student-to-faculty interaction.

1I1. Improvement of Processes Related to Student Learning

First of all, our Assessment Committee has become very active in the area of facilitating assessment both in general education and within undergraduate programs. This increased activity has been developed through a collaborative approach involving appropriate campus constituencies and this process will continue into the foreseeable future. Furthermore, although basic curricular matters are largely determined at the department level, UNO's current Strategic Planning Steering Committee (SPSC), as referenced in 1C2, emphasizes the need to align all university activities along a common path. Our strategic planning process permeates all aspects of the university and involves all important constituencies across the campus. The SPSC continually evaluates key campus indicators, determines the appropriate course of action and, ultimately, facilitates the alignment of all unit strategic planning with the UNO Strategic Plan. As the formal assessment of student learning becomes more uniform and integrated into the campus culture, the role of the SPSC will be instrumental as we move forward in that area.

With our commitment to AQIP, we also have begun to align the process for identifying our Action Projects with our strategic planning initiatives. As we progress, we envision that our Action Projects will be coordinated by our Strategic Planning Steering Committee through the normal mechanisms for determining campus priorities.

1I2. Improvement Targets and Priorities

As in many areas, we have not focused extensively on setting targets for improvement, but rather in moving the university forward in a positive direction. We recognize the need to establish targets as we progress down the quality improvement path and we will continue to explore our

options in this area. Our current key focal points in student learning will be continuing to improve our assessment of general education and identifying effective and practical means to assess our variety of undergraduate and graduate programs. We are currently, for example, further analyzing our CLA results to determine if they can inform our internal assessment initiatives by determining if patterns exist (majors, course sequence, etc.) within the student population who completed the exam. All of these efforts are currently being communicated to various groups in a variety of settings to ensure an open dialogue with all constituencies.

Category Two: Accomplishing Other Distinctive Objectives

2C1. Other Institutional Objectives

UNO embraces its role as a metropolitan university and believes such institutions can be catalysts for engaging the community in efforts to enhance social, economic and cultural development. As defined by UNO, the metropolitan advantage is about capitalizing on opportunities to develop knowledge linkages and unique partnerships as well as providing special expertise for pressing issues that are either unique to or magnified by an urban environment. To this effect, UNO maintains key collaborative relationships with community leaders, public educators and those on the front line of social service. Just as agriculture, home economics and mechanical arts were the relevant issues leading to the creation of land-grant institutions, today's issues of health care, P-12 education, crime, economic development and jobs are largely urban-related and have contributed to the enhanced importance of metropolitan institutions. Thus, UNO has developed a niche through a variety of unique research initiatives, collaborative ventures and integrated partnerships.

To further illustrate our role as a metropolitan university, UNO made the strategic decision to be one of the first institutions to join the Coalition of Urban Metropolitan Universities (CUMU) in the 1980s. This move was initiated primarily in an effort to share our experiences as a metropolitan university and to learn from the experiences of others in similar circumstances. CUMU connects universities that "share the mission of striving for national excellence while contributing to the economic development, social health, and cultural vitality of the urban or metropolitan centers served."

UNO is also a member of the American Association of State Colleges, an organization that encourages institutions to "embrace students who traditionally have been underrepresented in higher education as well as those who are first generation college students." UNO has benefitted from AASCU's initiatives in Civic Engagement having been one of the first campuses to participate in the American Democracy Project, The New York Times project, and Deliberative Polling--all initiatives that engage students in unique engagement and community building activities.

Lastly, UNO's three Strategic Goals quite clearly articulate our primary mission of educating students (goals 1 and 2) and engaging the community (goal 3):

1. UNO will be recognized as a student-centered metropolitan university
2. UNO will be recognized for its academic excellence as a metropolitan university
3. UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities

2C2. Alignment of Other Objectives with the Institution's Mission

As referenced in 1C2, UNO employs an active and comprehensive strategic planning process in developing a coordinated strategy for campus activities, including those involving our distinctive objectives. Our Strategic Planning Steering Committee (SPSC), for example, encourages the campus to use its resources to transform and improve urban, regional, national and global life. Virtually every significant administrative decision

at UNO relies on input, data, and/or direction from our SPSC, which emphasizes the need for UNO to support dynamic and reciprocal relationships with university stakeholders.

Our Strategic Plan identifies specific objectives related to goal 3 and our role as a metropolitan university, including items such as:

- Increasing the response to the needs, interests, and differences inherent in the diverse community it serves.
- Increasing the capacity to meet the continuing educational, training, enrichment, and service needs of its varied constituencies.
- Expanding its partnerships that meet the educational, training, enrichment, and service needs of the community.
- Increasing the professional and community service provided by its faculty, staff, and students.
- Increasing the recognition of the involvement and contributions of alumni and community partners to UNO's academic enterprise.
- Increasing its students' educational and developmental experiences

2C3. Other Objectives as Support for Student Learning

Among a variety of other initiatives related to our role as a metropolitan university that will be described in detail in other sections, UNO has actively and fully embraced the concept of service-learning within the scope of our academic offerings (referenced in 1C4). UNO's Service-Learning Academy (SLA) facilitates the involvement of students in community service activities within the parameters of traditional academic courses. As defined by UNO, service-learning is a form of experiential education aimed at enhancing and enriching student learning of course material. When compared to other forms of experiential learning like internships, field placements, student teaching and cooperative education, service learning is similar in that it is student-centered, hands-on and directly applicable to the curriculum. The critical difference is service learning's emphasis on *both* student learning within the academic scope of specific course offerings and addressing community needs that are otherwise unmet. In service learning courses, objectives are linked to meaningful learning through course activities such as lectures, readings, discussions, and reflection inform the student service. Likewise, the service experiences are brought back to the classroom to inform the academic dialogue and student comprehension. The students work on real community problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

As a pedagogical tool, service-learning is a departure from the traditional lecture-driven, faculty-focused curriculum. It requires student participation in developing learning goals and confronting real life in a way that challenges assumptions and forces critical thinking. It also requires faculty to share control over learning outcomes while cultivating a closer relationship to students.

2P1. Determining Other Distinctive Objectives

From a broad perspective, our distinctive objectives are guided by the University of Nebraska system's Strategic Framework, established by our governing body, the NU Board of Regents. The framework consists of six inter-related goals emphasizing access and affordability, quality programs, workforce and economic development, research growth, engagement with the state, and accountability. Each goal has related objectives, with strategies and accountability measures developed for Board and university-wide monitoring over a multi-year period. Each campus in the

NU system, including UNO, has established a set of quality indicators that provide a means to evaluate achievement and momentum related to many of these objectives. UNO's quality indicators have primarily been identified through our strategic planning process referenced above. UNO's Strategic Planning Steering Committee (SPSC) has been instrumental in gathering and synthesizing information from a variety of sources before recommending action to the administration. All relevant groups across campus are solicited to nominate members to the SPSC, which is traditionally limited to approximately twenty individuals. Key personnel related to institutional planning, such as AQIP Action Project leaders, are generally included and substantial numbers of faculty and staff are included as well. Most importantly, the SPSC began conducting an environmental scan in 2005 to link external and internal assessment processes with the Strategic Plan by gathering information on the forces that affect UNO, identifying how these forces have impacted changes over the past several years and how they might affect future opportunities. Since that initial scan, the SPSC has conducted numerous focus group discussions and structured activity sessions during our annual strategic planning forums to collect information that facilitates the continued progress of the institution.

Lastly, UNO employs a collaborative administrative structure, which encourages input from a variety of constituencies in evaluating feedback and implementing initiatives related to our strategic planning process. UNO's Chancellor regularly convenes both the Chancellor's Cabinet, comprised of all senior administrators on campus, as well as the Chancellor's Council, comprised of a large group representing all relevant constituencies on campus, in order to obtain diverse perspectives about the direction of the university. Virtually all substantive and strategic decisions are vetted through these groups to determine the appropriate action. Other groups such as UNO's Faculty Senate and a variety of additional advisory committees are also generally consulted on issues that significantly affect the university.

2P2. Communication of Objective Expectations

In addition to regular directives from the NU Board of Regents and the consistent communication emerging from the other groups listed above in 2P1, the Chancellor delivers at least one convocation address each year that provides updates on the state of the university. This address is for a wide internal and external audience during which the Chancellor highlights the campus achievements from the previous year and identifies the focal points for progress during the subsequent year. Furthermore, the Chancellor, the colleges, and many individual academic units employ advisory councils comprised of community, alumni, and faculty representatives that allow for the free exchange of ideas and information about UNO activities.

Also, within our strategic planning process, UNO employs the Unit Planning Task Force (**http://www.unomaha.edu/plan/2006_2007 _unit_planning.php**) to facilitate individual unit planning to ensure that their areas of focus aligns with the UNO Strategic Plan and, ultimately, the NU Strategic Framework. The members of this task force have consulted with both academic and non-academic units on campus to accelerate this process with continued consultations expected in the future as the campus becomes more oriented towards the AQIP model of continuous improvement.

2P3. Determination of Faculty and Staff Needs

At UNO, shared governance, particularly as it relates to faculty, is an expectation that is embraced by the entire campus community. Subsequently, virtually all committees and organizations involved either directly or tangentially with our other distinctive objectives across campus have significant faculty representation. UNO also supports an active Faculty Senate (described in 1C5), which informs the campus community of its recommendations and actions through a system of regular monthly meetings, published agendas and minutes, periodic memos by e-mail, postings to the Faculty Senate web site, and the Faculty Senate President's annual report to the Chancellor.

Likewise, UNO's Staff Advisory Council (SAC) promotes and facilitates communications between the staff at the UNO and the administration. SAC examines all policies, procedures, and other issues of concern to managerial/professional and office/service employees and makes recommendations to the Chancellor. SAC officers also are traditionally represented on entities such as the Strategic Planning Steering Committee and the Chancellor's Council to ensure a broad range of perspectives are considered when specific initiatives are undertaken.

2P4. Assessment and Review of Objectives

Generally, UNO's office of Institutional Research (IR) is responsible for collecting, analyzing, and disseminating information in support of university strategic planning, policy formulation, decision-making, assessment, and compliance reporting. IR activities evolve annually to specifically address the information, assessment outcomes, and measurements used to monitor progress towards campus goals as defined by our Strategic Planning Steering Committee and our administration. Also, campus-wide surveys are generally coordinated through IR as are most comparison studies and benchmarks that are used to help guide decisions. The information available through IR is distributed to all relevant deans, chairs, and other appropriate unit supervisors across campus as well as to entities such as the Strategic Planning Steering Committee in an effort to encourage institutional improvement.

**2P5. Collecting Measures Related to Distinct Objectives**

Related specifically to our distinctive role as a metropolitan university, UNO continually and uniformly collects and analyzes many pieces of information related to our relationship with the community. For example, we monitor closely the number of service-learning activities we sponsor, the number and types of outreach activities coordinated by campus units and the economic impact we have on the local community. In a more decentralized manner, virtually all units that sponsor internships, student teaching, and other activities that are more discipline-specific collect meaningful data about those endeavors.   We also monitor campus climate and diversity goals and objectives and provide routine reports to the Board of Regents, the latest of which can be found at **http://www.nebraska.edu/docs/diversity/2006-07DiversityReport.pdf**.

2R1. Results of Objectives

Our commitment to community engagement and, specifically, service-learning, led to the founding of UNO's Service-Learning Academy (SLA) in the spring of 1999 with a grant from the Nebraska Consortium for Service-Learning in Higher Education. The SLA was subsequently

institutionalized and is currently being strongly supported by internal funds. Prior to the 1999 founding of the SLA, service-learning activities at UNO were not centrally or carefully coordinated. The creation and continued support of the SLA marks a recognition by UNO of the importance of service-learning to the mission of the institution. Since the establishment of the SLA, service-learning offerings at UNO have grown rapidly. In the 1998-99 academic year, for example, 133 students in 7 courses participated in service learning. By the 2007-08 academic year, this had grown to over 1600 students in more than 100 classes relationships with more than 200 participating community partners.

Figure 2.1
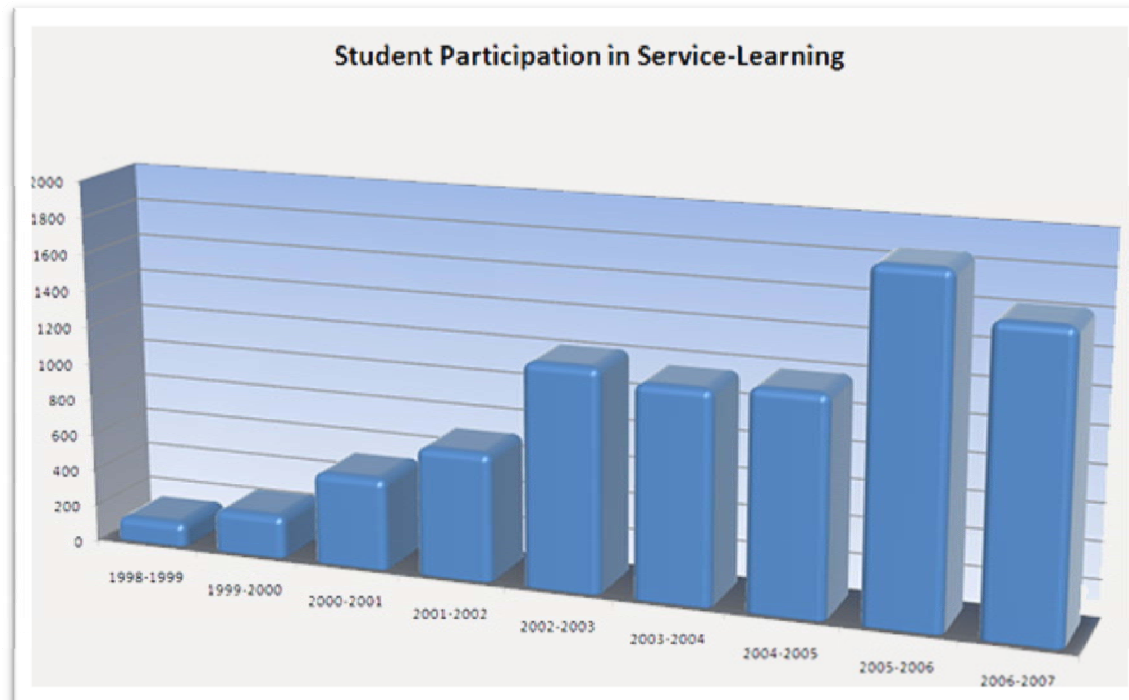
As a result of the efforts of our SLA, UNO has established and cemented relationships with dozens of entities, a complete list of which can be found at **http://www.unomaha.edu/servicelearning/commpartners.php**.

In addition, one of UNO's AQIP Action Projects, the Civic Engagement initiative, has been responsible for encouraging civic engagement activities among faculty, staff and students by awarding dozens of mini-grants over the last several years. In the past twelve months, for example,

16 projects were funded with a total budget of over $18,000.00. All of the funded projects revolved around the theme of ensuring that our students, faculty and staff become informed and active citizens of the community.

Finally, UNO recently conducted an analysis of the economic impact of the university's collective civic engagement initiatives within the community, a summary of which is included below.

Figure 2.2

Economic Value of UNO Civic Engagement 2006:	$5.38 million
2242 Omaha area Student Internships and Practicums:	$ 2,066,292
100+Service Learning Courses; 1,675 students participating:	1,506,600
7 Days of Service; 850 students over Fall/Spring Breaks	306,000
Student Organizations including Greek organizations:	434,322
Student Support Offices; fundraising, tutoring, service:	39,528
Student Athletics' community service and engagement with youth:	63,000
Social Work Practicums and Housing and Urban Dev. Work:	947,250
UNO students in Residence Hall:	11,430
UNO Summer Scholars Staff:	7,992

2R2. Comparison of Objective Results with Peer Institutions

From the spring 2006 National Survey of Student Engagement (NSSE), for example, we know that our students are participating in community-based projects (e.g. service-learning) as part of a regular course to a slighter higher degree than students at other urban peer institutions.

Figure 2.3

			UNO	Urban Peers
Participated in a community-based project (e.g. service learning) as part of a regular course		FY	1.35	1.41
		SR	1.63	1.61

Similarly, UNO students are more likely to have participated in community service or volunteer work by their senior year:

				UNO%	Urban Peers %
Community service or volunteer work			FY	30	30
			SR	54	48

2R3. Strengthening the Institution and Enhancing Community Relationships

By their very nature, the collaborations that have been cemented with area partners enhance the relationships between the university and the external community. The sheer number of our community partnerships has grown over the last several years and the quality of those relationships has been enhanced through our continued efforts to provide our services for community enrichment. Also, UNO's efforts in recent years to articulate our value to the community has been refined to the point where, recently, an economic impact study commissioned by UNO found, among other things, that:

- The economic activity of UNO and value of a UNO graduates' education accounts for a $1.6 billion contribution to the Omaha regional economy.
- UNO and its graduates account for approximately 6.2 percent of the total Omaha region's annual income and productivity.

A complete description of this data collection project can be found at **http://www.unomaha.edu/instres/oir/Economic%20Impact/economy04-05.pdf**

2I1. Improvement of Systems and Processes

The primary mechanism for improving UNO's systems and processes related to our role as a metropolitan university is through our strategic planning process including, most importantly, our annual Strategic Planning Forums. These events are designed to help the campus communicate to the broader community our recent achievements and successes as well as facilitating input from all important stakeholders in our activities related to our three overarching goals—student centeredness, academic excellence, and community engagement. Input from students, staff, faculty, and community members is an integral part of the forums, the results of which are analyzed by the Strategic Planning Steering Committee (SPSC) and other groups on campus to refine the goals and objectives of the strategic plan and to direct our overall efforts.

2I2. Communicating Priorities

As mentioned above, our robust strategic planning process ensures that a centralized process exists for deciding upon key focal points and substantial new initiatives for the university. Recently, the Strategic Planning Steering Committee (SPSC) began discussing our current AQIP

Action Projects and has decided to examine the possibility of retiring our existing projects and devising new ones as we move ahead during the subsequent academic year. Two items of note were introduced as potential action project items:

1. Internal and external communication
2. Student advising

These two items represent areas of concern that have been affirmed by the multiple areas of the university represented on the SPSC. Once a final recommendation has been made by the SPSC regarding our new AQIP Action Projects, this will be communicated to the Chancellor, Vice Chancellors and other relevant administrative units that will be affected by this potential change before a final decision is rendered.

Category Three: Understanding Students' and Other Stakeholders' Needs

3C1. Subcategorization of Students and Other Stakeholders

We currently subcategorize our student body into the following key groups, about which we collect substantial amounts of data:

- College
- Major
- Resident/Non-resident
- Full-time/Part-time
- Undergraduate/Graduate
- First Year Experience/Upper division

- On campus/Off campus/Distance
- Sex
- Race/Ethnicity
- First Generation
- Conditionally Admitted Students

Regarding key groups of other stakeholders, UNO identifies the following key groups:

- University of Nebraska Board of Regents
- UNO Students
- Parents of UNO Students
- K-12 Districts

- Alumni
- Employers
- Community Partners

3C2. Short-Term and Long-Term Requirements and Expectations

Because of the fact that we are becoming a more traditional campus as our student demographic has evolved over the last decade, UNO has initiated a number of projects to meet the needs and expectations of an increasingly traditional student body. Many of these changes relate to the physical nature of the campus (detailed throughout Category 8) as well as supplementing support areas such as student health and student organizations, which have, historically, not been utilized extensively by our predominantly non-traditional student body. Additionally, services, such as career exploration and outreach, have witnessed increasing demands from students as they progress into the workforce. Therefore, UNO has endeavored to supplement these areas in ways that maximize the services needed by our evolving student base.

Regarding stakeholder, our primary concern is with the expectations and requirements of our governing body, the Nebraska Board of Regents (BOR). The BOR regularly monitor and assess many aspects of UNO's operations, including student learning assessment, facilities utilization and student enrollment. The requirements and expectations of our other stakeholder groups listed above vary according to their situation, but all fall within the parameters of our mission as a metropolitan university. Furthermore, each of our stakeholders has multiple opportunities to articulate their requirements and expectations, including in our annual Strategic Planning Forums, which involve all of our key partners and stakeholders.

3P1. Identifying and Responding to Changing Student Needs

Among other initiatives, UNO annually conducts a large number of campus-wide student surveys in an effort to collect feedback about student experiences at our institution. A list of student and related surveys in 2007-2008 is included below:

- New Freshmen
- Entering Transfers
- Your First UNO Year (end of year for freshmen)
- Your First UNO Year as a Transfer Student
- National Survey of Student Engagement

- Graduating Seniors
- Graduating Master's, PhD's
- Recent Graduates & Alumni Surveys

Most importantly, UNO regularly participates in the National Survey of Student Engagement (NSSE), which is a nationwide survey of freshmen and seniors that looks in-depth at experiences in the classroom, student engagement outside the classroom, and overall satisfaction with academic programs and student progress.

Furthermore, the Office of Institutional Research (IR) continually provides enrollment updates and instructional productivity indicators and Delaware Study of Instructional Costs comparative data to relevant deans, chairs, directors and academic administrators that are disaggregated in multiple ways. Among other items, IR tracks data related to:

- Student Credit Hours
- Faculty FTE
- Student Majors
- Degrees Awarded
- Instructional Productivity Ratios

All of these data are shared with relevant units who are able to adjust policies and actions related to the appropriate student population about which the data pertains.

In addition, UNO's Office of Academic and Student Affairs (OASA) continually collects usage information in areas such as the university library, student recreation and student health in an effort to remain responsive to student needs.

3P2. Building and Maintaining Relationships with Students

Along with typical faculty/student interaction in academic endeavors, UNO also sponsors more than 100 clubs and organizations for students, most of which have faculty sponsorship at some level. Furthermore, UNO's Student Organizations and Leadership Programs (SOLP) office strives to complement academic activities and enhance the overall education experience of the student through development of, exposure to, and

participation in social, cultural, governance, leadership and recreational programs. Participation in co-curricular activities and programs allow students to develop skills that will enable them to be more effective citizens and leaders in the university environment as well as in the community. A complete list of organizations available for students can be found at **http://studentorgs.unomaha.edu/clubsandorgs.php**.

UNO also has developed a number of learning community programs and initiatives that build a stronger academic experience among specific subsets of students with common goals and interests. Since 1972, for example, UNO has coordinated the Goodrich Program, which provides a college education for Nebraska residents who might otherwise find college difficult to afford.   The Goodrich Program offers a three-pronged approach, providing the following:

1. Financial aid in the form of tuition and general fees toward a bachelor's degree
2. A specialized curriculum emphasizing the humanities and the social sciences via a multicultural perspective
3. A comprehensive program of academic support, advising, and related student services

Other learning group populations include our First Year Experience (FYE), Honors Program, and the newly established Thompson Learning Community (described below in 3R2).

3P3. Identifying and Responding to Other Stakeholders' Changing Needs

Board of Regents
 The overall direction of UNO is determined by the University of Nebraska Board of Regents (BOR) and, generally, directives originating from monthly board meetings and conveyed through regular communications with the BOR are clear with little ambiguity.

Parents
Regarding parents, UNO's New Student Enrollment Services regularly collects information through surveys of parents during new student/parent orientation, though we are lacking a structured mechanism for collecting data from the parents of currently enrolled students. At present, UNO is developing a strategy to improve this aspect of communicating with parents.

K-12 Districts
UNO's relationship with metropolitan area K-12 districts is facilitated primarily through the Metropolitan Omaha Educational Consortium (MOEC), a unique collaboration between UNO and the twelve metropolitan area school districts, which has facilitated close relationships between all participating parties. The consortium is a catalyst for identifying high priority issues common to member organizations and addressing these issues through joint task forces and projects. MOEC provides a forum for professionals from across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. UNO is the headquarters for MOEC and, thus, is integral to the functioning of the organization.

Alumni

UNO is fortunate to have a very active and well-connected alumni association to facilitate relationships between the university and its alumni. The president of the UNO Alumni Association is a member of various university committees including, most importantly, the Chancellor's Council and the Strategic Planning Steering Committee. His membership in these groups ensures that open lines of communication exist between the campus and the entity responsible for cultivating relationships with our alumni.

Employers

Along with unit-specific connections with employers within certain fields, UNO also contracts annually with Economic Modeling Specialists, Inc. to determine trends in the local and regional economy (referenced in 1P2) in an effort to develop and modify courses and programs. In addition, the Office of Career Exploration and Outreach regularly collects feedback from employers about UNO students and the career fairs organized each semester to make determinations about future action items.

Community Partners

Community partners feed information back to the campus through forums, advisory boards, and assessment instruments. From internships to service-learning, the partnering of UNO students, faculty and staff with community leaders and organizations allows the campus to be informed, responsive, and involved at many levels.

3P4. Building and Maintaining Relationships with Key Stakeholders

Board of Regents

The Board of Regents (BOR) meets nearly every month and is responsible "for general supervision over all elements of the University, control and direction of all expenditures, and for general operating policies of the University." UNO representatives including, most regularly, the Chancellor and Senior Vice Chancellor for Academic and Student Affairs, attend all meetings to answer questions and report on specific directives.

Parents

As mentioned above, this is an area of development.

K-12 Districts

The Metropolitan Omaha Educational Consortium (MOEC) is most clearly connected to UNO's goal of building strong relationships with the Omaha area K-12 districts. Along with regular meetings between MOEC partners, the group has sponsored many initiatives in the past along common themes of development. Currently, MOEC has identified the following items as "high priority issues":

1. Staff Development
2. Instructional Technology
3. Pre-Service Preparation of Educators

4. Assessment
5. Community Relations
6. Early Childhood Education
7. Assistance to Beginning Teachers
8. Safe Schools
9. Human Resources
10. Effective Instructional Practices
11. Efficiencies

Subsequently, all of the MOEC partners have worked together to facilitate the development of the items listed above and will continue to identify areas of common interest.

Alumni
Regarding alumni, UNO's Alumni Association was founded with the express purpose of building relationships with graduates of the university. The Alumni Association has identified four strategic initiatives that contribute to this mission:

1. **Communicate:** Encourage multi-way communication with key constituencies to advance UNO and the alumni association.
2. **Connect:** Design and deliver programs that connect alumni, students and donors with UNO.
3. **Cultivate:** Reinforce the relationship between UNO and its alumni, and cultivate the relationship between alumni and their alumni association.
4. **Construct:** Effectively manage and grow our resources as we build a strong and independent voice for UNO.

Employers
Regarding employers, the university utilizes a variety of unit-specific advisory boards that involve many groups that employ UNO graduates. Furthermore, the Office of Career Exploration and Outreach (CEO) has established an Annual Sponsorship Program that provides employers with an opportunity to partner with UNO to provide students and alumni with a broad range of career development services. The CEO also hosts regular career fairs that are attended by multiple area employers and hundreds of students annually in searching for employment.

Finally, the University of Nebraska Foundation, the fund-raising arm of UNO, builds relationships with many of the groups listed above and others in an effort to encourage financial support of the institution.

Community Partners
UNO faculty and staff regularly engage with community partners in venues such as consulting, partnership projects, board membership, joint service projects, workshops and other development activities. Community partners may find opportunities to partner with UNO by viewing opportunities at the campus website, through contact with the campus administrators including college deans, or through public events on campus.

3P5. Addressing New Student and Stakeholder Groups

UNO is a campus that, historically, has embraced creativity and has welcomed feedback from both the internal and external communities regarding new initiatives. Thus, many of the new programs involving student or stakeholder groups emerge organically with little centralized direction. The approval of every new initiative, however, progresses through previously established relevant processes, which ensures that any substantive proposal aligns with UNO's Strategic Plan.

3P6. Collection and Processing of Student and Stakeholder Complaint Information

For students, procedures for resolving academic disputes are included in the university catalog and vary slightly by college. Generally, the procedures progress through the following steps:

Step 1: Students wanting to appeal a grade or other judgment by an instructor shall attempt to discuss the matter directly with the instructor.
Step 2: If the student and the instructor do not reach a satisfactory agreement, the student may submit an appeal in writing to the chairperson of the department/school in which the course is offered.
Step 3: If the student and chairperson do not reach a satisfactory agreement, the student may submit an appeal in writing to the Dean of the College in which the course was offered. The decision made at this level, which would include a hearing by a faculty-student appeals committee, will be final.

Non-academic complaints may be resolved through the Office of Academic and Students Affairs on a case-by-case basis or through the office of the UNO Ombudsperson (**http://www.unomaha.edu/ombuds.php**). This position of Ombudsperson was established at UNO in the fall of 1970 for the purpose of receiving and investigating complaints from students, faculty and staff and all inquiries to this office are considered confidential. The Ombudsperson is ordinarily able to suggest a procedure for pursuing a remedy within the system but, if no procedure is available or is not adequate, she/he can provide assistance by making recommendations to appropriate administration offices for resolution in other matters. Also, any student having a complaint regarding discrimination is urged to bring the complaint to the attention of our Office of Diversity & Equal Opportunity.

Regarding stakeholders, along with unit-specific initiatives to collect constructive feedback from community partners and alumni, our annual Strategic Planning Forums involve representatives from all of our most important external stakeholder groups. One of the key elements of these forums is to solicit feedback from the various individuals and groups in attendance and to incorporate that feedback into future discussions about the direction of the institution. Furthermore, the forums provide the opportunity to update the internal and external communities as to what has been accomplished over the previous year, much of which has been connected to the previously collected feedback.

3P7. Determination of Student and Stakeholder Satisfaction

UNO's primary mode of determining student satisfaction is through the use of national and local perception surveys listed above in 3P1. Furthermore, each department and college collects and assesses student evaluation data from each course offered at UNO. College summaries of the data are available for use by deans, department chairs and individual faculty for use in determining appropriate action.

For stakeholders, our Strategic Planning forums provide ample opportunities to offer feedback regarding the activities of the institution. In addition, most academic units across campus collect information related to their internship programs with local employers including determining their overall satisfaction with UNO students. Likewise, UNO's Service-Learning Academy (SLA) holds regular focus group sessions with many of its 200+ community partners to determine the effectiveness of their activities and to make modifications.

3R1. Results for Student Satisfaction

Overall, students are very satisfied with their experiences at UNO. For example, in our most recent graduation survey results, nearly 93% of students indicated they would recommend UNO to other students. Other key areas of inquiry have resulted in similar findings:

- 89% say they have the knowledge and skills necessary to compete for jobs.
- 82% say they have the knowledge and skills necessary to compete with graduates of other schools for professional or graduate programs.
- 89% say their academic work in their major prepared them for a job.

In areas related specifically to their academic instruction and intellectual development, our students have indicated:

- Over 94% are satisfied with the opportunities to develop their critical reasoning skills
- Nearly 92% felt satisfied with the opportunities to develop their writing skills.
- Over 92% felt satisfied with the opportunities to develop their quantitative skills

3R2. Results for Student Relations

UNO's current freshman to sophomore retention rate is outlined below and is notably higher than many of our urban metropolitan university peers.

Figure 3.1

Freshmen Student Retention %
First-Time, Full-Time Degree-Seeking
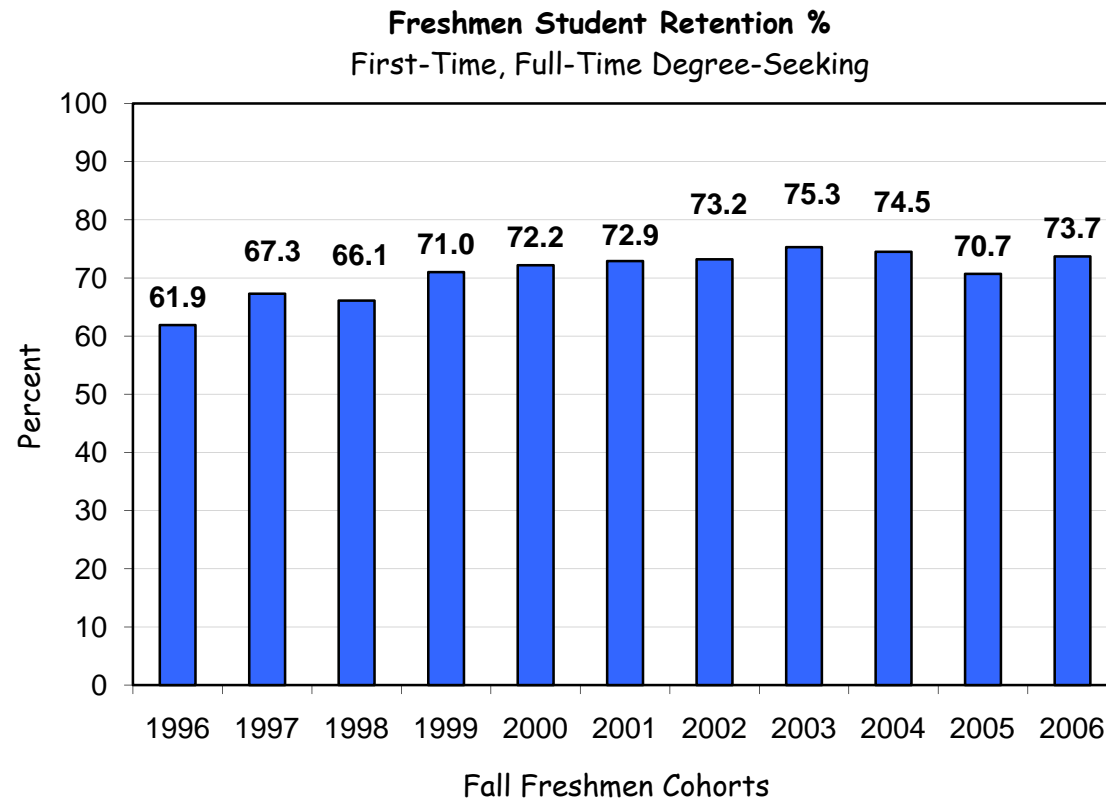
One area of potential improvement involves our total volume of students who transfer from UNO to another institution, which averages around 30% each year. This number, however, is somewhat higher than it might be under normal circumstances since approximately 18% of our transfer students enter professional programs in allied health fields following their sophomore or junior years. UNO does not currently offer programs in those areas and, thus, we are disadvantaged since this is a segment of occupational growth nationwide.

Furthermore, our office of Student Organizations and Leadership Programs (referenced above in 3P2) has collected the following data regarding student participation in many of its key initiatives:

Figure 3.2

Program Name	Average number of students participating yearly
Emerging Leaders	60-85
Fall Conferences	75-100
Cultural Program Events	400-600
Student Programming Events	2500
Greek Life Programs	400
Student Government and Agency	100-300
Clubs and Organizations	1500
Community Service Events	1600

Likewise, the establishment of the UNO Thompson Learning Community (TLC) in 2008, modeled largely after the Goodrich Program listed above in 3P2, is a significant attempt by the university to build relationships with students with financial need and strong academic potential. A recent commitment by a local foundation has allowed UNO to recruit approximately 70 incoming students with financial need who have been given full scholarships for the 2008-2009 academic year. Our current expectation is that no cap will exist in the future on the numbers of students that can enter the TLC, which may have a profound effect on the educational environment of the entire state. Most notably, as a metropolitan university that serves a diverse local and regional community, the TLC will provide a substantial boost to our efforts to recruit and retain a diverse and talented student body. More information about the TLC can be found at **http://www.unomaha.edu/thompsonlc/index.php**.

3R3. Results for Stakeholder Satisfaction

Although this is generally an area of development, UNO's Office of Institutional Research and the UNO Alumni Association recently combined to conduct a thorough survey of alumni and found that nearly 100% of alumni felt that their UNO experiences allowed them to grow personally and pursue a rewarding career. The survey also indicated that a much lower number of alumni felt that their UNO experiences allowed them to network with others with 10.5% indicating a virtual absence of networking opportunities. This result is largely attributable to the fact that UNO has, historically, had relatively little on-campus housing and has struggled to integrate students completely into the culture of the institution. With the addition of over 1,500 beds for use by students since the late 1990s, we feel that we are progressing in a manner that will allow us to facilitate building stronger relationships with our students and, ultimately, our alumni.

3R4. Results for Stakeholder Relations

Among other things, the number of relationships UNO has built with local employers and organizations has grown tremendously in the last decade. One indication of this is the fact that we sponsor, on average, approximately 1,300 internships per year in the local community. One area of development here will be to centrally collect and analyze the numerous focus group and survey results that academic units typically generate for internal improvement purposes.

Figure 3.3
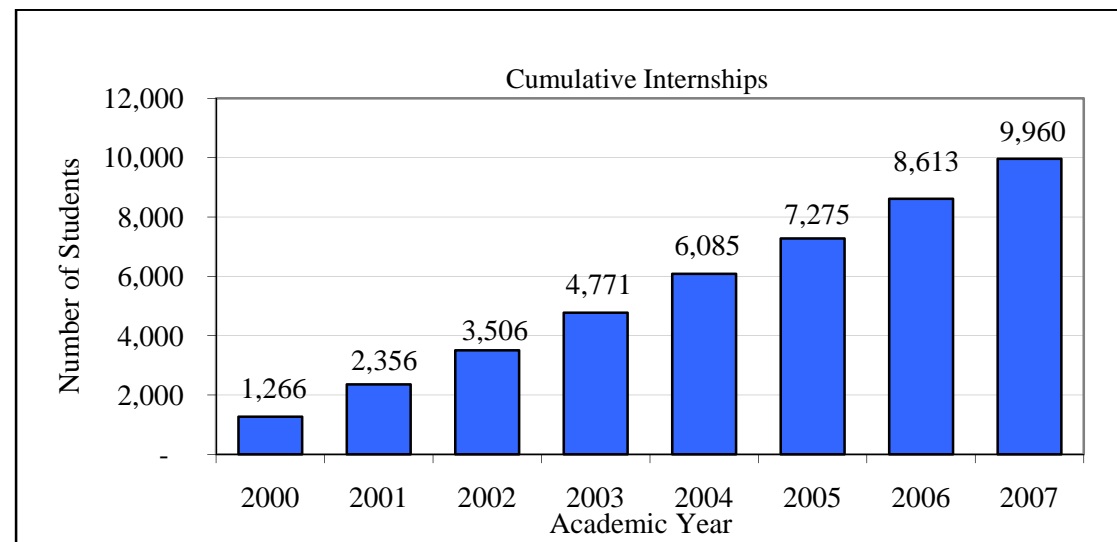
In addition, UNO has recently completed a major renovation of one of our academic buildings and has begun construction on a new structure for the College of Business Administration. Both of these endeavors were made possible through private donations; the first project required $4.5 million in private funding, while the new CBA building is being constructed at an estimated cost of nearly $40 million. The public support for both of these projects is but one indicator of the strong relationships UNO has built with the local community.

Regarding our relationship with K-12 districts, we have relatively recently developed a large and successful Dual Enrollment program with all of the Omaha area school districts at their request. Particularly because of a lack productive and collaborative partnerships with other institutions in the area that were sponsoring various manifestations of dual credit opportunities for students, several metropolitan districts approached UNO about

partnering in such an arrangement. Following intensive internal discussions, we agreed to begin offering dual enrollment classes in 2003 and, since that time, UNO has worked closely with each of the districts in the area to enhance our partnerships. Currently, UNO's Dual Enrollment program has established relationships with 22 high schools in 10 districts and enrolls approximately 3,000 students each year. Most importantly, UNO has begun recruiting these students as incoming freshman at a higher rate than in the past before the existence of our Dual Enrollment program.

3R5. Comparison of Results with Other Institutions

Primarily because our campus is rapidly changing with, among other things, the addition of new student housing, we consider this an area of development that will be reevaluated over the next few years as the composition of our student body changes.

3I1. Improvement of Processes to Meet Student and Stakeholder Needs

Our current processes for understanding the needs of key student and stakeholder groups are generally productive. Our Strategic Planning Forums, unit-generated satisfaction surveys, and the various perception instruments we administer to students provide us with relevant and useful data. Our primary obstacle has been acting upon the data in meaningful ways. Thus, most of our efforts in quality improvement as we progress as a campus will involve the coordination of data sharing and the use of those data in making important decisions.

3I2. Communicating Priorities

Generally, our Strategic Planning Steering Committee (SPSC) provides overall guidance for our campus and identifies targets for improvement. The SPSC, for example, has determined that Goal 3 of our Strategic Plan (community engagement) needs to be modified and they are currently in the process of doing so. In many areas, however, because we are largely a decentralized campus, many projects are initiated at the unit level with little campus-wide coordination. We have identified this as a major deficiency in our quest to improve our processes and have chosen campus communication as an Action Project for the upcoming year. With improved internal communication and coordination we are optimistic that data that should be shared will be shared appropriately and acted upon accordingly. Externally, the Chancellor and other administrators release results and improvement priorities in news releases, the alumni magazine and newsletters distributed to community partners, and parents. The Student Government President who also acts as a Student Regent at all meetings with the Board of Regents is a key to communicating with students as to results and improvement priorities.

Category Four: Valuing People

4C1. Organization of Work Environment, Activities and Job Classifications

First and foremost, UNO's 2003 merger that created the Office of Academic and Student Affairs out of two separate offices encourages and enhances the academic and co-curricular development of students. In addition, UNO administration has actively pursued a strategy of connecting all of the academic support areas under the domain of Academic and Student Affairs.

For faculty positions, since UNO is an official American Association of University Professors (AAUP) campus, all members of the Bargaining Unit (and those excluded) are clearly outlined in the AAUP contract. The following positions, when full time, are generally considered part of the Bargaining Unit:

1. Assistant Instructor
2. Lecturer
3. Instructor
4. Assistant Professor
5. Associate Professor
6. Professor, Research Fellow
7. Senior Research Associate
8. Research Associate
9. Community Service Associate
10. Coordinator, Counselor, Librarian (all specialties)

For most administrative and staff positions, two basic classifications exist; Managerial/Professional and Office/Service. Each classification has multiple families and zones based upon the duties, responsibilities and requirements of the position and our Human Resources Office (HR) maintains documentation related to such. The written description of each position defines the position, describes the most typical duties and responsibilities, defines the type and extent of supervision received and exercised, and provides a summary of the minimum standards of education, training, experience and other qualifications required. Under the general direction of the Vice Chancellor Business and Finance, HR has the responsibility for classifying each staff position to determine the job family and zone assignment within a relatively new structure known as the NU Values System. This system is intended to create a more flexible and efficient classification and compensation system as well as an improved linkage between merit pay and performance. Detailed information about the NU Values system can be found at **http://www.unomaha.edu/humanresources/Documents/nu_values_on-line_manual.pdf**.

Regarding student workers, UNO participates in the Federal Work-Study program, which provides job opportunities for undergraduate and graduate students with financial need, allowing them to earn money to help pay educational expenses. UNO regularly employs approximately 375 students each year in the program and student workers serve in virtually every office and department across campus. UNO's Office of Human Resources attempts to align students in their areas of interest since a significant factor in postgraduate career choice can be part-time experience

that exposes students to career-related opportunities. In addition, UNO has operated under the premise that student employment can be a contributing factor in student retention and, thus, we have attempted to ensure there are ample opportunities for student employment on campus.

4C2. Part-Time Employment and Institutional and Geographic Factors in Work Environment and Job Classification

Because of our geographic location within a metropolitan area, UNO has access to a large number of skilled workers for faculty, staff, and administrative positions. Conversely, the challenge is that, because we are within a metropolitan area, the competition for skilled workers is often intense. Therefore, HR and other entities continually monitor compensation rates for the various categories of employees outlined in 4C1 to assess the comparability of our pay ranges with external groups.

For part-time faculty, we are fortunate to have access to an extraordinarily well qualified pool, including distinguished emeritus faculty, in most academic areas. In addition, as a metropolitan university, UNO often invites community partners to teach in many applied areas, which enriches the experience for students who interact with industry experts. Below is a graphic illustrating the numbers and classification of our part-time faculty at UNO:

Figure 4.1

2007	Full-Time	Part-Time
Total number of instructional faculty	487	393

Rank of Part-Time Faculty (2007)	
Professor	12
Associate Professor	3
Assistant Professor	0
Instructor	113
Assistant Instructor	0
Lecturer	259
Community Service/Research Assoc	5
Other, Dir Public Services	1
All Ranks	**393**

4C3. Demographic Trends in Workforce Needs Over the Next Decade

UNO, through our Office of Institutional Research (IR) and Center for Public Affairs Research (CPAR) tracks Nebraska state, county, and city population estimates as well as the components of population change such as age, births, deaths, and migration, which help to demonstrate the dynamics of Nebraska's population. Other areas, such as technological literacy, are also tracked to obtain more detailed information about the specific characteristics of the Omaha area population. Lastly, Economic Modeling Specialists, Inc. (EMSI) provides new and replacement job statistics by occupation mapped to UNO's academic programs. This information is used by Deans with faculty in program and curriculum planning and may also be used in discussion with Advisory Boards.

4C4. Faculty, Staff and Administrative Training

The key training initiative in the immediate future will revolve around the implementation of a new Student Information System (SIS) across all four of the University of Nebraska campuses. UNO's SIS is a mission-critical system responsible for all admissions, enrollment management, records management, course management, degree awarding, transcripts, financial aid and student accounts at the university. Thus, multiple areas will be impacted by the implementation of the system and a variety of training sessions over the span of at least two years will be necessary to ensure a successful transition.

Currently, regular training sessions are also available to all who use the University of Nebraska SAP system for financial, human resources, and grants management. Furthermore, Information Technology Services (ITS) offers an array of training workshops in instructional technology, plagiarism detection, Blackboard use, distance education course preparation and other topics.

4P1. Credentials, Skills and Values Required for Faculty, Staff and Administrators

Because of the clear delineation of job duties and descriptions listed above in 4C1, the credentials, skills and values required for virtually all positions at UNO are easily identifiable. Generally, search committees and/or supervisors establish the specific credentials, skills and values required early in the process. Furthermore, for the last several years, UNO has utilized the People Admin online employment application system for all hiring at the university. The Human Resources department has implemented this system in order to automate many of the paper-driven aspects of the employment application process and to ensure that only qualified applicants are considered for open positions.

The People Admin system allows users to:
1. Create and submit job requisitions
2. View applicants' files
3. Notify HR of decisions regarding the status of each applicant

The system is designed to benefit the users by facilitating:
1. Faster processing of employment information
2. Up-to-date access to information regarding all requisitions
3. More detailed screening of applicants' qualifications before they reach the interview stage

4P2. Recruitment, Hiring and Retention

UNO recruits by listing our positions in a variety of appropriate print and electronic locations, our web site, the local Workforce Development Offices, approximately 40-50 agencies and schools with diverse constituencies and through job fairs. Individual units may also specify placing advertisements in newspapers, discipline-specific list serves and other related media. We hire following EEOC, state, and university guidelines for equity and for compliance with the advertised requirements for the position. There is oversight to insure policies and procedures are followed and the university is represented well to applicants. For retention, UNO offers a generous benefits and leave package and we encourage employees to voice their concerns through advertised channels such as the Staff Advisory Council, the Chancellor's Commission on the Status of Women, the Ombudsperson's office and informal and formal grievance procedures.

For new faculty hires, The Office of Academic and Student Affairs coordinates a yearly new faculty orientation. Theses workshops have been a tradition at UNO for more than 30 years and provide new faculty and teaching assistants with an opportunity to meet one another in an informal setting while learning about UNO. Although significantly revised recently, session topics typically include UNO's metropolitan mission and strategic goals, advice/skills for success at UNO, active classroom ideas, academic support services and faculty development opportunities. In addition, all new staff and administrative employees are required to attend an orientation session conducted by the Human Resources Office. During orientation, employees are given a more in-depth view of UNO policies and procedures and provided details about items such as benefits.

Changes in personnel are anticipated based upon trends such as the number of employees or faculty approaching retirement and the tracking of turnover.

4P3. Communication, Cooperation and Ethical Behavior of Employees

Although the university encourages cooperation and skill sharing within units, the decentralized nature of many areas of the institution poses a tremendous challenge from a communications perspective. We are currently examining the possibility of developing an AQIP Action Project based upon enhancing elements of communication across UNO.

Regarding the ethical practices of all employees, UNO's Accounting Services department is responsible for the recording of all accounting transactions, accounts payable functions, fixed asset reporting, and the financial reporting of UNO. Accounting Services reviews all financial transactions for compliance with statutory requirements and generally accepted accounting principles. All university funds are deposited with and

dispersed by the State of Nebraska and Accounting Services serves as UNO's liaison with the State of Nebraska accounting system. Conflict of interest guidelines, a Confidentiality Statement for Employees with Access to University Business Systems, and compliance with FERPA when accessing student records are addressed in various locales on UNO's website and in employee handbooks. The values stated in the UNO Strategic Plan also describe sharing of core values in developing people's talents and practicing the principles of inclusion, openness and diversity.

In addition, our Institutional Review Board (IRB) has been established to assure the protection of all human subjects in research projects conducted by anyone on the premises of the University of Nebraska Medical Center (UNMC) and UNO or conducted elsewhere by faculty, students, staff, or other representatives of the university in connection with their institutional responsibilities. All personnel involved with the conduct of human subject research at UNO are required to complete Collaborative IRB Training Initiative (CITI) training and new research protocols or continuing review of on-going projects are not approved until all key personnel have been trained and certified. Likewise, the use of vertebrate animals in research and training at UNO is also closely regulated by UNO and UNMC's Institutional Animal Care and Use Committee (IACUC). Students, staff, and personnel are required to complete training in the ethics of animal research, occupational health, and the safe and appropriate conduct of specific research procedures. All research and training with vertebrate animals at UNO is supported by protocols that have been reviewed and approved by the IACUC.

4P4. Training and Professional Development

All UNO employees are offered some form of professional development on a regular basis. For example, during September 2007 the following workshops were offered for a variety of constituencies:

- Faculty Recruitment Workshop: Search Committee Training (3)
- Understanding Basic Investment Concepts
- 2007-2008 Teaching Circles/Research Triangles Kick-Off
- ELI Webinar: Emerging Worlds: Transformative Technologies for Teaching and Learning
- Basic Photoshop CS3: ITS Graphics Workshop

- Incorporating Student Presentations Into Your Class Faculty Brownbag Workshop
- Optimizing Graphics: ITS Graphics Workshop
- Proactive Approaches to Teaching Students with Disabilities in the Classroom and Online
- Community of Science (COS) Training Demonstrations
- Understanding the Reappointment, Promotion & Tenure (RPT) Process

Also, with UNO's increasing emphasis on the utilization of technology, ITS has become increasingly active in developing workshops and training sessions to facilitate the effective use of technology on campus. During the last academic year, ITS offered over 75 training sessions on a variety of technology-related topics.

In addition, for the last several years UNO has sponsored a very successful series of training programs entitled "Pathways to Harmony," which enhances the ability to function in an ever changing work environment. "Pathways" offers experiential workshops, activities and discussions that provide an increased awareness of the dynamics of prejudice and the barriers that decrease cross-cultural communication.

Likewise, to encourage continued professional development beyond the first several years of university service, faculty with at least six years of university experience are also eligible for Faculty Development Fellowships (FDF), which are awarded on a competitive basis. Once awarded, each FDF recipient must spend at least one year in the employment of the University after completing the FDF and must submit a written report to his or her dean about activities undertaken during the FDF award period. This report is used in the evaluation of future requests for additional FDFs by the faculty member.

Furthermore, most full-time faculty at UNO are afforded official research time within their typical workload. Such a provision allows for the continued development of research projects and allow faculty to fully utilize their academic training and expertise to contribute to their respective disciplines and to inform their teaching. Approval of research allocation time is contingent upon continued evidence of research productivity, which is determined by department chairs and deans.

4P5. Determination of Training Needs

Virtually all of UNO's scheduled workshops conduct satisfaction surveys and query attendees about future topics. In addition, the administration relies on data compiled from items such as the UCLA Faculty Survey, local staff surveys and on feedback from relevant committees and groups to identify significant areas of concern that could be addressed through future professional development opportunities.

4P6. Personnel Evaluation

The performance of all UNO full-time employees, including faculty, are reviewed each year. For faculty, the annual reviews are completed electronically and include a summary of activities and accomplishments in teaching, research/creative activity, and service during the previous year along with a set of goals for the upcoming year.   The amount of documentation included with the annual review depends largely on unit's policies and expectations. The department chair/school director is responsible for preparing annual assessment of faculty performance and annual assessment of faculty objectives for each member of the department/school, which is then returned to the faculty member. The dean of each college is responsible for reviewing the performance of all chairpersons/directors.

Similarly, full-time staff and administrators are evaluated annually either through an evaluation instrument provided by Human Resources or one designed in individual areas. Office/Service employees receive their first formal evaluation upon completion of their Initial Probationary Period, which is typically 180 days after hire. Additional performance evaluations are then due on an annual basis from the date of the first evaluation; though supervisors may complete a written evaluation at any time to note specific levels of performance, either favorable or unfavorable.

4P7. Recognition, Rewards and Compensation

Since 2004, the annual Chancellor's Strategic Planning Awards—one given for each of our three strategic goals--have been awarded to recognize units that exemplify a commitment to furthering UNO's Strategic Plan. Our first two strategic goals relate specifically to Category One, Helping Students Learn, and our third strategic goal—community engagement—relates directly to our other distinctive objectives outlined in Category Two. Thus, all of our Strategic Planning Awards have tied directly into those key areas represented in Categories One and Two.

In addition, UNO's Service-Learning Academy (SLA) sponsors annual Faculty, Student and Community Partner Awards event.
The SLA recognizes faculty members, individual students, groups of students, and one community agency representative each year and honor selected recipients at an annual celebration. These awards relate specifically to all three of our strategic goals since they enhance the academic components of UNO and engage the university with the community in a substantive way.

For compensation, merit raise clauses for faculty are generally inserted into the AAUP contract negotiated every two years. In accordance with this, each academic unit on campus has developed a process for awarding merit pay to faculty based upon the three areas of evaluation connected to the annual review; teaching, research and service. For staff and administrators, the NU Values described above in 4C1 is intended to align individual and departmental activities with UNO priorities and directions by, among other things, allowing for more flexibility to supervisors in assigning merit based compensation.

4P8. Motivation of Faculty, Staff and Administrators

Although we generally consider this an area of development, the UCLA Faculty Survey provides detailed information about the issues impacting motivation. The summarized results are shared with campus administration and faculty and campus discussion may results in actions to address problems. Courses of action may be decided upon by executive/academic administrators, Faculty Senate leadership, and others. Regularly conducted staff surveys provide valued feedback on key issues and motivation and actions are reviewed by appropriate campus constituencies.

4P9. Employee Satisfaction, Health, Safety and Well-Being

As with 4P8, we consider this an area of development. However, we do collect data on these topics through several perception surveys.

4P10. Personnel Valuation

We consider this an area of development and would welcome suggestions for improvement.

4P11. Credentials, Skills and Values Required for Faculty, Staff and Administrators

UNO utilizes work-related, industry standards for degree/education and experience requirements taken from benchmark positions and relevant local, regional, national classification and compensation surveys. Furthermore, we require training and oversight for hiring authorities and screening committees, adhere to EEO guidelines/regulations on job requirements and conduct background checks for relevant areas such as education degrees, driving records, criminal history.

4R1. Results of Personnel Valuation

Faculty at UNO generally report a positive attitude about their employment at and relationship with the institution. For, example, a recent UCLA HERI faculty survey indicated the following:

- **86%** indicated they felt their teaching was valued by faculty in their department
- **82%** reported positive overall job satisfaction
- **86%** would choose UNO again if you were starting anew

Because of the positive work environment we are able to foster at UNO, we are able to retain well over 85% of faculty new hires and we feel confident that our ability to cultivate relationships with faculty is an area of strength.

For staff, a strong indication of their satisfaction with their overall work environment and commitment to our campus is the 87% who recommend UNO as a place to work. Furthermore, 97% of our staff has indicated they would recommend UNO to potential students.

4R2. Results of Personnel Valuation Processes

For virtually all recruitment, training, and orientation sessions UNO collects feedback and attempts to make appropriate modifications. For example, during the fall of '05 our administration modified the annual new faculty orientation following an analysis of the feedback generated during previous years' sessions. The previous version, revolving primarily around an introduction to pedagogical techniques, was revised to incorporate an increased number of sessions about elements of UNO outside of the classroom. An additional significant change included offering separate sessions for graduate assistants and inviting adjunct faculty, which had not been done in previous years.

4R3. Indications of Productivity and Effectiveness

A key indicator of the productivity of our faculty are the number of faculty involved in professional development activities, such as Teaching Circles and Research Triangles, which are sponsored by our Center for Faculty Development (CFD). Teaching Circles provide an opportunity for faculty and staff to discuss teaching issues/concerns with their colleagues with a focus on improving the teaching-learning process. Similarly, Research Triangles allow faculty with overlapping research agendas to pursue scholarly endeavors in a collaborative format. Both programs have

seen marked growth over the last five years and have provided multiple opportunities for faculty to contribute to the intellectual environment on campus. More information about Teaching Circles and Research Triangles can be found at **http://www.unomaha.edu/facdevelop/communities.php**.

Figure 4.2

Teaching Circles and Research Triangles Involvement

Circles:

Year	Number of Circles	Number of Faculty
2004-2005	13	92
2005-2006	15	128
2006-2007	27	234
2007-2008	36	272

Triangles:

Year	Number of Triangles	Number of Faculty
2004-2005	22	73
2005-2006	17	85
2006-2007	21	83
2007-2008	25	101

4R4. Comparison of Results with Other Institutions

Regarding valuing people, the percentage of full-time undergraduate faculty who agree that the following statements are VERY DESCRIPTIVE of UNO:

Figure 4.3

	2007-08		2004-05	
	Public 4-YR		Public 4-YR	
	UNO	Comparison	UNO	Comparison
The faculty are typically at odds with campus administration	6.3%	25.1%	5.3%	15.6%
Faculty here respect each other	57.1%	42.8%	53.1%	49.5%
There is respect for the expression of diverse values and beliefs	39.9	35.5%	30.5%	30.2%

Regarding processes with valuing people, the percentage of full-time undergraduate faculty who agree strongly or somewhat:

Figure 4.4

	2007-08		2004-05	
	Public 4-YR		Public 4-YR	
	UNO	Comparison	UNO	Comparison
Faculty here are committed to the welfare of this institution	95.8%	89.5%	n/a	n/a
The criteria for advancement and promotion decisions are very clear	81.8%	70.1%	n/a	n/a

Regarding productivity and effectiveness, the percentage of full-time undergraduate faculty who during the past two years, have engaged in the following activities:

Figure 4.5

	2007-08		2004-05	
	Public 4-YR		Public 4-YR	
	UNO	Comparison	UNO	Comparison
Taught an honors course	35.2%	17.1%	29.8%	16.5%
Taught an interdisciplinary course	40.1%	35.8%	36.1%	35.6%
Taught an ethnic studies course	14.8%	10.6%	12.3%	9.3%
Taught a women's studies course	10.6%	7.2%	10.0%	7.2%
Team-taught a course	31.5%	27.8%	33.3%	31.3%
Taught a service learning course	24.5%	20.9%	21.8%	20.4%
Placed or collected assignments on the internet	83.9%	73.3%	75.0%	67.9%

Taught a course exclusively on the internet	9.9%	19.9%	7.5%	13.7%
Participated in a teaching enhancement workshop	67.8%	60.8%	n/a	n/a
Advised student groups involved in service/volunteer work	44.4%	45.0%	40.7%	44.6%
Collaborated with the local community in research/teaching	66.4%	51.6%	60.2%	49.8%
Developed a new course	61.5%	64.6%	56.5%	66.2%
Taught a seminar for first-year students	12.0%	21.1%	14.2%	18.4%
Engaged undergraduates on YOUR research projects	38.7%	38.7%	n/a	n/a
Worked with undergraduates on a research project	53.5%	55.7%	66.7%	63.6%

For UNO staff, results from a 2007 local survey indicate that employees generally feel safe, productive, and valued by the institution.

Figure 4.6

My working conditions are safe.	4.2*	**4.1 (other Omaha area employees)**
I like the work I do.	4.4	**4.4 (UNO 2003)**
My job makes good use of my skills and abilities.	4.0	**4.1 (UNO 2003)**
Compared to similar jobs with other employers in the Omaha area, UNO pay is competitive.	2.6	**3.1 (other Omaha area employees)**

*0-5 scale with 5 indicating a high level of agreement with the statement

One area of concern is maintaining appropriate compensation levels for our staff, who are often paid less than those in comparable positions in the private sector. Because we are a public institution dependent upon fluctuations in state appropriations, it has been difficult for us to maintain appropriate levels of compensation for certain positions across the university.

4I1. Improvement of Personnel Valuation System

Most processes at UNO, particularly in this area, are not analyzed or improved in a systematic fashion. Generally, when a committee, group, or individual recognizes the need to take appropriate action such an action is usually initiated through standard operating procedures or through executive action.

4I2. Improvement Priorities and Communication

UNO's primary mechanism for targeting improvement in virtually every area revolves around our strategic planning process. UNO's Strategic Planning Steering Committee (SPSC), for example, has recently identified Goal 3 of our Strategic Plan--Community Engagement--as an area of development and is beginning to craft campus wide strategies that will address this.

In 2001, UNO committed to routine surveys of faculty and students that would allow us to follow trends and compare nationally. Having finally completed three cycles of the UCLA HERI Faculty Survey and the National Survey of Student Engagement (NSSE), the results from these efforts have given us valued feedback. Our NSSE results are made publicly accessible through publication in the USA Today and through the Voluntary System of Accountability (VSA). Faculty results are shared internally with stakeholders for improvement purposes. Lastly, due to our increased focus on community engagement, efforts to improve our systematic data collection are underway and will be reported out to stakeholder groups as we become more refined in this area.

Category Five: Leading and Communicating

**5C1. Leadership and Communication Systems**

The entire University of Nebraska system, including UNO, is governed by an elected Board of Regents (BOR) with a system president responsible for the overall operations of NU's four campuses. The regents meet nearly every month and are elected from each of eight districts across the state, represented on the map below. The student body presidents of the four campuses also serve in an ex-officio capacity on the board.

Figure 5.1
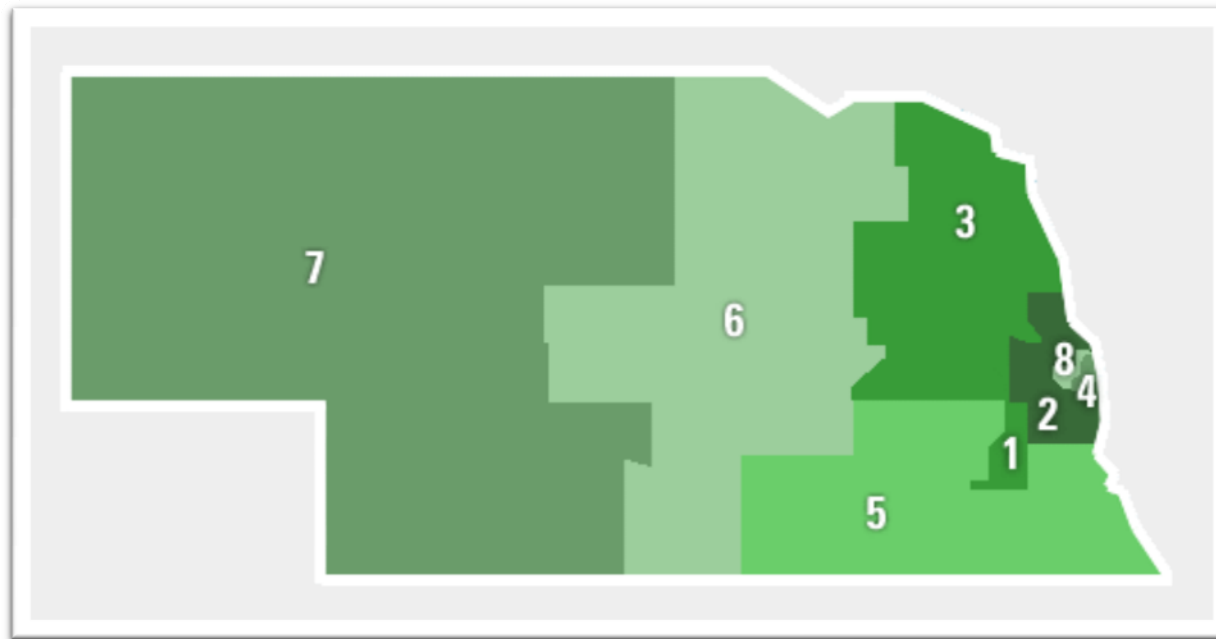
Each of NU's four campuses are guided by separate chancellors, who report directly to the system president. At UNO, the chancellor is responsible for all academic and non-academic campus operations. UNO currently employs two vice chancellors—the Vice Chancellor for Business and Finance and the Senior Vice Chancellor for Academic and Student Affairs (SVCASA)--which report directly to the chancellor and are responsible for all activities within their specific domains. UNO has identified the SVCASA as the senior administrator on campus reporting directly to the chancellor primarily because the Office of Academic and Student Affairs, and the various units reporting to the office, are responsible for the vast majority of UNO's operating budget.

Figure 5.2
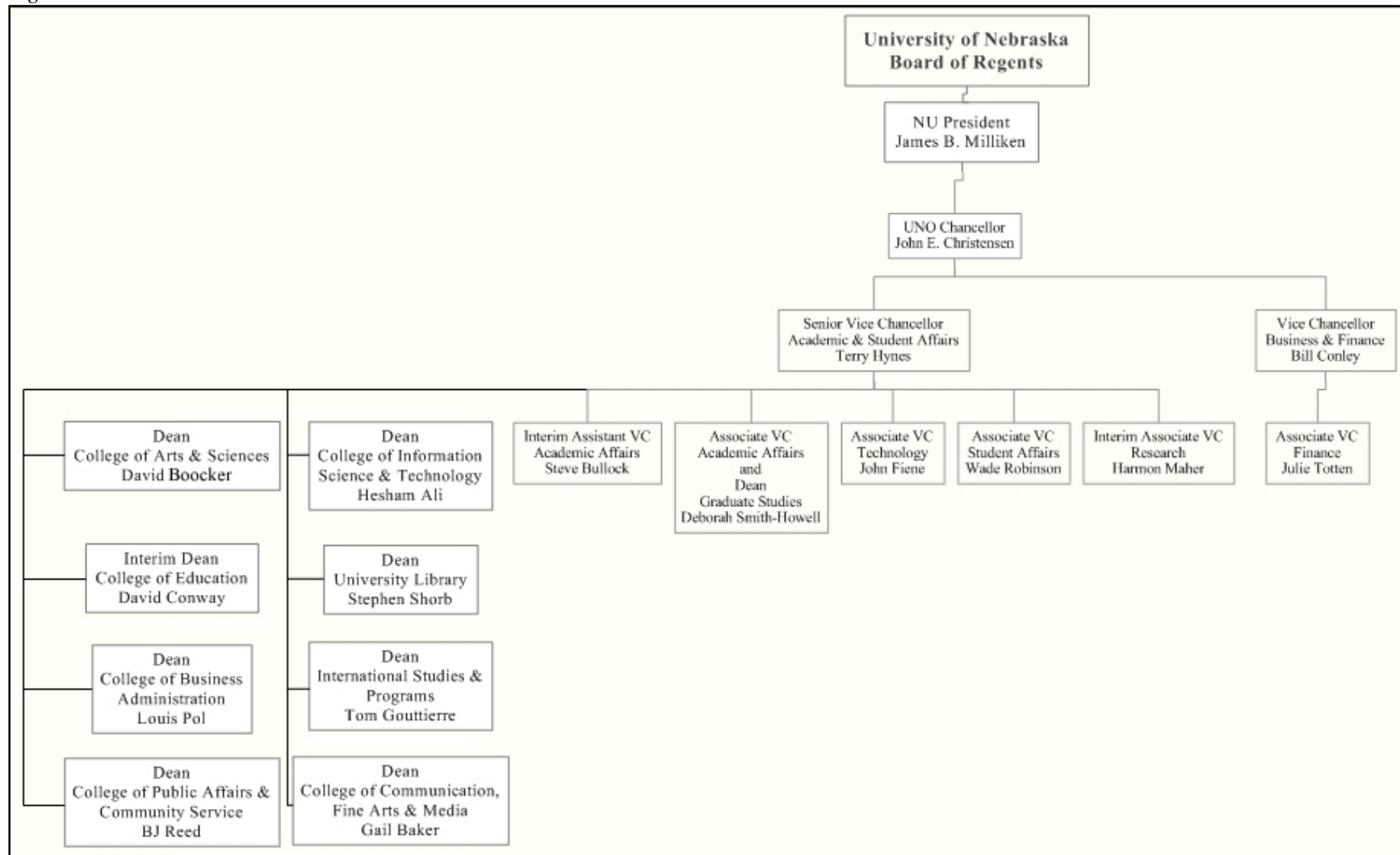
UNO also regularly convenes both the Chancellor's Cabinet, comprised of senior campus administrators, and the Chancellor's Council, comprised of a larger group with many different constituencies represented, as mechanisms for communicating and gathering feedback. Related to academic matters, although approval at the campus level and, occasionally, approval at the system level is required, UNO has historically been a relatively

decentralized campus with individual colleges initiating and directing many of the affairs in this area. Subsequently, UNO employs two active committees comprised of the deans of each college and other relevant administrators that offer insight into and feedback on many of the key decisions affecting the campus:

1. **Deans' Forum (monthly)**: Composed of all of the academic deans, the Dean of the Library, the Dean of Graduate Studies, the Dean of International Studies, the Senior Vice Chancellor for Academic and Student Affairs, and a selected group of senior administrators within Academic and Student Affairs.
2. **Academic Deans' Council (monthly)**: Composed of all of the academic deans, the Senior Vice Chancellor for Academic and Student Affairs, and a selected group of senior administrators within Academic and Student Affairs.

In addition, along with typical unit and college level committees, UNO employs a wide variety of campus-wide groups with many areas of oversight. First among these is the Faculty Senate (described in 1C5), which is intimately and broadly involved in virtually all functions of the campus. When appropriate, many of our other campus-wide committees also include faculty, staff, administrators, students, and community partners. A partial list of these campus-wide groups is included below:

- **Academic & Curricular Affairs Committee (Faculty Senate Standing Committee)**
- **Academic Freedom & Tenure Committee**
- **ADROCA Committee (Award for Distinguished Research or Creative Activity)**
- **Alumni Association, Board of Directors**
- **(APC) Academic Planning Council**
- **Articulation Task Force, UNO/UNMC/MCC**
- **Athletics, University Committee on**
- **Budget Advisory Committee (Faculty Senate Committee)**
- **Campus Safety Committee**
- **Chancellor's Advisory Committee for Inclusiveness & Diversity**
- **Chancellor's Commission on the Status of Women**
- **Chancellor's Council**
- **Educational Policy & Advisory Committee (EPAC)**
- **Educational Resources & Services Committee (Faculty Senate Standing Committee)**
- **Excellence in Teaching Award Committee, College**
- **Excellence in Teaching, University Committee on**

- **Executive Committee of the Faculty Senate**
- **Facilities Planning, University Committee on**
- **Faculty Grievance Committee**
- **Faculty Personnel & Welfare Committee (Faculty Senate Standing Committee)**
- **Goals & Directions Committee (Faculty Senate Standing Committee)**
- **Graduate Council**
- **Honors and Awards, University Committee on**
- **Judicial Committee**
- **Library and Learning Resources Committee**
- **(ORCA) Outstanding Research & Creative Arts Award Comm.**
- **(OTICA) Outstanding Teaching & Instructional Creative Activity Award Selection Committee**
- **Parking Advisory Committee**
- **Professional Conduct Committee**
- **Professional Development Committee (Faculty Senate Standing Committee)**
- **Professorship Committee (Kayser & Isaccson Professorships)**

- **Rules Committee (Faculty Senate Standing Committee)**
- **Staff Advisory Council (SAC)**
- **Strategic Planning Steering Committee**
- **Student Activities Budget Committee**
- **Student Affairs Committee**
- **Student Government**
- **Student Publications Committee**
- **Technology Resources & Services Committee**

- **(UCAT) University Comm. for the Advancement of Teaching,**
- **(UCRCA)University Committee on Research & Creative Activity**
- **UNO Distance Education Advisory Committee**
- **University-Wide Fringe Benefits Committee**
- **UNO Spirit Committee**
- **Wellness Stampede Advisory Committee**

Related to communication, UNO's most direct means of disseminating information is through a daily electronic publication, eNotes, which is the daily electronic news source for the campus community. In addition, annual Strategic Planning Forums provide the opportunity for a more detailed presentation on key campus initiatives. Information about the 2008 Strategic Planning Forum, including many of the PowerPoint presentations shared at the event, can be found at **http://www.unomaha.edu/plan/spring_ 2008.php**.

5C2. Alignment of Practices with Views of Board and Senior Leaders

The efforts of the entire NU system are centered on the Board of Regents' Strategic Framework, which is intended to guide university-wide and campus planning to help build and sustain the state in a way that offers its citizens educational and economic opportunity and a high quality of life. The framework consists of six overarching goals, which include:

1. The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.
2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.
3. The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.
4. The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.
5. The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.
6. The University of Nebraska will be cost effective and accountable to the citizens of the state.

In accordance with this framework, each campus has established a set of quality indicators that provide a means to evaluate achievement and momentum related to many of these objectives. UNO regularly reports on the following list of indicators:

- Accreditation and the Student Experience
- Administrative Site Freshman Average ACT
- Admissions Criteria Met by Freshman
- Age Group and Gender
- Average Age of Graduate Students
- Average Age of Undergraduate Students
- Compare All Faculty with Growth of Minority and Women Faculty
- Delivery Site Freshman Average ACT
- Diversity of Graduate Minority Student Enrollment
- Diversity of Graduate Minority Student Enrollment %
- Diversity of Undergraduate Minority Student Enrollment
- Diversity of Undergraduate Minority Student Enrollment %
- Enrollment History Administrative Site
- Enrollment History Delivery Site
- Faculty Engagement in the Community
- Faculty Willingness to Interact with Students
- Fall-to-Fall Retention Rates
- Freshman Average High School G.P.A.
- Freshman High School Ranking
- Full-Time and Part-Time Graduate Trends
- Full-Time and Part-Time Undergraduate Trends
- Full-Time Faculty by College and Ethnicity
- Full-Time Faculty by College and Gender
- Full-Time Minority and Female Faculty History
- General Education Outcomes
- Graduate School Rankings
- Impact of a College Education
- Impact of International Students
- Impact of Student Service Learning, Internships and Service
- International Students
- National Rankings
- National Recognition for Community Engagement
- Opportunities for Active Learning – Community Partnerships
- Opportunities for Active Learning – Internships for Credit
- Opportunities for Active Learning – Service Learning
- Participation in Teaching Circles and Research Triangles
- President's Higher Education Community Service Honor Roll
- Retention of Minority Freshman
- Six-Year Graduate Rates and Trend
- Sponsored Grants and Contracts
- Student Ethnicity Compared to Omaha Metro Ethnic Distribution
- Student Involvement as Evidenced by Contact with Tenured/Tenure-track Faculty
- Student-Peer Interaction
- Ten-Year Graduate Rate Trends
- Total on Campus Enrollment by State of Origin

Likewise, UNO's strategic planning efforts are conducted with the NU's Strategic Framework in mind and all substantive campus initiatives are expected to clearly align with that framework.

5C3. Institutional Ethics and Responsibilities to the Community

UNO's overall vision, as articulated by our institution through our Strategic Planning Steering Committee is stated below:

"The University of Nebraska at Omaha will be among the nation's premier metropolitan universities – a university of high distinction with strong academic and scholarly values distinguished by creative relationships with the communities we serve."

In addition, UNO has designed a value statement, which expresses our general institutional philosophies and expectations:

1. That knowledge enriches the lives of all people and is committed to preparing students to face the challenges of living and learning in an ever-changing world
2. UNO should strive to be an educational partnership characterized by the commitment of students to learning, faculty to the highest ideals of teaching, research, service, and staff to the highest standards of education and service
3. UNO believes in the welfare, talents, and future of our employees and their expanding professional development
4. UNO supports the educational, cultural, and economic strengths of our communities and is committed to enhancing these through teaching, research, service and outreach
5. UNO emphasizes the importance of educated and healthy citizens and programs that improve their quality of life
6. UNO embraces the principles of inclusion, representation, openness and diversity.

5P1. Setting Direction in Alignment with Institutional Mission

Quite simply, UNO's comprehensive and inclusive strategic planning process (described in 1C2) and the manner in which it is integrated within all levels of our institutional culture is predicated on aligning our institutional activities with our Strategic Plan and the NU Strategic Framework. Thus, all significant campus initiatives are expected to revolve around at least one of our three overarching strategic goals:

Goal 1: UNO will be recognized as a student-centered metropolitan university.
Goal 2: UNO will be recognized for its academic excellence as a metropolitan university.
Goal 3: UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities.

5P2. Guidance in Sustaining a Learning Environment

Because of our commitment as a metropolitan university, all of our senior leaders on campus seek to facilitate the building of relationships with the external community in an effort to enhance the learning environment. Most notably, UNO has been very active recently in acquiring resources and property and cultivating support that will positively impact student learning on campus. We have, for example, recently received the largest single donation in the history of the institution for the construction of a new $38 million building for the College of Business Administration. Other construction projects are underway involving new instructional and office facilities, student parking, and campus recreation. In addition, UNO recently acquired over 60 acres of land for development in an area in close proximity to our two current campuses, which will be utilized for athletic and recreation facilities, community outreach programs and additional student housing and parking. This project is being completed in conjunction with a private development that will feature an eclectic mix of shops, offices and private housing units. This private initiative is expected to unite this new campus location with UNO's other two, offering both those residing on, and commuting to, all three locations, increased access to entertainment, shopping and services.

5P3. Institutional Decision Making

Virtually all of UNO's academic decisions originate and have initial action taken below the college level before being sent up to the Office of Academic and Student Affairs. For other items that more broadly impact the institution, the committee structure mentioned above in 5C1 is usually employed to provide leadership in relevant areas or, if a more specialized and temporary consideration is needed, ad hoc committees or task forces may be convened. For example, in 2007 our Chancellor, following some deliberation and discussion with various group within the institution, organized the 12 Month Operational Task Force to consider the options and ramifications of meaningful year round educational offerings. The move was initiated primarily by the fact that institutional costs have risen in recent years while state support of UNO has stagnated. Thus, the chancellor convened the group with the intention of having them return to him a recommendation for action, which should be completed by the end of 2008. More information on the proceedings of this task force can be found at **http://www.unomaha.edu/12monthplan/**.

5P4. Using Information in the Decision Making Process

UNO is fortunate to have an active and effective Office of Institutional Research (IR) that collects, disseminates, and maintains important data elements about virtually all aspects of campus operations. Significant items, such as academic department indicators and peer comparison instructional costs from the Delaware Study, are reviewed at least annually by department chairs, deans, and other relevant administrators in the Office of Academic and Student Affairs. Key data elements that are reviewed include:

1. **History** (Summary)
   A nine-year summary of SCH, Faculty FTE, Majors, Degrees by department.
2. **Reports**
   Academic Department Indicators 1999-2000 through 2006-2007.
3. **Interdisciplinary Programs**
   Special reports of interdisciplinary majors and degrees
4. **Service Courses List**
   Standing list of service courses taught by college\department.
5. **List of Majors by Student Name**
   The list of majors by name in the college and department of the student's major. This list represents the count of majors as of Day 6 census in the fall terms and ties to the total count of majors reported in the Academic Department Audit Indicators.
6. **List of Degrees by Student Name**
   The list of students receiving degrees in the August, December, May timeframe as reported in the Academic Department Audit Indicators.
7. **Student Majors - History by Department**
   A ten-year count of students by major and degree
8. **Degrees Awarded - History by Department**
   A ten-year count of degrees awarded by major and degree

Other summary reports are distributed regularly to relevant administrators related to items such as the National Survey of Student Engagement (NSSE) and the UCLA HERI Faculty Survey. In addition, IR maintains a secure website that allows for access to a variety of data by relevant university personnel. Much of these data can be disaggregated down to the unit level, which provides opportunities for supervisors to examine the effectiveness of their areas.

Finally, the Chancellor's office, in conjunction with our Strategic Planning Steering Committee, maintains the campus portfolio website, which is a public site for both internal and external audiences that is intended to demonstrate progress towards UNO's strategic goals and objectives (**http://unoportfolio.unomaha.edu/**). The site is centered on UNO's three overarching strategic goals—student focus, academic excellence, and community engagement—and includes institutional data related to these goals and the associated subgoals. The primary purpose of the campus portfolio site is to provide the reader, within a few minutes time, with an understanding of the UNO campus and a sense of future development.

5P5. Communication Between and Among Institutional Levels

Being an AAUP campus with a commitment to shared governance, UNO has, historically, developed mechanisms for communicating recommendations and decisions within the institution. The list of active committees and groups referenced in 5C1 provide some evidence to this effect. However, as with any complex organization that is relatively decentralized we have struggled with ensuring that all relevant groups and individuals receive adequate consideration for all decisions and that communication is effectively coordinated across the campus. Because of this, one of our potential future AQIP Action Projects will be to enhance campus communication in a manner that will positively impact our institutional operations.

5P6. Communication of Shared Mission

While virtually every substantive campus activity coordinates with our Strategic Plan, which is regularly communicated to multiple audiences, on a more practical basis the process of evaluating all faculty, staff, and administrators on an annual basis ensures the alignment of institutional goals and objectives with individual goals and objectives. Along with a review of the previous year's performance, annual evaluations typically include a section for each employee to articulate their goals and objectives for the subsequent year with supervisors retaining the ability to offer feedback to the goals and objectives listed. Thus, employees that have not performed in a manner that aligns with institutional expectations or have set goals and objectives that do not align appropriately can be notified of this discrepancy and be allowed to correct it.

5P7. Best Practices and Leadership Abilities

Although much of UNO's activities in this area are informal, several more formalized mechanisms for developing internal leadership have been organized recently on campus. For example, UNO has held a Leadership Institute every other year over the past six years that has involved approximately sixty faculty, staff, and administrators. These institutes have provided opportunities for leadership development through multiple

workshops and year-long programs that partner participants with mentors. Furthermore, UNO's Center for Faculty Development (CFD), which provides opportunities for personal and professional growth through workshops and consultation, regularly address issues related to leadership development. Finally, the campus has a long tradition of cultivating leaders internally through a liberal use of administrative fellowship programs. These programs typically involve a faculty member serving in a leadership capacity for a semester or year. These programs have been successful to the extent that our recently departed Senior Vice Chancellor for Academic and Student Affairs and our current Associate and Assistant Vice Chancellors for Academic Affairs each had served as administrative fellows before their transitions into the Office of Academic and Student Affairs.

5P8. Leadership Succession

We do not currently support a formalized leadership succession plan, though our informal processes of preparing individuals for leadership positions has worked relatively well primarily because we are somewhat decentralized and we are an institution that believes in shared governance. Within the last two years we have had an interim Chancellor, interim Senior Vice Chancellor for Academic and Student Affairs, interim Vice Chancellor for Business and Finance, interim Assistant Vice Chancellor for Academic Affairs, and interim Dean of the College of Education. Despite this instability, the institution has moved forward on many important initiatives and has filled all but one of the positions mentioned above (Dean of the College of Education) with permanent selections.

5P9. Measures of Leading and Communicating

UNO regularly collects and analyzes data through participation in UCLA's Higher Education Research Institute (HERI) faculty survey. Many of the questions in the survey deal, at least tangentially, with institutional leadership and direction. In addition, we also sponsor a local staff survey that includes several questions that deal with leading and communicating.

5R1. Results for Leading and Communicating

The most relevant results from the 2004-2005 UCLA HERI Faculty Survey indicated the following:

- 56.5% of faculty believe "strongly" or "somewhat strongly" that faculty are sufficiently involved in campus decision making
- Only 5.3% believed faculty were at odds with the administration

In addition, UNO was able to add several local questions to the survey that directly related to leading and communicating, the results of which are included below:
- 55.5% of faculty believed UNO's Strategic Plan and its connection to the vision of the institution over the next five years was very or somewhat clear.
- 70% of faculty were very or somewhat committed to UNO's strategic planning process.
- Nearly 71% of faculty believed that high performance was recognized through the annual review process.

5R2. Comparison of Results with Other Institutions

When compared to other institutions, the results from our 2004-2005 UCLA HERI survey reflect the relatively effective components of our campus leadership processes.

Figure 5.3

The percentage of faculty who believed they were sufficiently involved in campus decision making processes:

UNO	Peer Group #1	Peer Group #2	Public 4 year colleges	All institutions
56.5	54.2	47.4	53.4	51.3

The percentage of faculty who indicated they were at odds with the administration:

UNO	Peer Group #1	Peer Group #2	Public 4 year colleges	All institutions
5.3	9.1	18.5	15.6	14.3

5I1. Improvement of Leadership and Dissemination Processes

As mentioned above in 5P6, the annual review process is a primary mechanism for providing leadership and communicating institutional expectations on an individual basis, In addition, all of the results from the various surveys and data gathering efforts are shared with the appropriate parties for their review and consideration. We are currently identifying certain areas, such as the assessment of academic programs, where the completion of the quality improvement loop—collect, plan, improve—can be facilitated to a greater extent.

5I2. Targets, Priorities and Dissemination of Improvements

Most of UNO's quantitative targets for improvement are set by the NU Board of Regents (BOR) in relation to the six goals of the system's Strategic Framework (referenced in 5C2), a substantial portion of which involve leading and communicating either directly or tangentially. For each of the six goals that are currently targeted by the NU system, the BOR has identified related objectives and accountability metrics that are monitored over a multi-year period. UNO then is expected to report on the quality indicators listed in 5C2. These results are publicly available and are disseminated widely to both internal and external audiences.

Category Six: Supporting Institutional Operations

6C1. Student, Administrative and Other Stakeholder Support Processes

UNO currently outsources very few student and administrative support services, the one notable exception being the management of two of our three student residence facilities.[2] All other functions of student and administrative support services are managed by either our Office of Academic and Student Affairs (OASA) or our Business and Finance office. A partial list of the most relevant student and administrative support services and the individual directly responsible for supervising the services is included below:

Figure 6.1

Process	Support Service(s)	Supervisory Responsibility
Enrollment		
	Admissions	Director of Admissions
	Orientation	Director of New Student Enrollment Services
	Financial aid	Director of Financial Aid
	Records and registration	Registrar
	Student billing	Manager, Cashiering Student Accounts
Academic Support		
	Writing Center	Director of the Writing Center
	Speech Center	Director of the Speech Center
	Math/Science Learning Center	Director of the Math/Science Learning Center
	Students with disabilities	Director of Disability Services
	Academic advising	Multiple
	Student computing	Manager, Student Computer Labs
	Bookstore	Manager, Bookstore
	Library	Dean of the Library
Student Life		
	Food services	Manager, Food Services
	Student health	Supervisor, Student Health Services
	Athletics	Director of Athletics
	Student recreation	Director, Campus Recreation
	Student housing	Housing Managers (multiple)
	Student organizations	Director, Student Organizations and

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[2] UNO is opening our third residence hall in the fall of 2008 and will fully own and manage this facility.

	Leadership Programs	
	Counseling	Coordinator, Counseling
Business Operations		
	Human resources -Employment -Student employment -Payroll	Director, Human Resources
	Finance -Accounting -Budget -Grants accounting	Director, Finance
	Facilities -Environmental services -Maintenance -Security	Director, Facilities Management and Planning
Technology Services		
	ITS infrastructure	Director, Information Technology Infrastructure
	Information services	Director, Administrative Information Services
	ITS Customer Service	Manager, Customer Services
	Instructional Technology	Director, Academic Partnership for Instruction
External Engagement/Development		
	Alumni engagement	President, UNO Alumni Association
	Financial support	Vice President, NU Foundation (Omaha office)

6C2. Student and Administrative Support Processes as Reinforcement of Categories One and Two

The primary mechanism for ensuring that UNO's student support systems complement and reinforce our commitment to student learning is through our relatively unique merged Office of Academic and Student Affairs (OASA). As indicated in our organizational chart in 5C1, one Senior Vice Chancellor oversees the functions within the two areas of academic and student affairs. Therefore, policies, procedures and overall leadership are consistent with little need for intermediate steps or extended communication between areas. In addition, all major non-academic areas of the university have been asked to articulate mission statements and strategic plans within the context of helping students learn and enhancing the academic environment at UNO. Furthermore, many areas listed above, such as ITS, intercollegiate athletics and the library, have vibrant community outreach initiatives, which relates directly to our other distinctive objectives. Finally, the strong connections that UNO

maintains with the UNO Alumni Association and the University of Nebraska Foundation also facilitate an orientation towards community engagement, which complement our efforts in the area.

6P1. Identification of Student Support Needs

Because all of our key student support functions have one individual clearly identified as the responsible supervisory authority, UNO's reporting structure is such that all relevant information is shared with immediate supervisors before appropriate action is taken. Thus, repeated questions or concerns by students that arise through our normal operational processes are addressed promptly. In addition, each year UNO authorizes student surveys that gather data about students' experiences in many of the areas identified in 6C1. The results of these surveys are then disseminated widely to the appropriate individuals responsible for specific areas.

6P2. Identification of Faculty, Staff, Administrator and Key Stakeholder Support Needs

First of all, many of the committees discussed in 5C1 as well as the many college and department level committees provide outlets for faculty, staff and administrators to make recommendations regarding administrative support needs. In addition, UNO regularly conducts faculty and staff surveys that contain questions related to support needs and expectations and the results from those surveys are shared widely. Lastly, regular monthly meetings of the NU Board of Regents and intermittent communications with their representatives ensure that the institution provides the support and information necessary for informed decision making at the system level.

6P3. Management and Documentation of Support Service Processes

As referenced in 5C1, UNO relies on two Vice Chancellors, who report directly to the Chancellor, to supervise virtually all aspects of institutional operations: the Vice Chancellor for Business and Finance and the Senior Vice Chancellor for Academic and Student Affairs. Regarding the Office of Academic and Student Affairs (OASA), the unity of both the academic and student support areas provides the platform for effectively addressing most issues related to students and key stakeholder groups. OASA holds weekly senior staff meetings during which information is freely shared and issues are addressed. These weekly meetings include the following individuals:

- Senior Vice Chancellor for Academic and Student Affairs
- Associate Vice Chancellor for Academic Affairs
- Assistant Vice Chancellor for Academic Affairs
- Associate Vice Chancellor for Student Affairs
- Assistant Vice Chancellor for Student Affairs
- Associate Vice Chancellor for Technology
- Associate Vice Chancellor for Research and Creative Activity
- Director of Institutional Research
- Assistant to the Vice Chancellor for Budget
- Assistant to the Vice Chancellor for Personnel
- Web and Communications Coordinator

In addition, other regular interactions with groups both within OASA and outside of the office provide the opportunity to share data and other forms of information on a consistent basis. On a more practical note, the offices of OASA are all located in close proximity to one another in the same office suite. Thus, such an arrangement facilitates the types of periodic and often informal interactions indicative of effective communication and collaboration.

Similarly, our Office of Business and Finance holds regular weekly meetings during which information is shared and issues are addressed. Those attending these weekly meetings include:

- Vice Chancellor for Business and Finance
- Associate Vice Chancellor for Business and Finance
- Director of Facilities Management and Planning
- Director of Finance/Controller
- Director of Human Resources
- Director of Milo Bail Student Center

- Assistant to the Vice Chancellor for Legislative and Risk Management
- Administrative Assistant
- Director of University Relations

The one notable addition to the administrative structure listed above is that UNO's Director of Athletics reports directly to the Chancellor. Because of a relatively recent athletic budget deficit due to the mismanagement by the previous administration, many of the processes and systems within athletics are still being refined and developed. A new Athletic Director was hired during the summer of 2007 and we are continuing to restructure the athletics administrative structure to ensure effectiveness and efficiency.

6P4. Use of Information and Results for Improvement

Although each segment of the university has developed unique processes for data analysis, all student and administrative support areas listed in 6C1 compile information and collect data on a consistent basis for use by unit supervisors and their staff for improving the quality and efficiency of services. Furthermore, many of the campus committees referenced in 5C1 are responsible for examining data and making recommendations to the appropriate administrative body. In addition, UNO supports an active Student Government with over 70 officials, which acts as the official voice of the student body. UNO's Student Government regularly communicates with UNO administrators and specific committees to offer feedback about and transmit recommendations on university activities, policies, and procedures.

A representative example of this kind of process involves the modifications in our library facilities and services, which have undergone a radical transformation over the last several years. First of all, following an examination of usage data, library hours of operation and staffing levels have recently been changed to coincide with student demands. Also, before a massive renovation began, library officials consulted with Student Government and other campus constituencies to provide input into the project. These consultations resulted in facilities such as group study rooms and a coffee bar/café being added as well as the adoption of a new policy banning smoking from the vicinity.

6P5. Measures of Support Services

For virtually all of the areas listed above in 6C1 basic information such as usage data, head count, and financial classification are standard and are regularly tracked. In certain areas, such as financial aid and human resources, more detailed demographic data is collected and utilized to gain a more complete perspective of constituents' needs and trends. In addition, units on campus consistently organize focus groups to collect more detailed information related to their functions. Finally, UNO regularly participates in the National Survey of Student Engagement (NSSE) and the UCLA Higher Education Research Institute (HERI) faculty survey and conducts other local student, faculty, and staff perception surveys that help inform institutional understanding of various student and administrative support services for decision making purposes.

6R1. Results for Student Support Service Processes

As an example, several key areas of student academic support have reported the following usage statistics:

Figure 6.2

Academic Support Unit	**Scheduled student visits/tutoring 07-08 AY**
Speech Center	Approximately 8,000
Writing Center	Approximately 3,000
Math-Science Learning Center	Approximately 6,000

Other areas, such as the library, collect detailed gate count records and resource usage information and disaggregate such data by hour, day of the week and time of the year. During the 2007-2008 academic year, for example, an average of approximately 6,000 students per day used the library facilities with peak times of the day clearly identified by library personnel. Other widely used student services, such as campus recreation and food services, generate a headcount monthly that are atomized in appropriate ways to identify effective service opportunities.

Finally, in examining the NSSE survey data and the results from locally administered surveys, UNO students indicate a relatively high satisfaction rate with areas such as:

- Co-curricular activities (campus organizations, student government, intercollegiate athletics, etc.)
- Academic advising
- Computer facilities
- Library facilities
- Financial aid
- Student health

UNO students have reported slightly lower than average satisfaction levels in a limited number of areas, including general academic support and tutoring and student housing offices and services. Our academic support areas have recently been restructured with the Math/Science Learning Center opening during the 2007-2008 academic year. In addition, our student housing is in a state of flux as we are beginning to manage, for the first time, some of our available housing. Thus, we are fairly confident in the overall quality of our student support services but, as with any organization intent on quality improvement, we are intent on making positive changes for our students, particularly in those areas.

6R2. Results for Administrative Support Service Processes

First of all, UNO's operational budget has steadily increased over the last five years while our overall enrollment has remained relatively stable. Outside of perpetual struggles to secure public funding for the university system as a whole and an impending Student Information System implementation that will certainly prove costly, we see no significant issues related to the long-term financial health and viability of the institution.

Figure 6.3

2003-04 Budget	2004-05 Budget	2005-06 Budget	2006-07 Budget	2007-08 Budget
$139,311,371	$147,471,988	$154,712,614	$164,859,107	$172,102,780

In addition, recent results from our most recent UCLA HERI faculty survey indicate that faculty members at UNO, in responding to questions relating to administrative support items, indicate general satisfaction in these areas, particularly in comparison to other institutions.

6R3. Comparison of Results with Other Institutions

For student support services, our most revealing results are generated through the UCLA HERI "Your First College Year" survey (YFCY), which has a number of questions that relate specifically to student support components. In the years that we have participated in the national YFCY survey, we have comparison data. In the off years we have continued to survey students but do not have comparisons (UNO will again participate in the national survey in spring 2009). The mean scores for UNO and compared to peers are in the following tables.

Figure 6.4

Please rate your satisfaction with:	Your First College Year (End of Freshmen Year) [1]														
	2003				2005				2007			2008		
	UNO	[2]	Public 4-yr Coll.	All Univ. 4-yr Coll.	UNO	[2]	Public 4-yr Coll.	All Univ. 4-yr Coll.	UNO	Public 4-yr Coll.	All Univ. 4-yr Coll.	UNO	Public 4-yr Coll.	All Univ. 4-yr Coll.
Classroom facilities	4.89		4.81	4.89	5.04	a	4.88	4.90	4.85			4.82		
Computer facilities	5.04	A	4.88	4.94	5.19	a	4.94	4.91	4.99	comparisons		4.99	comparisons	
Library facilities and services	5.03		5.01	5.03	5.27	a	4.87	4.97	5.08			4.97		
Tutoring or other academic assistance	4.19	B	4.65	4.72	4.46	b	4.58	4.65		not			not	
Academic advising	4.63		4.49	4.6	4.55		4.53	4.62						
Registrar's Office					4.73	a	4.52	4.52		available			available	
Student housing facilities	4.83	A	4.32	4.35	4.64	a	4.47	4.35	4.22			4.47		
Financial aid services	4.79	A	4.37	4.4	4.88	a	4.51	4.41	4.51			4.69		
Career center/services					4.43	b	4.55	4.56						
Student health center/services	4.67		4.60	4.51	4.75	a	4.63	4.54	4.72			4.47		
Psychological counseling services	4.23		4.39	4.46	4.45		4.45	4.47	4.43			4.23		
Recreational facilities	5.05	A	4.95	4.89	5.10	a	5.00	4.80	4.83			4.84		
Orientation for new students	4.64		4.68	4.69	4.81	a	4.65	4.68	4.69			4.50		

[1] *Mean scores on a scale of 1 to 6*

1= no experience (excluded from the mean); 2=Very dissatisfied; 3=Dissatisfied; 4=Neutral; 5=Satisfied; 6=Very Satisfied

[2] a = UNO is higher than comparators and the difference is statistically significant

[2] b = UNO is lower than comparators and the difference is statistically significant

In addition, every graduating student is invited to complete a graduation exit survey, which provides additional insights about students' experiences and general campus administrative support and management. Students are asked to comment on what they like about UNO and what could be improved. Positive comments are most often about their high regard for faculty mentors and faculty/staff support in their programs, the convenient location of UNO, the size of classes, the age range of students in classes. The predominant theme for improvement pertains to more parking spaces at peak times, which has consistent over several years. The results and comments are analyzed by graduating major/degree and distributed to colleges, departments, student and administrative services. We find the comments from graduating students to be among the most constructive and helpful feedback gathered for institutional improvement.

6R3. Comparison of Results with Other Institutions

Comparisons generated from the IPEDS Executive Peer Analysis Tool found at the IPEDS public website are widely used. Several comparison groups are used to evaluate how we compare on key IPEDS indicators such as graduation rates, tuition rates, financial aid, funding for instruction, research, public service, student services, administrative services, and faculty salaries. From the data below and the high student satisfaction cited previously, we are relatively confident that UNO delivers a quality education and student experience at below-cost compared to similar institutions.

Figure 6.5
Compared to Board of Regents peer group (10 institutions):

	UNO	Peers
Six-Year Graduation Rate (2000 cohort)	40%	37%
Core Expenses per FTE enrollment FY 2006:		
Instruction	$5,908	$6,290
Research	$ 516	$1,026
Public	$ 614	$1,374
Academic Support	$1,027	$1,661
Institutional Support	$1,055	$1,362
Student Services	$ 496	$ 758
Other core expenses	$2,680	$3,424

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS: Spring 2007.

6I1. Improvement of Processes

Because all of our key areas supporting institutional operations maintain an effective leadership structure with consistent communication across and between units, the refinement of processes and systems are ongoing. Likewise, the effective annual review process we have for virtually all employees (detailed in 4P6) ensures that individual performance as well as individual goals and objectives align with the mission of the university.

6I2. Targets, Priorities and Dissemination of Improvements

Our campus targets for improvement in most areas are generated at the NU system level and correlate with the University of Nebraska's Strategic Framework (described in detail in 5C2). The framework consists of six overarching goals, many of which contain components that address student and administrative support services. A complete description of the NU Strategic Framework can be found at **http://nebraska.edu/ docs/StrategicFramework.pdf**.

For the Strategic Framework, a number of sub goals have been prioritized that relate to areas specifically connected to student and administrative support services, such as financial aid and financial efficiency. Accountability measures and reporting dates are then identified by the NU Board of Regents and UNO is expected to comply with these expectations. As a public institution, all of these data are publicly accessible in numerous formats, including full and complete web display.

Category Seven: Measuring Effectiveness

7C1. Information Collection and Accessibility in Centralized and Decentralized Circumstances

From a centralized perspective, the University of Nebraska system is continuing to develop a system-wide data warehouse, the origin of which was driven by increasing need for more integrated information and demand for flexible reporting. The resulting data warehouse, called NULook, is intended to respond to the tremendous need of all units across the system for access to key elements of data from the core business systems. Similarly, UNO is completing a campus-wide data mart, which includes data from many of the systems listed below, to inform our decision making processes. Use of the data mart is currently limited as it is being refined, though selected individuals, such as our Director of Institutional Research, have the ability to generate reports from data within the system. Within six to twelve months we are envisioning granting broader access to the data mart to relevant faculty, staff, and administrators with the levels of accessibility determined by the Senior Vice Chancellor for Academic and Student Affairs.

A brief synopsis of our key campus data systems is included below:

Figure 7.1

Campus Level System	Brief Description	Access
Avalon	Main campus web server	All website administrators and editors
E-BRUNO	Provides students and faculty access to the Student Information System through a web browser. Students can use E-BRUNO to register for classes, obtain their schedules, get grades, view financial aid awards, pay tuition and perform many other enrollment services. Faculty can use E-BRUNO to generate class lists, grade their courses, issue permits/authorizations and perform other advising functions.	All faculty and students
Install Server	Web-based software delivery and McAfee Virus Definition updates.	Any member of the UNO community
myUNO (Blackboard)	UNO's Blackboard course management software.	All UNO faculty for the courses they are teaching and for students enrolled in those classes
myFolder	A secure web repository for all students, faculty, and staff to store files and to place a personal static web page. Each person has 500 MB of storage space accessible from anywhere they	All students, faculty, and staff

	have an Internet connection.	
myMail	E-mail and calendaring system for enrolled UNO students and faculty, staff and sponsored guests.	Any member of the UNO community
Campus ePortfolio	Includes institutional indicators for the university's colleges and administrative units.	Publicly available
SAP	SAP is an integrated software package that contains financial, procurement, and human resources data.	Staff and administrators with relevant job duties
Employee Self Service (ESS)	Provides benefit eligible employees online access to their personal data stored in SAP. Available for viewing are such items as the latest pay advice, vacation and sick leave balances and Flexible Spending Account claims. ESS can be accessed from any Web browser 24 hours a day.	All full-time faculty and staff
Student Information System (SIS)	The Student Information System (SIS) is UNO's academic records management and enrollment services system. This system is responsible for all admissions, enrollment management, records management, course management, degree awarding, transcripts, financial aid, and student accounts at UNO.	UNO employees with relevant job duties.
Whitesands	Campus departmental file server.	Authorized users in each department
WHATSUP	Provides network device and server monitoring services.	Any member of the UNO community
Datamart	The UNO data mart is a subset of the NU data warehouse oriented toward organizing and distributing data to support business/administrative decision making and reporting needs.	Users authorized by the Senior Vice Chancellor for Academic and Student Affairs

In addition, UNO employs an active Office of Institutional Research (IR), which maintains an archive of student, faculty, and staff information for longitudinal studies and reporting and collects large quantities of data related to initiatives such as the Integrated Postsecondary Education System (IPEDS) and the Delaware Study of Instructional Costs and Productivity. Much of these data are available publicly with more unit-specific information access restricted to relevant personnel. IR data are available on servers that can only be accessed by secure users and meet the requirements of University of Nebraska Board of Regents policy and computing industry standards and protocols. Furthermore, only IRB-certified staff in the Office of Institutional Research may access the area containing confidential data files.

Finally, UNO collects many other key pieces of data primarily related to academic processes that are used for institutional improvement and to inform campus decision making. A partial list is included below:

Figure 7.2

Data Collected	Brief Description	Where Stored	Access
Academic Program Reviews	All academic programs are reviewed on a seven year cycle with reports and responses generated through this process.	The Office of Academic and Student Affairs (OASA)	Relevant faculty, staff and administrators
Faculty workload	UNO collects annual faculty workload information for all units.	OASA	Relevant administrators
Annual faculty and staff reviews	The performances of all faculty and staff are reviewed every year through written documentation.	At the unit level	Relevant supervisors
Academic assessment measures	All academic units have developed methods of assessment and collect data.	Varied, but both at the unit level and in OASA	Relevant faculty and administrators
Student Evaluations	Students in every class evaluate the instructor and various other components of the course.	Within the appropriate dean's office	Relevant administrators

7C2. Effectiveness Measures

UNO, in alignment with the University of Nebraska Strategic Framework and the campus Strategic Plan, has developed a comprehensive list of items that we regularly update and on which we report consistently. These data are tracked longitudinally and have been identified by the campus community and the NU Board of Regents as our key progress indicators. The entire data set can be found at **http://unoportfolio.unomaha.edu/all_indicators.php**

7P1. Selection, Management and Use of Data to Support Student Learning

Regarding the use of information and data as they relate to Categories One, Two and Eight and overall improvement, UNO has traditionally embraced a collaborative approach to sharing and using data. UNO's encompassing strategic planning process (described in detail in 1C2) ensures that data is viewed from multiple perspectives and can be used to be suit the needs of various campus units. More specifically, within our academic areas, UNO has historically maintained a relatively decentralized administrative structure with the deans of each college maintaining an active role in the operations of schools and departments under their supervision. Large volumes of relevant data, such as the information related to the performance indicators listed above, is typically shared directly with each dean and they are subsequently responsible for ensuring that

academic units utilize the information appropriately. The student assessment process is slightly different with a campus-wide Assessment Committee and a Director of Assessment coordinating the collection and analysis of student assessment data and ensuring that units are closing the loop in assessing student achievement. Other non-academic units tend to also rely on data and information available to other areas and utilize it in different ways. Campus Security, for example, often relies on enrollment statistics available through our SIS system to determine parking needs and traffic flow dynamics. Likewise, our office of Facilities Management and Planning utilizes data from a variety of campus resources to help determine space utilization needs.

7P2. Determination of Data Collection, Storage and Accessibility Needs

First and foremost, the need to be responsive to the information required by the University of Nebraska Board of Regents (BOR) is a driving force behind many of our policies related to data collection, storage, and accessibility. For those departments, schools, and colleges that are professionally accredited (a complete list referenced in 1C3), additional demands for the kinds of data and information necessary to retain accreditation provide the impetus for action in those circumstances. Lastly, for the units that are not professionally accredited, AQIP and its emphasis on continual improvement has become a catalyst for formalizing processes and data collection across campus. We recognize this as an area of development and welcome recommendations for improvement.

7P3. Comparative Information

Since UNO is part of the NU system, which is governed by a unified Board of Regents (BOR), much of the information presented to the board is, by its nature, comparative with the other NU campuses. The BOR has also identified a list of 10 peer institutions that are routinely used for comparison purposes, the list of which is included below:

1. Cleveland State University
2. University of Arkansas at Little Rock
3. University of Northern Iowa
4. University of Missouri at St. Louis
5. University of Colorado at Denver
6. University of Texas at San Antonio
7. Northern Illinois University
8. Portland State University
9. Wichita State University
10. University of North Carolina at Charlotte

The BOR has historically requested comparisons to this peer group in areas such as:

1. Graduation rates
2. Retention rates
3. Faculty Salaries
4. Tuition and Mandatory Fees
5. Faculty Workload
6. Survey results
7. Business practices

In addition, UNO routinely constructs and participates in comparison models involving urban and metropolitan campuses and institutions that share our Carnegie classification. The sources of data for such comparisons are usually public datasets such as IPEDS. The comparisons with urban and metropolitan institutions most often resonates with external stakeholders because these institutions are situated in urban settings similar to Omaha.

7P4. Institutional Analysis and Dissemination of Performance Data

As mentioned above in 7C2, UNO is regularly required to report on key performance measures for our Board of Regents. Therefore, these performance measures are clearly defined and continually analyzed by appropriate administrators at the system level. In addition, administrators at the campus level routinely evaluate the status of these and additional data for institutional purposes. Broad-reaching data is shared with all relevant units across campus through disseminated reports while annual events such as our Strategic Planning Forums (detailed in 3P6) and convocation addresses by the Chancellor enable the campus to highlight areas of achievement and development. Also, many of the key data elements collected by our Office of Institutional Research and by other areas of the university are atomized down to the department and program level. As a public institution, all of this information, when stripped of identifiers, is freely available, which often poses an interesting dilemma; we collect and share a high volume of data in an effort to be transparent and, in doing so, the ubiquitous nature of such data occasionally dulls the impact. Therefore, one key area of development we are investigating is the manner in which we communicate to the campus the status of our various performance measures, both in academic and non-academic areas.

7P5. Alignment of Analysis with Institutional Goals

As outlined in 1C2, UNO employs a comprehensive strategic planning process which, in its current form, has existed for more than a decade. Regarding campus-wide goals and objectives, our Strategic Planning Steering Committee (SPSC) ensures the alignment of unit and campus activities through SPSC subcommittee initiatives and through regular communications with faculty, staff and administrators. Every senior administrator, dean, and chair is regularly updated on the status of our strategic plan and the priorities the SPSC has identified. Likewise, virtually every college, department, and unit on campus has developed a strategic plan that aligns directly with the UNO Strategic Plan. Regular interactions with supervisors such as deans and directors ideally ensure that data analysis and, most importantly, improvement strategies, are implemented.

Figure 7.3

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┌─────────────────────────────────┐
│      NU Strategic Framework      │
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                 │
        ┌──────────────────┐
        │ UNO Strategic Plan │
        └──────────────────┘
                 │
     ┌─────────────────────────────┐
     │ Department and Unit Strategic │
     │            Plans              │
     └─────────────────────────────┘
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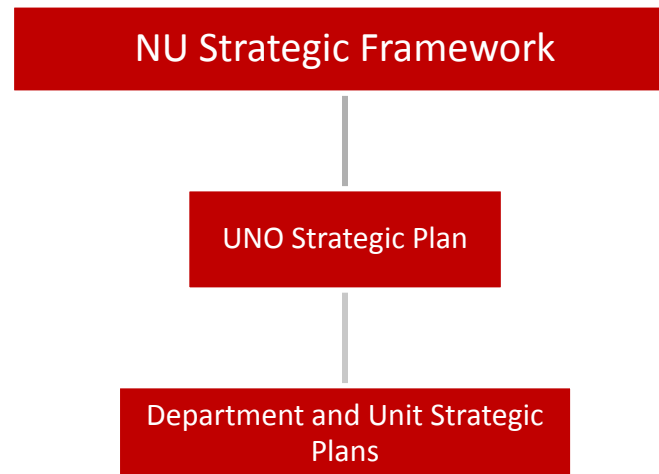
7P6. Effectiveness of Information Systems and Processes

Central information systems managed by UNO's Information Technology Services (ITS) utilize industry best practices for managing information systems, including, but not limited to:

- Data Center inventory, security and performance monitoring standards for systems.
- Automated vulnerability management and patching standards.
- Network management and security devices such as firewalls, intrusion prevention systems and bandwidth management.
- Polices related to privacy and the storage of restricted data, such as social security numbers and credit card numbers.
- A contingency plan outlining our response to a disaster effecting information systems including the use of offsite system backup and alternative site operations.
- Partnerships with campus data stewards to ensure data and software validation.

In addition, ITS's effectiveness is measured by campus advisory groups such as the Technology Resource Services committee and alignment with the UNO strategic plan.

7P7. Measures of Effectiveness

UNO regularly collects usage data for the systems identified in 7C1 and other areas, such as:

- Specific websites
- Workstations and labs
- The ITS Helpdesk
- Various pieces of software for which we have licenses

7R1. Measures of Effectiveness in Meeting Institutional Needs

First of all, according to a recent UCLA HERI Faculty survey, less than 10% (in most cases, much less than 10%) of faculty who utilize systems related to data collection express a dissatisfaction with the systems. Furthermore, our current systems for collecting and analyzing data has been extremely effective for addressing the needs of our governing body, the NU Board of Regents, as well as the various accrediting bodies with which our professionally accredited programs are associated. We have dealt successfully with repeated requests from the BOR during recent years and all of our accredited programs have enjoyed renewed accreditation during their previous cycles. For many of our programs and areas of the university that are not professionally accredited, the collection, analysis and use of information is currently in a developing state. Our IR office and other entities within the university that collect and disseminate information on a regular basis do so effectively and with great expertise. The analysis and use of such information in some areas, however, is lacking in a manner that facilitates continuous improvement. Therefore, we are currently reexamining the processes associated with data collection and use in various segments of the campus and intend on making this a priority as we progress.

Regarding the protection of information and data, we feel relatively confident in our various mechanisms intended to provide security and confidentiality. UNO has, for example, recently commissioned the campus Spider Cybersecurity Team to ensure that sensitive personal information, such as Social Security numbers for students and employees, are protected and not accessible except when required for a specific task or function. This team has been responsible for identifying where all sensitive information is stored in order to create a more protected environment for university data and information.

7R2. Comparison of Results with Other Institutions

Since most of the 2004 UCLA HERI Faculty survey questions that relate to systems for measuring effectiveness are campus-specific, we do not have much comparison data in this area. However, our NSSE 2008 survey results show that UNO seniors are more slightly more likely to use computers in academic work. The UNO mean score (on a scale of 1 to 4 with 1=very little to 4=very much) is 3.5 compared to the national average of 3.46. In the NSSE 2006 survey, UNO was slightly below the national average in using computers to do academic work. The recent increase in computer labs, printing services, wireless Internet access across the entire campus, and use of Blackboard by UNO faculty has likely contributed to this increase in computer usage by students.

7I1. Improvement of Current Processes

UNO relies heavily on the concept of shared governance and our strategic planning process and the committee structure referenced in 5C1 are the primary mechanisms for the continual refining of processes within any substantive elements of campus operations. Furthermore, with our acceptance into AQIP, we have begun to systematically examine all aspects of our data collection, analysis, use, and protection. The results from this campus wide examination have begun to be shared with appropriate committees and task forces and this process will continue as we progress.

7I2. Targets, Priorities and Dissemination of Improvements

Many of our targets for improvement related to Category 7 are directed by either the NU Board of Regents (BOR) or influenced by state law. In 2006, for example, the Nebraska legislature passed LB 876, mandating how state agencies were required to handle sensitive data. Subsequently, the NU system abandoned the use of Social Security numbers for identifying employees and students and, instead, created a process for randomly generating NU ID's, which are unique to each individual affiliated with the university.

Currently, we are targeting campus wide communication as an area of improvement and will expect many of our campus committees and, especially, our Strategic Planning Steering Committee to devise strategies for implementing improvements and, eventually, communicating results to various constituents.

Category Eight: Planning Continuous Improvement

8C1. Institutional Vision

The University of Nebraska at Omaha will celebrate its 100th Anniversary beginning in October 2008. In celebrating our centennial, we view this as an opportunity to refine and clearly articulate our mission and vision as a metropolitan university. One key area of future transformation for UNO will likely be the growth of our overall student population combined with an evolving demographic of those students. Although we have traditionally been a "commuter campus" with a sizable percentage of non-traditional students, the construction of student housing beginning in the 1990s and a general trend towards the recruitment of more traditional students in both undergraduate and graduate areas is contributing to a changing landscape at UNO.

Figure 8.1
Average Age of UNO Undergraduate Students
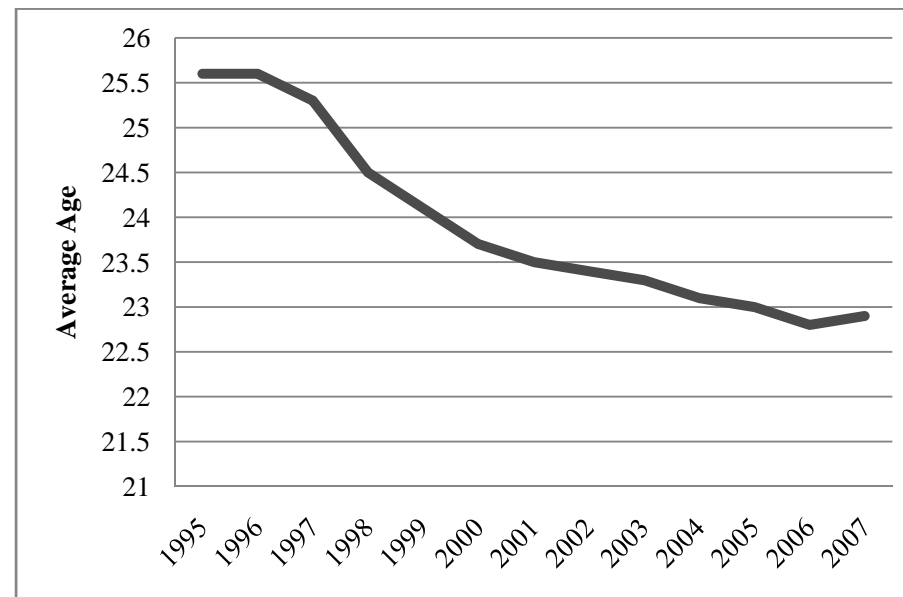
In addition, although the number of traditional, college-bound students in Nebraska is predicted to remain relatively flat, if not slightly decline, over the next decade, the population of the Omaha metropolitan area is expected to grow steadily during that time along with our traditional student enrollment. Our present enrollment is approximately 15,000 and our Board of Regents (BOR) has stated that an annual increase of 1.5

percent is expected.   Such an increase would bring enrollment to roughly 17,500 UNO students by the year 2015, although with our current facilities and personnel capacity issues, the addition of 2,500 students would be impossible to accommodate. In conjunction with the increase of a more traditional student population at UNO there has been a new demand for programs, facilities, and student amenities that are becoming characteristic of the college experience nationwide. Student recreation facilities, new athletic venues, upscale student housing and high-tech libraries with coffee bars are becoming typical at many institutions and, until recently, UNO has lost ground in comparison to our peers in this area. Therefore, one primary change to our institution that already is occurring and will continue to develop over the next five to ten years will be the physical landscape of the campus. Over the last decade, UNO has effectively maintained two campus locations situated approximately one mile apart and has recently added a third campus location in close proximity for development along a direct north-south axis. The three campus locations and a brief description of their primary functions are included below:

Dodge Street Campus
UNO's main campus located along the city's major thoroughfare and where the majority of the our classes are taught and academic units are housed. This site also contains our athletics and administrative functions along with approximately half of UNO's student housing. Major current or future improvements include:

- New parking structures
- Renovated student recreation facility and athletic Fieldhouse
- Renovated student center

- Additional office and instructional space for UNO's College of Public Affairs and Community Service
- Additional student housing
- Library addition and renovation

The Dodge Street location is surrounded on all sides by residential and city-owned property and, because of this constriction, the potential growth for this campus is limited. Subsequently, beginning in the 1990s, UNO officials began pursuing other avenues for grown, ultimately resulting in the addition of the two campus locations identified below.

Pacific Street Campus
Acquired by UNO in the late 1990s and located one mile south of the Dodge Street campus, this campus houses the College of Information Science and Technology and the Peter Kiewit Institute—a joint venture between UNO and the University of Nebraska at Lincoln. The site also contains approximately half of UNO's student housing. The primary future improvement on this campus location will be the construction of a new building for the College of Business, which will be relocated from the Dodge Street campus.

Center Street Campus
Acquired in 2005 and located approximately one mile south of the Pacific campus and two miles south of the Dodge Street campus, the new location will provide long-term options for growth. The current and planned use of this location includes:

- Athletic and recreation facilities
- Student housing

- Parking structures
- University outreach units

Figure 8.2   **Site Locations**

Concurrent with the changing physical character of UNO, we are also expecting that our model for student learning will develop as we progress over the next decade. Most importantly, we are in the process of evaluating our efforts in the area of academic assessment and curriculum development. In the past, many of our academic units have employed informal mechanisms for assessing student learning and modifying curricula. However, in the context of continuous quality improvement, we have been examining many of our informal processes and moving towards formalizing them when appropriate, including the areas of assessment and curriculum development. Whereas previous assessment and curricular activities often relied on intuitive or informal mechanisms within academic units, UNO's Assessment Committee has requested that all units develop a formal process in these areas if they do not currently exist.

Furthermore, although the evolution of individual academic programs is difficult, if not impossible, to predict, areas such as distance education, for example, will likely become a more integral piece of UNO's delivery of educational services across disciplines. As online learning has become more common at UNO, the traditional distinctions between distance education and campus-based resident education have begun to disappear and it is likely that this trend will continue. This is particularly true since our system president and our Board of Regents has designated distance education as an area of expansion. Unlike many institutions, we do not view distance education as something separate or distinct, but only as a particular mode of delivery. Therefore, because many of our students work at least part-time off campus and because we continue to attract large numbers of adult learners and graduate students for whom distance education is often particularly well-suited, we anticipate our distance offerings becoming more pervasive in the coming years.

8C2. Institutional Strategies

As indicated in 8C1, UNO is witnessing fairly dramatic changes in a number of areas across the university. During the fall of 2007 after consulting with many of the planning entities listed below in 8P1, our Chancellor formally articulated five key points on which our short and long-term strategies would focus:

1. More efficient utilization of campus space and resources
2. Expanding and developing public/private partnerships and collaborative relationships that define us as a metropolitan university
3. Deepening our relationship with PK-12 partners
4. Expanding opportunities for traditional age students without compromising other populations we serve, such as transfer, minority, international, non-traditional, and first generation students
5. Remaining vigilant and aggressive in pursuing continuous academic improvement, maintaining quality faculty and staff, and creating and maintaining state-of-the-art facilities, equipment, and technology

These short-term and long-term strategies were developed with UNO's Strategic Plan as the guiding principle, which includes three primary goals:

1. UNO will be recognized as a student-centered metropolitan university
2. UNO will be recognized for its academic excellence as a metropolitan university
3. UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities

8P1. Planning Process

UNO believes strongly in the concept of shared governance and, because of this, employs numerous committees, both ad hoc and standing, that participate in the planning of institutional priorities, strategies and activities. First of all, our active strategic planning process described in 1C2 provides comprehensive campus input for all substantive elements of university operations. The Strategic Planning Steering Committee (SPSC) consistently examines the university from a variety of perspectives and offers guidance to faculty, staff and administrators. The SPSC is also the entity responsible for modifying our Strategic Plan, including the revision of goals, subgoals and objectives.

In addition, along with typical academic planning that is more unit-based, UNO regularly utilizes other key standing committees, such as the University Committee on Facilities Planning (UCFP), which is comprised of faculty, senior administrators, and a key staff member. The UCFP is responsible for reviewing plans and making policy-level recommendations regarding the physical development of the campus, including space utilization, long-range planning, development of physical facilities, the campus master plan, and proposed capital construction projects. Also, the Faculty Senate's Goals and Directions Committee, which is composed entirely of faculty, regularly communicates with UNO administration and is expected to provide insight from the perspective of the faculty on the current and future direction of the university. Lastly, entities such as UNO's Assessment Committee provide direction for the assessment of academic activities and generate an overall mission for student learning across campus.

8P2. Selection of Strategies

The primary influence on our strategy selection in most key areas is our governing body, the NU Board of Regents (BOR), and our central administration. The BOR, for example, has indicated that they expect an annual increase in enrollment despite the fact that our facilities, as they currently exist, would likely not be able to absorb such an expansion. In addition, because we are part of a system that includes two other undergraduate institutions—the University of Nebraska at Lincoln (UNL) and the University of Nebraska at Kearney (UNK)—and we are in a state that will likely have no or negative population growth in the immediate future, any substantive effort on our part to address the changes referenced in 8C1 is often considered to be detrimental to the health of the other two campuses. Subsequently, any key initiative we launch must be considered within the larger context even when such an endeavor would make perfect sense in isolation. The initial construction of our first student housing facility in 1999, for instance, was completed only after years of debate and compromise between the three campuses. Likewise, our subsequent housing facility proposals have often been met with some reticence despite strong student interest in this service. Overall, however, our efforts in dealing with the demands of a rapidly changing student body while of operating within a larger university system have been relatively successful as reflected in the massive changes referenced in 8C1 that are currently occurring on our campus.

8P3. Development of Action Plans

First and foremost, our Strategic Plan is continuously scrutinized and evaluated for relevancy and is updated on a regular basis by the Strategic Planning Steering Committee (SPSC). We are currently in the process of revising Goal 3 related to community engagement and this revision should be completed during the fall of 2008. Also, regular communication between the SPSC and various groups such as the Faculty Senate and our annual Strategic Planning Forums allow for the sharing of information related to modifying and implementing our Strategic Plan. Furthermore, the key committees related to planning referenced in 5C1 issue reports that are disseminated widely among faculty, staff, administrators and other stakeholders. Primarily because we are a public institution and our constituents expect transparency, virtually all of our planning reports and other related data are openly accessible via the web and in other formats.

Finally, UNO also has commissioned a number of important ad hoc committees related to planning in the last several years. In 2005, for example, a Facilities Planning Steering Committee, composed of the chancellor, vice chancellors, faculty and staff representatives, members of NU's central

administration, and outside consultants formulated a thorough facilities development plan designed to guide UNO's activities in that area through 2015. Many of the initiatives identified in 8C1 were included in this plan, which has provided a clear road map to the physical development of the campus. The final report of this committee can be found at **http://www.unomaha.edu/bnf/PDFs/UNO-Facilities-DevPlan-2006.pdf**. Another illustrative example includes our 12 Month Operational Task Force, which was commissioned by UNO's Chancellor in October of 2007 to undertake a thorough study of the opportunities for UNO to provide meaningful year round educational offerings. The task force includes representatives from every major constituency on campus and has identified areas for further analysis, which is currently in progress.

8P4. Coordination of Planning Processes and Strategies

The integral nature of UNO's strategic planning process ensures that alignment of institutional strategies and action plans across campus will at least be expected, if not fully realized. Generally, the Unit Planning Task Force (described in 2P2) is responsible for facilitating alignment across all levels of the institution. In addition, our comprehensive annual review process and compensation policies for virtually every employee of the university (described throughout Category 4) ensures that individuals will be expected to perform in a manner that align with current strategies and action plans.

8P5. Selection of Measures and Setting Performance Projections

One of UNO's strengths is an active Office of Institutional Research that, with the help of other campus entities, identifies and analyzes a multitude of measures related to our campus strategies and action plans. Also, as mentioned in 5C2, UNO maintains and continually revises a list of important quality indicators that aid our institution in determining our effectiveness in many areas, including defined campus priorities. One area of development for the campus, however, is the concept of setting performance projections. At the campus level, we rarely establish targets for improvement but, rather, we tend to identify data trends and respond to those trends appropriately. Virtually all of our performance projections originate at the NU system level and are very broad with minimal specificity as to how those projections should be addressed.

8P6. Resource Needs

In utilizing comparative information from the Integrated Postsecondary Educations Data System (IPEDS), UNO falls below its peers in virtually every resource-related statistic including, most importantly, core expenses per FTE. The University of Nebraska system currently generate much of its funding through biannual requests to the state legislature, which have usually taken the form of incremental increases (previous base budget with a negotiated percentage increase each year). In recent years, with costs rising faster than annual budget increases, resource allocation has been carefully analyzed and negotiated at UNO by the key administrative units that make policy decisions. Because of the relative lack of resources, UNO has developed a number of successful strategies in identifying needs and allocating resources appropriately. In addition to discussions among our senior administrative team, many of our standing campus committees, such as those identified in 5C1, serve in an advisory role to UNO administrators regarding the evaluation of resource allocation. The University Committee on Facilities Planning, for example, is responsible for making policy-level recommendations regarding UNO's physical development and determining space allocation among the various units across campus. Many of the members if this committee served on the larger, more comprehensive Facilities Planning Steering Committee

mentioned above in 8P3, which generated our master plan for physical development. Furthermore, the University Committee on Technology Resources and Services, composed of a wide range of campus constituencies, is responsible for reviewing and recommending policies, procedures, and strategic planning affecting computing services and resources. This committee reviews the level of computing services available to students, faculty, and staff and regularly evaluates computing policies and the distribution of hardware and software across campus.

8P7. Development of Faculty, Staff and Administrator Capabilities to Meet Strategic and Action Plan Needs

Because of UNO's embrace of shared governance and our reliance on advisory committees, virtually any employee that seeks to pursue a campus leadership role in some capacity has the opportunity to develop their skills in this area. Additionally, UNO has a strong record in offering professional development opportunities for faculty, staff and administrators throughout the year on a variety of topics, many of which are related to our institutional strategies and action plans.

8P8. Measures of Effectiveness

This is currently an area of development and we welcome suggestions for improvement.

8R1. Strategic and Action Plan Results

As stated in 8C1, UNO has an evolving student demographic with changing needs. Many of the strategies and action plans identified in that section relating to these changing needs have been initiated and are in varying stages of completion, including:

- College of Public Affairs and Community Service building renovation/addition (completed)
- New Maverick Village student housing facility (completed)
- New parking structure (completed)
- Partially renovated Student Center (in varied stages of completion)
- Criss Library renovation/addition (in progress)
- Health, Physical Education and Recreation building renovation/addition (in progress)
- New College of Business Administration building (in progress)
- Construction of athletic facilities on Center Street campus (in progress)

In addition, UNO has been relatively effective at increasing the accessibility of our courses by embracing the use of distance education as a mode of delivery. As indicated below, the number of student credit hours offered through distance education has increased fairly rapidly over the last several years as we have responded to improvements in technology and student demand for this type of delivery method.

Figure 8.3

Total Credit Hours Produced in Distance Education Courses (Undergraduate and Graduate)
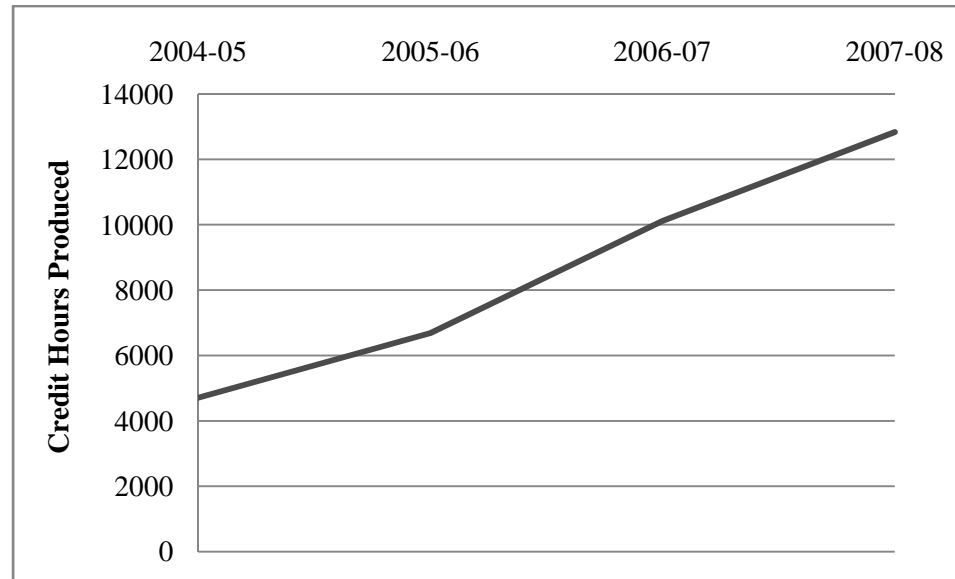
Finally, our efforts in exploring the possible transition of our traditional 9 month academic calendar into a more efficient 12 month operation has resulted in a thorough examination of all of our academic and student affairs processes by a task force comprised of representatives from a variety of campus constituencies. The task force has completed a comprehensive report on this front, which suggested further investigation into the targeted areas listed below:

1. Budget process and allocation of resources
2. Student demand
3. Financial aid policies and procedures
4. Policies and procedures related to faculty and the administration of units on campus

8R2. Performance Projections

All of our currently scheduled major renovations and new construction should be completed within the next one to three years with most of these facilities having at least partial accessibility during that time. We also will likely have developed strategies and implemented action plans for items related to the more efficient and effective delivery of academic programs. The 12 month task force identified above is developing recommendations the possibility of enhancing educational opportunities outside of our traditional nine-month academic calendar. Additionally, a major distance education initiative originating from within our system's central administration office will likely result in increased emphasis placed upon our utilization of distance education as a mode of delivery.

8R3. Comparison of Projections with Other Institutions

We recognize this as an area of development and would welcome feedback.

8R4. Evidence of Effective Planning

As discussed above in 8P1, UNO fosters an inclusive culture in the area of planning and campus-wide decision making that has been very successful to this point. One indication that our processes in the areas of planning and continuous improvement are effective is the fact that we are in the midst of positive change in the physical development of campus and, likewise, we are proceeding with a number of other significant academic and co curricular initiatives that will likely enhance the student experience at UNO. The physical development of our campus is advancing rapidly and, because of this, we are confident that these changes will benefit student engagement and, ultimately, student learning. Also, our efforts in exploring a more consistent 12 month academic calendar and the increased utilization of distance education as a mode of academic delivery are currently paying dividends through, at the very least, a vigorous reexamination of our academic and student service processes as we pursue our options in these areas.

8I1. Improvement of Planning Processes

In all of our campus operations we strive for continuous improvement and, in virtually all cases, we have at least informal policies and procedures in place to ensure such improvement. Although informal structures are not always ideal, particularly in a complex organization such as ours, one of the strengths of informal policies is that the institution does not become locked into a rigid process that is difficult to change. Having informal processes, however, does not ensure consistency across time, place and circumstance and, thus, can lead to confusion and inequity. Therefore, we recognize this as an area of improvement in some units and hope to formalize many of our successful informal processes while maintaining at least some flexibility.

8I2. Setting Targets and Priorities

As a campus, we tend not to set quantifiable targets for improvement; that is generally the purview of our centralized Board of Regents (BOR). Instead, we typically focus our attention on items related to those quantifiable targets and act appropriately while communicating through traditional channels to our campus and community and stakeholders. The BOR, for example, has indicated they expect all of the NU campuses to meet or exceed national averages in 6-year graduation rates. Because we are slightly below the national average in this area, we have developed a number of priorities that are intended to have a positive influence on student persistence and graduation rates. These strategies include, as mentioned above, developing a more consistent 12 month academic calendar and aligning curricula and course sequencing to ensure increased efficiency for students. These types of initiatives are expected to have a tangible impact on graduation rates, though we have not internally developed projection measures that would provide more definitive indicators of success. We currently view this as an area of development and are continuing to explore performance projections as a means to facilitate quality improvement.

Category Nine: Building Collaborative Relationships

9C1. Collaborative Relationships

Although we have over 100 well established external collaborative partnerships at UNO, a sample list of our key relationships along with a brief description of their scope is included below:

Figure 9.1

Partnership Name	Purpose	Length of Partnership	# of faculty involved annually	# of students involved annually
Metropolitan Omaha Educational Consortium (MOEC)	P-16 collaboration	20 years	65	Over 100,000 public school and 2,000 UNO
Dual Enrollment	K-12 collaboration	5 years	Over 100	Approximately 3,000 K-12 students
UNO/University of Nebraska Medical Center collaboration	Student transfers and program collaboration	2 years	Varies	Varies
NE Library Commission	Database and service sharing	10+	10	Varies
NE University Consortium on Information Assurance (NUCIA)	International Information Assurance	2+ years	9	800+ UNO students
Nebraska Business Development Center	Business start-ups, training, leadership, business technology and consultation	25 years	1 (many professional staff also participate in this initiative)	Varies
Maverick Entrepreneur Institute	Promote business entrepreneurship	1+ years	6	100 high school students

Aviation Institute	Aeronautics Education	10 years	4	Varies
NE Native American Outreach program	Aeronautics education	8 years	4	Approximately 1,000
Biomechanics Laboratory	Research and application of the study of human movement	10 years	3	11 graduate students/interns and 200+ undergraduate majors

Furthermore, UNO is home to a remarkable new academic center, The Institute for Collaboration Science (ICS), which was founded in 2006 and is designed to accomplish three main goals related to collaboration:

1. To develop, validate and publish theoretical foundations for collaboration-related phenomena
2. To help organizations in Omaha and the nation apply these standings to make a difference that matters
3. To teach collaboration concepts to undergraduates, graduates, and organizational leaders
4. The ICS has already contributed significantly to UNO by facilitating collaboration internally and externally and through an active research, publication, and teaching agenda.

9C2. Collaborative Relationships in Reinforcing Institutional Mission

First and foremost, our governing body, the NU Board of Regents (BOR), has identified UNO as the campus within the system most responsible for providing leadership in solving problems of the community and supporting its social, cultural, and economic advancement. As the only comprehensive public university located in Nebraska's largest metropolitan area, the BOR has indicated that UNO has a special responsibility to use its resources and expertise to engage in public service and collaborative partnerships with the community. Likewise, our internally developed institutional mission statement reflects UNO's underlying commitment to collaboration with community partners and the application of knowledge to enhance the lives of our constituents:

"As Nebraska's metropolitan university, UNO is characterized by its strong academic foundations and creative community relationships that transform and improve the lives of constituents, the region, and the nation."

9P1. Creation, Prioritization and Building of Relationships

Our key collaborative relationships with K-12 and 2-year educational institutions have been created and prioritized by identifying the primary entities from which we receive the majority of our students and developing formalized mechanisms for sharing information and constructing mutually beneficial policies. Our three focal points in this area include:

1. **The Metropolitan Area Educational Consortium** (MOEC)—A consortium MOEC is model collaboration between UNO's College of Education, the twelve metropolitan area school districts, and two educational service units.
2. **Dual Enrollment**—An early entry program that allows talented high school juniors and seniors the ability to enroll in UNO courses while still in high school. The governance structure of this program is collaborative with the participating K-12 districts, which allows for regular communication.
3. **Articulation agreements**—Includes a variety of groups at UNO working with local and regional postsecondary institutions to articulate transfer agreements.

Educational institutions and employers

Our primary collaborations in this area include a strong relationship with the University of Nebraska Medical Center (UNMC), which is part of the NU system and, thus, a logical partner in the area outgoing student transfers. In addition, UNO maintains a multitude of formal and informal relationships with employers in the area that hire many of our graduates. Along with unit or program level relationships with employers that are typical in a number of academic disciplines, our Office of Career Exploration and Outreach maintains communication with dozens of local employers and routinely collects survey data from them regarding the preparedness and performance of our graduates. Furthermore, virtually all of our program reviews, which are required for every undergraduate degree program at UNO, include community and employer sessions during which the performance of our graduates following their transition into the work force is a point of discussion.

Organizations that provide services to students

This is an area of development.

Education associations, external agencies and the general community

UNO is currently an institutional member in over one dozen educational associations and community groups, such as the American Association of Colleges and Universities and the Omaha Chamber of Commerce. All memberships and participation in the activities of external groups by the university are reviewed annually before renewed commitments are agreed upon. As a metropolitan institution, UNO has placed a particular emphasis on participating in groups and organizations that enhance our mission in the area of community engagement. Therefore, UNO has made a concerted effort to participate fully in groups such as the Coalition of Urban Metropolitan Universities (CUMU), which often focuses on issues related to collaborative relationships between institutions and the community. Additionally, UNO's emphasis on service learning and the creation

of the Service Learning Academy (described in detail in 2R1) enhances our ability to build relationships with community partners in an effective manner. Finally, as we have become more cognizant of our role as an agent of change in the Omaha area, UNO has begun to more fully participate in larger initiatives that relate to the overall intellectual, cultural and economic development of the community. UNO, for example, has a strong presence in a recently founded local organization, Building Bright Futures, which was created as a public/private partnership intent on supporting low-income metropolitan area residents from birth through postsecondary education.

9P2. Meeting the Varying Needs of Relationships

Virtually all of our key collaborative relationships fall into one of the following two categories, which help to ensure that the varying needs of all involved entities are being met:
- Consortium relationships in which UNO and one or more other parties are involved in a collaborative program with a joint governance structure, which ensures that multiple perspectives are considered.
- A collaborative relationship with UNO managing some element or all of a program with regular informal and formal feedback from all entities involved in the program. Such feedback generally includes consistent forums, meetings, focus groups, and surveys to facilitate improvement strategies.

9P3. Relationships within the Institution

Although we generally do recognize this as a targeted area of improvement, UNO has recently sponsored the creation of a campus wide initiative, Engagement Links, which is intended to facilitate collaboration between small groups of faculty and staff who make a commitment to work together over a period of time to address questions, concerns, and topics related to developing and maintaining successful community and professional partnerships. The overriding goals for the Engagement Links program include:

- To interact with colleagues from across the campus
- To exchange ideas and strategies for successful engagement practices in an informal, collaborative setting
- To learn how to incorporate and integrate the scholarship of engagement into Reappointment, Promotion, and Tenure portfolios and annual reviews
- To obtain professional development grants
- To improve the quality of our community and professional partnerships, develop and expand partnerships, support the scholarship of engagement, and develop external funding.

Furthermore, the Institute for Collaboration Science (ICS), mentioned above in 9C1, has been utilized effectively by various units on campus to facilitate collaboration. The ICS, for example, was employed to coordinate a key element of our general education review, which involved all of the academic units across the campus. Utilizing specially-developed software and a unique group collaboration process, the ICS was able to solicit input and discussion from a wide range of campus constituencies in a relatively short time. This process allowed for a shared understanding of our overall academic goals and cultivated a sense of group ownership in the evolution of our general education curriculum.

9P4. Measures of Relationship Building

In addition to the information located in 9C1, a representative list of the types of measures we collect and analyze related to our collaborative relationships include:

- Number of K-12 districts participating in the Metropolitan Omaha Area Educational Consortium (MOEC)
- Number of Dual Enrollment students and number of K-12 districts participating as well as survey information
- Number of service learning classes and students as well as survey results from student participants
- Number of business clients serviced through the Nebraska Business Development Center (NBDC) and the NBDC's economic impact
- Number of community citizens utilizing the Biomechanics Laboratory
- Number of partners involved with the NE University Consortium on Information Assurance (NUCIA)
- Number and amount of external grants awarded that relate to community engagement

9R1. Results of Relationship Building

Metropolitan Omaha Area Educational Consortium (MOEC)

2000: 9 school districts and the College of Education
2008: 12 school districts and the College of Education

Figure 9.2
Dual Enrollment

	2003-04	2004-05	2005-06	2006-07	2007-08
Number of Students	376	787	1266	2150	3066
Number of District Partnerships	1	2	4	7	12

In addition, surveys of Dual Enrollment students, parents, and partnering K-12 teachers have indicated a high satisfaction with the program. In the most recent survey cycle on a general question relating to their overall satisfaction with Dual Enrollment, the following results were collected:

- Students: 86% very positive or positive
- Parents: 90% very positive or positive
- K-12 teachers: 87% very positive or positive

Service-Learning

Number of service-learning courses at UNO:

- 1998-1999: 7
- 2007-2008: Over 110

Also, over the last several years, surveys of students involved in service-learning courses have indicated the following:

- 95% of surveyed students believed they would be able to make use of what they learned in service-learning courses in daily life
- 87% reported an enhanced sense of responsibility to serve their community
- 91% reported being more aware of community needs
- 93% indicated they had been shown effective means to be involved in community betterment efforts

Lastly, over 75 community partners have participated in focus group discussions to facilitate enhanced communication between UNO and our community partners.

Figure 9.3
Nebraska Business Development Center

10-Year Economic Impact (1996 - 2006)

1,570	Average Business Clients Per Year
35	Nebraska Communities Served
$440,771,950	Client Investment in Expansion or Startup
29,432	Jobs Created or Saved
$363,972,170	Client Companies' Sales or Savings

Figure 9.4
Biomechanics Laboratory

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Number of Community Visits	2	28	17	14	10	12	18	71	29

NE University Consortium on Information Assurance (NUCIA)

Current partners in this collaboration include:

1. U.S. Department of Defense
2. Air Force Office of Scientific Research
3. National Security Agency
4. National Science Foundation
5. STRATCOM
6. Department of Housing and Urban Development

External Awards Related to Community Engagement

As an example, during the 2007 fiscal year, UNO received over 80 external awards exceeding $5.5 million that had at least some element of community engagement and collaboration included within the funded project.

9R2. Comparison of Results with Other Institutions

Although we generally consider this as an area of development, UNO is one of only 76 U.S. colleges and universities identified with the relatively new Community Engagement Classification, which was initiated in 2006.

9I1. Improvement of Current Relationship Building Processes

As discussed at length in 5C1, UNO relies heavily on a variety of committees and advisory groups to contribute to continuous improvement initiatives across campus, including those involving our collaborative relationships. Our Strategic Planning Steering Committee (SPSC) has been very active in the area of identifying and cultivating our community partnerships. Other committees, such as our Faculty Senate's Committee on Goals and Directions, also has been very active in developing strategies for enhancing UNO's collaborative relationships. In 2007, for example, this committee commissioned a study to identify all major partnerships and collaborations in which the university participated on a regular basis. The resulting report and other activities surrounding the collection of the data have since spawned an enormous amount of reflection and action on campus regarding our collaborative relationships.

9I2. Selection of Processes to Improve

Although we recognize an area of development is our absence of setting targets for improvement, our overall culture and infrastructure in building collaborative relationships is strong. The Carnegie Classification designation mentioned above in 9R2 is somewhat arduous to secure and, thus, such a classification provides some evidence that UNO is well situated to improve in those areas as we progress.

Criteria for Accreditation Index for the University of Nebraska at Omaha

Criterion One – 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.

Core Component 1a. *The organization's mission documents are clear and articulate publicly the organization's commitments.*

- The University of Nebraska system Strategic Framework, which provides the overarching operational parameters for the University of Nebraska at Omaha (UNO) and includes measurable outcomes, has been adopted by UNO's governing body, the Board of Regents, and is publicly accessible. [2P1, 5C2, 5P1, 5I2]
- Mission documents and the strategic plan have been adopted by the University of Nebraska at Omaha and are central to the functioning of the institution. [1C2, 2C2]
- The University of Nebraska system's Strategic Framework and UNO's strategic plan are publicly accessible via the web. (**http://nebraska.edu/strategic-framework.html** and **http://www.unomaha.edu/plan/**)

Core Component 1b. *In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

- The NU Strategic Framework and UNO's Strategic Plan identifies specific objectives related our role as a metropolitan university, including items such as increasing the response to the needs, interests, and differences inherent in the diverse community it serves. [2C2, 4P3, 5C2, 5P1]
- UNO monitors campus climate and diversity goals and objectives and provide routine reports to the Board of Regents with the NU Strategic Framework and the Strategic Plan as a guide. The Strategic Framework is intended to guide university-wide and campus planning to help build and sustain the state in a way that offers its citizens educational and economic opportunity and a high quality of life. The Strategic Plan influences every substantive component of the university and is used as the foundational guide for all of UNO's major initiatives.   [O1, 1C4, 2P1, 2P5, 5C2, 5P1]

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

- The Strategic Planning Steering Committee (SPSC), which is representative of the campus community, is responsible for the ongoing development and updating of the UNO Strategic Plan, creating performance indicators and integrating the plan into other campus-wide planning efforts. [1C2, 1R3, 1I1, 2C2, 2P1, 2P2, 2P4, 2I1, 2I2, 5C2]
- UNO supports a thorough program review process for all academic units, which is designed to monitor and assist in the ongoing development of UNO's academic programs, including facilitating the alignment of program goals with the UNO Strategic Plan. [1C2, 1P8, 7C1]

- All new program proposals at UNO are reviewed to ensure that proposed changes are in accord with university-wide objectives and priorities as identified in the role and mission statement and relevant planning documents. [1P2, 1P3]

Core component 1d. *The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.*

- The underlying principles of academic freedom and shared governance are reinforced through the Bylaws of our governing body, the University of Nebraska Board of Regents, and are pervasive across the university. [1C5, 2P3, 5P5, 8P1]
- At UNO, shared governance, particularly as it relates to faculty, is an expectation that is embraced by the entire campus community. Subsequently, virtually all important committees and organizations across campus have significant faculty representation. [2P3, 5P5, 8P1]
- UNO has a combined Office of Academic and Student Affairs, which ensures that the various cocurricular elements sponsored by UNO are integrated within our primary goal of enhancing student learning. [1P9, 1P10, 4C1, 6C2]

Core component 1e. *The organization upholds and protects its integrity.*

- The Strategic Planning Steering Committee has organized three task forces that are intended to aid in the integration of all three goals across campus and encourage the continual examination of those goals for quality improvement purposes. [1C2, 2P2, 8P4]
- UNO supports a thorough program review process for all academic units and all curricular modifications and additions are reviewed appropriately. [1C2, 1P8, 7C1]
- The performance of all UNO employees is reviewed annually. [1P6, 4P6, 8P4]
- UNO employs consistent policies for students, faculty and staff and effectively communicates those policies. (**http://www.unomaha.edu/aandsaffairs/insidepages/pnp.php** and **http://www.unomaha.edu/aandsaffairs/insidepages/studentpolicies.php**)

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

Core Component 2a. *The organization realistically prepares for a future shaped by multiple societal and economic trends.*

- UNO's operational budget has steadily increased over the last five years while our overall enrollment has remained and is expected to remain relatively stable. [6R2, 8P6]
- UNO is preparing for an evolving student body that is expected to become more traditional and residential in the future. [O3, 8C1]
- UNO utilizes external entities to determine occupational trends and workforce needs in the local and regional economy. [1P2, 1P8, 2P1, 2P2, 3P3, 3P4, 4C3]

Core component 2b. *The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

- UNO's budget in recent years has been adequate to support the essential academic and non-academic functions of the university without significant cuts in services. [6R2, 8P6]
- UNO's budget allocation process involves a holistic examination of resource needs across the university. [5C1, 6R2, 8P6]
- UNO utilizes a wide array of data and metrics to examine the most effective ways to allocate and secure resources. [8P6]

Core component 2c. *The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

- UNO collects information on and systematically analyzes data that connects directly with the NU Strategic Framework and the UNO Strategic Plan. These metrics are also aligned with specific goals and sub goals of the Framework and Strategic Plan. [5C2, 5P4, 6R3, 7C2, 7P1, 8P5]
- All UNO employees are required to participate in some type of annual review process to ensure that professional activities align with institutional goals. [1P6, 4P6, 8P4]
- UNO has partially developed a comprehensive data warehouse that is beginning to allow for increasingly sophisticated analysis of data across the institution. [7C1]

Core component 2d. *All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

- UNO employs a thorough and comprehensive strategic planning process that involves a representative group from across the campus. [1C2, 1R3, 1I1, 2C2, 2P1, 2P2, 2P4, 2I1, 2I2, 5C2]
- All academic and non-academic units at UNO are expected to align their strategic plans and activities with UNO's overall Strategic Plan. [1C2, 1I1, 2P2, 3P5, 5P1, 5P6, 7P5, 7P6, 8P4]
- UNO has a well-constructed plan for developing the physical landscape of the institution over the next ten years that has been created with ample input from all campus constituencies. [O6, 5P2, 6P4, 8C1, 8P1, 8P3]

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

Core component 3a. *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

- All programs have student learning outcome goals, which are currently being analyzed and revised in a more systematic manner. A university-wide assessment committee has been charged with monitoring the assessment of academic programs, including general education. [1C1, 1P1, 1P3, 1P6, 1P11]
- UNO's general education curriculum has undergone intense scrutiny over the last several years resulting in a process to more clearly define common learning goals. [1C1, 1P1]

Core component 3b. *The organization values and supports effective teaching.*

- UNO offers a large number of faculty development activities annually and support a number of campus entities that relate specifically to improving pedagogical techniques. [1C4, 1P6, 4R1, 4R3, 5C2]
- Each college heavily weights teaching effectiveness in the consideration of reappointment, promotion and tenure for faculty. [1P6]
- All UNO faculty are required to document their efforts and achievements in the area of teaching each year in their annual reviews. [1P6, 4P6, 4P7, 5R1]
- UNO offers several university-wide awards that relate specifically to teaching. [4P7]

Core component 3c. *The organization creates effective learning environments.*

- Entities such as Academic Partnerships for Instruction (API) facilitate the effective integration of technology into the classroom and ensure that student learning is enhanced and a variety of learning styles are supported. [O6, 1C3, 1C4, 4C4]
- UNO has increasingly utilized online and mixed-mode instruction to meet the evolving needs of students. [8C1, 8R1]
- UNO supports a number of learning communities that allow students to thrive in an enhanced intellectual environment. [1C4, 3P2, 3R2]

Core component 3d. *The organization's learning resources support student learning and effective teaching.*

- UNO supports a number of highly successful academic support centers that are used by faculty, staff and students. [6R1]
- Merit salary increases for faculty are directly tied to effective teaching. [1P6, 4P7]
- A common course management system and a large volume of high quality professional development opportunities related to such ensure that faculty are well prepared to support student learning in the classroom. [O6, 4C4]

Criterion Four - Acquisition, Discovery, and Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. *The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

- UNO is committed to providing enriching intellectual activities for the entire campus and surrounding community through the participation in a variety of cultural and educational activities. [1C4, 2C1, 3R2, 5C3, 9P1]
- Many of the collaborations between UNO and the local community involve enhancing the intellectual environment of the area. [O4, 2R3, 3P3, Category 9]
- UNO continues to educate a large number of non-traditional students who are often professionals seeking to either advance in their current careers or expand their skills to move into an alternative career. [O3, 3C2, 8C1, 8C2]

Core Component 4b. *The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

- UNO embraces and emphasizes the tenets of academic freedom and the importance of unhindered intellectual inquiry. [1C5, 5P5]
- UNO requires that all undergraduates complete a common general education curriculum that ensures that every graduate, regardless of discipline, will have a broad understanding of a variety of academic areas. [1C1, 1P1]

Core Component 4c. *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

- UNO continuously monitors the relevance of its programs through consultations with alumni, advisory groups and through external assessments of occupational trends. [1P2, 1P8, 2P1, 2P2, 3P3, 3P4, 4C3]
- UNO students enjoy ample opportunities for internships and field placements, which allow students to apply academic knowledge in occupational settings. [1R3, 2C3, 2P5, 2R1, 3P7, 3R4]
- UNO graduates, alumni and employers are consulted to determine their satisfaction with the curricula and preparation of UNO students. [1P12, 1R2, 1R3, 3P7, 3R1, 3R3]

Core component 4d. *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- UNO relies on an active and effective Institutional Review Board to monitor the ethical practices of anyone associated with the university engaged in the acquisition and application of knowledge. [4P3]
- UNO faculty are guided by AAUP principles of academic freedom and the responsibilities inherent in such privileges. [1C5, 5P5]

Criterion Five - Engagement and Service
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*
- UNO collects a wide range of data from students and other stakeholders to determine evolving needs and to determine the responses to those needs. [1P2, 1R2, 2C2, 2P5, 3C1, 3P1, 3P3, 5P4, 6R1, 7C1]
- UNO is committed to engaging the external community in a variety of ways and has dozens of formalized partnerships and collaborative relationships that are mutually beneficial. [Categories 2 and 9]
- UNO has a comprehensive strategic planning process, which is based upon environmental scanning and holistically analyzing the university and its role in the community. [1C2, 1R3, 1I1, 2C2, 2P1, 2P2, 2P4, 2I1, 2I2, 5C2]

Core Component 5b. *The organization has the capacity and the commitment to engage with its identified constituencies and communities.*
- UNO's Strategic Plan revolves around its two major constituencies—students and the external community—and the Strategic Planning Steering Committee attempts to ensure that any substantive action by the university keeps those two constituencies as key considerations. [1C2, 1R3, 1I1, 2C2, 2P1, 2P2, 2P4, 2I1, 2I2, 5C2]
- Entities such as UNO's Service-Learning Academy reinforce the institution's commitment to active learning and engaging the community. [1C4, 1P9, 2C3, 2R1, 3P7, 9P1]
- All collaborative partnerships are initiated based upon their centrality to the mission of the institution and are expected to be mutually beneficial. [Categories 2 and 9]

Core Component 5c. *The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

- UNO has responded to an evolving student body by adapting its services over the last several years to meet their needs. [O3, 3C2, 8C1, 8C2]
- Through constant dialogue with the community, UNO has established new and modified partnerships to meet the needs of various groups. [3P3, 3P4, 3P7, 9P1, 9P2]

Core Component 5d. *Internal and external constituencies value the services the organization provides.*

- New student services have been utilized extensively, which has led to planning for increased levels of such services in the future. [O3, 3C2, 8C1, 8C2]
- External support of UNO has increased recently with the securing of private funds for the physical transformation of campus. [5P2, 8C1]
- Faculty and staff generally maintain high opinions of the work environment on campus and feel valued. [4R1, 6R2]