

Academic Key Indicators Report

University of Nebraska at Omaha



Office of Academic Affairs

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Version 2.1

UNIVERSITY OF
Nebraska
Omaha



*"It is a capital mistake to theorize before we
have data."*

— Sherlock Holmes

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1. Purpose of This Document

The UNO Strategic Plan articulates broad goals for the campus, focusing on student centeredness, academic excellence, community engagement, and institutional effectiveness. The entire UNO community – faculty, staff, students, alumni, and the community – are stewards of this plan. In short, we all ‘own it’ and are responsible to see innovation and execution in these domains. This collective ownership is reflected in the campus’s planning framework, UNePlan, which documents and tracks initiatives at all levels, including department, business unit, college, vice chancellor, or campus level. All these initiatives align to an aspect of the Strategic Plan.

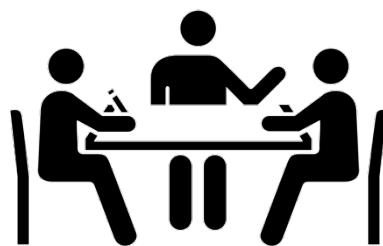


The present Academic Key Indicators Report is intended as a service to the UNO community to document and assess our progress on the Strategic Plan. Far from being a process-oriented plan, ours is an outcomes-oriented plan. The present document reports on 40 separate indicators of relevance to the academic sector. For departments, colleges, and other academic units, tracking these metrics year-over-year is an opportunity for self-assessment of their own initiatives: Are the unit-level initiatives having an impact? Are course-corrections necessary? Can pilot projects be scaled up? Etc.

The present Academic Key Indicators Report seeks to standardize a set of indicators that everyone can utilize in their own planning. While it will be impossible to document every metric of value to every unit within the academic sector, and while we recognize that individual departments and colleges may choose to track finer details that help provide shorter-term feedback *en route* to broader campus goals, we also recognize that the 40 indicators in this report represent metrics to which all units within the academic sector contribute in one way or another. Said another way, these are indicators which are correlated with overall progress and can provide guidance for individual UNePlan initiatives when assessed based on year-over-year changes in these metrics.

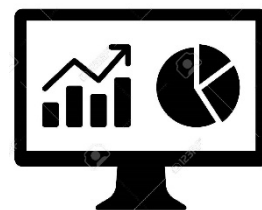
Finally, the present Academic Key Indicators Report is also intended as an ongoing accountability document to the campus community. As a result of several prior Strategic Planning Forums, campus-level initiatives were identified as cross-cutting collaborations that could benefit all of UNO and merit campus investment. Having these metrics of accountability for campus-level initiatives supports discussions on if it is time to scale these investments further or consider alternatives. Shared data allows for conversations of shared accountability.

Data like these are intended to try to elucidate stories and to learn more. It is never productive when viewed as the end of a story (“we met goals” or “we failed goals”). Rather, we hope these data will elicit further questions, more investigations, and greater empowerment of all academic and business units to assess for themselves “what has been working?”, “what can we do better?”, and “is it time for out-of-the box thinking?” The UNO Strategic Plan is a living, breathing document, and the data provided in this Academic Key Indicators Report is intended to help units across campus assess how their initiatives should evolve.



2. Goals and Metrics for the Academic Sector

In preparing the present Academic Key Indicators Report, the Office of Academic Affairs seeks to provide further support to the UNO campus units in their strategic planning process as well as be accountable for campus-level initiatives. Metrics are our mechanism to ensure continuous tracking, align resources with outcomes, develop proactive actionable plans for improvement, and ensure accountability.



These metrics are intended to span the campus mission across student centeredness, academic excellence, community engagement, and institutional quality. The 40 metrics listed below are not comprehensive of everything that could be measured within the academic sector. They represent a finite list that merely *correlates* with the successful outcomes we strive for.

For many of these metrics, the UNO campus has identified many ways to calculate or evaluate such numbers. There may be legitimate reasons for different definitions. For purposes of clarity, this report provides a specific glossary and definition for each metric listed below.

 Student Achievement	 Academic Excellence	 Faculty and Staff Development	 Financial & Institutional Stewardship
1. Enrolled headcount	1. Academic program ranking ¹	1. Diversity (gender & ethnicity) of faculty	1. Annual SCH
2. Grad re-enrollment percentage	2. Scholarly presentations, publications, and sponsored grants	2. Percentage of full-time faculty	2. On-campus SCH
3. Undergrad reenroll't percentage	3. Certificates, licensures ¹	3. Percent of faculty with terminal degree	3. Online SCH
4. DFW rates in lower division courses	4. Community, corp., int'l partnerships ¹	4. Time in rank	4. Summer session SCH
5. Number of courses >95% capacity	5. Faculty FTE in programs	5. Service-related workload by rank.	5. Adjunct budget
6. Gender and ethnicity of students in programs	6. Faculty national honors	6. Research-related workload by rank.	6. Cash reserves (state, fee, F&A) ¹
7. Experiential learning ¹	7. Public and media appearances	7. Percent of SCH taught by adjuncts	7. Number of courses <10 enrolled
8. Service learning	8. Undergraduate majors & minors	8. SCH per faculty	8. Balance of MW, TTh, and MWF classes
9. Graduation rates	9. Graduate enrollment	9. Campus professional development ¹	9. Philanthropic revenues
10. Degrees awarded			10. Sponsored research revenues
11. Career placement ¹			11. Staff FTE

The four broad categories of metrics (student achievement, academic excellence, faculty and staff development, and financial and institutional stewardship) arose out of the Office of Academic Affairs visioning process and its estimation on how best to support the UNO Strategic Plan. The vision, mission, values, and goals of that process are given in [Appendix E](#).

¹This metric will be developed in a future year's report.

3. Student Achievement Metrics



This section provides data on student achievement ([see Section 2](#)). Several address the quantity of students served (credit hours, enrollment, degrees awarded, etc.). Other metrics speak to the quality of the student experience (DFW rates, whether courses are filled and no longer able to enroll students, experiential learning, etc.). While this list will never be comprehensive, having these data provided annually allows units to ask questions, such as why some cohorts of students have high retention rates while others are much lower. These data may also prompt departments to set specific growth goals in UNePlan. This section starts with a glossary and definition of the metrics (as well as source information), followed by data tables for each of the six colleges.

Current Fall Enrollment

For the 2020-2021 reports, the current fall term refers to fall 2020.

Enrolled Headcount

The enrolled headcount is based on census time, and headcount is unique by students' college. Graduate and undergraduate students are included. Within the college, departments are determined by their primary majors at fall 2020 census time. Source: OIE Fall 2020 census enrollment file.

Re-enrollment Percent

This measure is defined as percent of fall 2019 degree-seeking students (UG/GR) who re-enrolled in fall 2020 as of census time. Re-enrollment percent is computed after factoring fall 2019 students who graduated in fall 2019, spring 2020 and summer 2020 terms. Re-enrollment percent is reported by the students' college at fall 2019 census time. Within the college, departments are determined by their primary majors at fall 2019 census time. Source: OIE term census enrollment files and degree completion files.

Student Demographics

Counts by gender and ethnicity, headcount is unique by students' colleges and departments associated with primary majors. Source: OIE fall 2020 census enrollment file.

Total Minority Students

This includes the racial/ethnic groups of American Indian, Asian, African American, Hispanics of Any Race, Native Hawaii or Other Pacific Islander, and Two or More Races.

Previous Fall Curriculum Analysis

For 2020-2021 reports, previous fall term refers to fall 2019 term.

Total SCH Enrolled

This measure refers to Student Credit Hours (SCH) enrolled in the courses administered by the department. Data are reported by curriculum department. Source: OIE fall 2019 graded census course and course registration files.

No. of Organized Courses >95% Capacity Filled

This measure refers to counts of classes enrolled more than 95% of the enrollment capacity. The percent is computed as: $(\text{course enrollment} / \text{course enrollment cap}) * 100$. Data are reported by curriculum department. Source: OIE fall 2019 graded census course and course registration files.

Average DFW Rates in Lower Organized Division Classes

This measure refers to the average of DFW rates in lower division of classes. DFW rate of a class is computed as $(\text{total count of DFW} / \text{total enrolled}) * 100$. Data are reported by curriculum department. Source: OIE fall 2019 graded census course and course registration files.

Graduation and Placement

For 2020-2021 reports, graduation and placement data are based on 2019-2020 Academic Year period. This lines up with the IPEDS Completion report period.

Academic Year Degrees Awarded

This measure counts the degrees awarded between July 1, 2019 and June 30, 2020, consistent with the IPEDS report period. Source: OIE academic-year degree completion report file.

6-year Graduation Rate

This refers to the graduation rates of first-time full-time bachelor's degree-seeking students who completed their study within 150% of normal time as defined by IPEDS. For 2020-2021 report, this is the cumulative 6th year graduation rate (up to August 31, 2020) of fall 2014 first-time full-time degree-seeking student cohort established at the census time as defined by IPEDS report requirements. 6-year graduation rates are reported only for the units that have fall 2014 cohort students and by the entering college. Within the college, departments are determined by the primary entering majors as of fall 2014 census time. Source: OIE IPEDS Cohort Tracking files.

No. of Graduates Employed After Graduation

This measure is based on Graduation Exit Survey data completed by UNO students who graduated between July 1, 2019 and June 30, 2020. Responses of graduates to three survey questions are combined to create an employment indicator. The three questions are: 1. your plans or situation after graduation (currently work and will continue to work at the same employer); 2. your plans or situation after graduation (currently working, but seeking different employment); and 3. your plans or situation after graduation (starting a job with a new employer). No. of Graduates Employed After Graduation are reported by the degree colleges, and within the college, departments are determined by their first-degree majors if possible. Source: OIE summer 2019, fall 2019 and spring 2020 Graduation Exit Survey files.

Student Achievement Metrics
College of Arts and Sciences (2020-2021 Report)¹

Colleges/Department	<u>Current Fall Enrollment (Fall 2020)</u>					<u>Previous Fall Curriculum Analysis (Fall 2019)</u>			<u>Graduation and Placement</u>					
	1st to 2nd Year FTFTDS Cohort Retention Rate	<u>Student Demographics</u>				All Courses			<u>Academic-Year Degrees Awarded (2019-20)</u>				<u>6-year Graduation Rates of FTFTDS Cohort</u>	<u>No. of Graduates Employed After Graduation</u>
		Female	Male	<u>Total Minority Students</u>	Enrolled Headcount (Fall 2020)	<u>Total SCH Enrolled</u>	<u>No. Org. Courses >95% Capacity Filled</u>	<u>Avg DFW in Lower Org. Div. Classes</u>	BA, BS, BSBA, BFA	MS, MA, MBA, MFA, MMA, EDS	No. of PHD	UG & Grad Certif. / Minors		
CAS Dean's Office	64.0%	1,258	758	885	2,016	1,706	12	18.9%	32	7	n/a	70	44.0%	15
Biology	78.0%	633	306	304	939	8,529	78	7.8%	156	6	n/a	23	59.0%	61
Black Studies	0.0%	12	2	14	14	990	9	26.7%	5	n/a	n/a	19	0.0%	2
Chemistry	83.0%	52	46	40	98	4,210	61	19.3%	18	n/a	n/a	65	29.0%	7
English	70.0%	104	42	20	146	9,138	138	15.2%	47	11	n/a	37	62.0%	26
Environmental Science	0.0%	0	0	0	0	521	6	24.2%	0	n/a	n/a	0	0.0%	0
Foreign Languages	67.0%	34	12	21	46	3,417	17	19.3%	36	6	n/a	39	100.0%	20
Geography-Geology	50.0%	28	49	16	77	5,303	40	10.4%	34	4	n/a	8	50.0%	18
History	75.0%	29	84	19	113	4,355	33	25.0%	32	6	n/a	6	67.0%	25
International Studies	100.0%	68	42	49	110	735	5	4.4%	46	n/a	n/a	8	27.0%	20
OLLAS	0.0%	6	4	9	10	294	3	28.1%	4	n/a	n/a	12	0.0%	3
Mathematics	75.0%	69	103	29	172	13,271	48	29.0%	47	3	n/a	47	67.0%	21
Native American Studies	0.0%	0	0	0	0	885	6	14.6%	0	n/a	n/a	0	0.0%	0
Philosophy & Religion	0.0%	8	21	5	29	3,403	28	19.1%	12	n/a	n/a	32	50.0%	3
Physics	57.0%	9	50	15	59	5,077	27	15.6%	6	n/a	n/a	2	36.0%	2
Political Science	73.0%	104	104	48	208	3,598	41	24.1%	60	24	n/a	47	53.0%	51
Psychology	82.0%	608	163	269	771	8,062	75	19.7%	156	28	10	142	52.0%	100
Sociology	100.0%	79	23	44	102	4,627	34	22.5%	45	4	n/a	70	38.0%	33
Women's & Gender Studies	100.0%	5	0	1	5	592	8	15.1%	3	n/a	n/a	0	0.0%	2
Total College	77.0%	3,106	1,809	1,788	4,915	78,713	669	18.5%	739	99	10	627	50.0%	409

¹ A&S Dean's office includes all the students whose majors could not link to an academic department within the college as of census time.

Student Achievement Metrics
College of Business Administration (2020-2021 Report)²

Colleges/Department	<u>Current Fall Enrollment (Fall 2020)</u>					<u>Previous Fall Curriculum Analysis (Fall 2019)</u>			<u>Graduation and Placement</u>					
	1st to 2nd Year FTFTDS Cohort Retention Rate	<u>Student Demographics</u>				All Courses			<u>Academic-Year Degrees Awarded (2019-20)</u>				<u>6-year Graduation Rates of FTFTDS Cohort</u>	<u>No. of Graduates Employed After Graduation</u>
		Female	Male	<u>Total Minority Students</u>	Enrolled Headcount (Fall 2020)	<u>Total SCH Enrolled</u>	<u>No. of Org. Courses >95% Capacity Filled</u>	<u>Average DFW Rates in Org. Lower Division Classes</u>	BA, BS, BSBA, BFA	MS, MA, MBA, MFA, MMA, EDS	No. of PHD	UG & Grad Certif. / Minors		
CBA Dean's Office	79.0%	329	437	164	766	2,743	7	14.1%	0	115	n/a	63	56.0%	101
Accounting	81.0%	156	162	95	318	2,679	8	14.3%	72	12	n/a	n/a	n/a	64
Economics	86.0%	32	61	14	93	2,772	14	20.5%	15	3	n/a	2	n/a	11
Finance, Banking & Real Estate	84.0%	118	281	95	399	3,393	11	18.2%	133	n/a	n/a	0	n/a	98
Management	83.0%	189	204	91	393	4,278	11	20.7%	131	0	n/a	3	n/a	100
Marketing & Entrepreneurship	83.0%	172	173	101	345	3,215	22	0.0%	114	n/a	n/a	29	n/a	88
Total College	82.0%	996	1,318	560	2,314	19,080	73	16.9%	465	130	N/A	97	56.0%	462

² CBA Dean's office includes all the students whose major/concentrations could not link to an academic department within the college as of census time.
For CBA, 6-year graduation rate can only report at Dean's Office/college level as the entire cohort of students were in the pre-business program at the time of entering in fall 2014 term.

Student Achievement Metrics
College of Communication, Fine Arts and Media (2020-2021 Report)³

Colleges/Department	<u>Current Fall Enrollment (Fall 2020)</u>					<u>Previous Fall Curriculum Analysis (Fall 2019)</u>			<u>Graduation and Placement</u>					
	1st to 2nd Year FTFTDS Cohort Retention Rate	<u>Student Demographics</u>				All Courses			<u>Academic-Year Degrees Awarded (2019-2020)</u>				<u>6-year Graduation Rates of FTFTDS Cohort</u>	<u>No. of Graduates Employed After Graduation</u>
		Female	Male	<u>Total Minority Students</u>	Enrolled Headcount (Fall 2020)	<u>Total SCH Enrolled</u>	<u>No. of Org. Courses >95% Capacity Filled</u>	<u>Average DFW Rates in Org. Lower Division Classes</u>	BA, BS, BSBA, BFA	MS, MA, MBA, MFA, MMA, EDS	No. of PHD	UG & Grad Certif./ Minors		
CFAM Dean's Office	0.0%	0	0	0	0	99	2	25.9%	0	n/a	n/a	n/a	0.0%	0
Arts	71.4%	311	173	157	484	6,334	58	14.3%	79	9	n/a	40	48.0%	47
Art & Art History	71.0%	215	109	116	324	3,706	32	20.5%	55	n/a	n/a	23	43.0%	30
Theatre	75.0%	35	21	17	56	1,110	11	6.3%	12	6	n/a	3	40.0%	9
Writers' Workshop	71.0%	61	43	24	104	1,518	15	16.0%	12	3	n/a	8	83.0%	8
Communication	86.0%	225	145	103	370	8,994	107	13.9%	94	7	n/a	41	68.0%	63
Music	89.0%	89	147	68	236	4,918	18	4.8%	22	7	n/a	0	46.0%	18
Total College	82.0%	625	465	328	1,090	20,345	185	12.5%	195	23	n/a	82	52.0%	128

³ CFAM Dean's office includes all the students whose majors could not link to an academic department within the college as of census time.

Student Achievement Metrics

College of Education, Health, and Human Sciences (2020-2021 Report)⁵

Colleges/Department	<u>Current Fall Enrollment (Fall 2020)</u>					<u>Previous Fall Curriculum Analysis (Fall 2019)</u>			<u>Graduation and Placement</u>					
	1st to 2nd Year FTFTDS Cohort Retention Rate	<u>Student Demographics</u>				<u>All Courses</u>			<u>Academic-Year Degrees Awarded (Fall 2019-20)</u>				<u>6-year Graduation Rates of FTFTDS Cohort</u>	<u>No. of Graduates Employed After Graduation</u>
		Female	Male	<u>Total Minority Students</u>	Enrolled Headcount (Fall 2020)	<u>Total SCH Enrolled</u>	<u>No. of Org. Courses >95% Capacity Filled</u>	<u>Average DFW Rates in Org. Lower Division Classes</u>	BA, BS, BSBA, BFA	MS, MA, MBA, MFA, MMA, EDS	No. of PHD	UG & Grad Certif. / Minors		
CEHHS Dean's Office	67.0%	141	18	29	159	0	0	0.0%	0	n/a	n/a	n/a	0.0%	0
Biomechanics ⁴	83.0%	27	32	13	59	1,046	6	12.8%	6	7	1	1	n/a	1
Counseling	0.0%	138	43	42	181	1,388	11	4.5%	0	56	n/a	n/a	0.0%	43
Educational Leadership	0.0%	94	39	23	133	698	2	0.0%	0	15	12	n/a	0.0%	25
Health and Kinesiology	83.0%	258	154	122	412	5,605	21	9.6%	89	32	1	9	45.0%	53
SPED & Comm. Disorder	75.0%	200	12	28	212	3,151	33	14.2%	21	55	n/a	n/a	48.0%	56
Teacher Education	87.0%	931	259	250	1,190	8,470	53	4.1%	211	97	n/a	0	59.0%	195
Total College	82.0%	1,789	557	507	2,346	20,358	126	9.2%	327	262	13	10	54.0%	373

⁴ The Ph.D. in Exercise Science is a joint program between the Department of Biomechanics and the School of Health and Kinesiology. There was one Ph.D. graduate in Fall 2019-20. The college total is adjusted and only accounts for this graduate one time.

⁵ CEHHS Dean's office includes all the students (including SPED/TED joint program) whose majors could not link to an academic department within the college as of census time.

Student Achievement Metrics

College of Information Science and Technology (2020-21 Report)⁶

Colleges/Department	<u>Current Fall Enrollment (Fall 2020)</u>					<u>Previous Fall Curriculum Analysis (Fall 2019)</u>			<u>Graduation and Placement</u>					
	1st to 2nd Year FTFTDS Cohort Retention Rate	<u>Student Demographics</u>				All Courses			<u>Academic-Year Degrees Awarded (Fall 2019-20)</u>				6-year Graduation Rates of FTFTDS Cohort	No. of Graduates Employed After Graduation
		Female	Male	<u>Total Minority Students</u>	Enrolled Headcount (Fall 2020)	<u>Total SCH Enrolled</u>	<u>No. of Org. Courses >95% Capacity Filled</u>	<u>Average DFW Rates in Org. Lower Division Classes</u>	MS, MA, BA, BS, BSB A, BFA	MBA, MFA, MM A, EDS	No. of PHD	UG & Grad Certif. / Minors		
IS&T Dean's Office	0.0%	18	32	8	50	60	1	0.0%	0	5	3	n/a	33.0%	6
Computer Science	83.0%	96	517	133	613	7,316	57	13.9%	85	25	n/a	57	55.0%	71
ISQA	63.0%	91	171	66	262	2,112	13	0.0%	50	45	n/a	111	60.0%	62
Interdisciplin. Informatics	92.0%	56	282	85	338	2,417	16	15.9%	54	18	0	21	56.0%	39
Total College	85.0%	261	1,002	292	1,263	11,905	87	14.3%	189	93	3	189	55.0%	178

⁶ IS&T Dean's office includes all the students whose majors could not link to an academic department within the college as of census time.

Student Achievement Metrics
College of Public Affairs and Community Service (2020-2021 Report)⁷

Colleges/Department ⁸	<u>Current Fall Enrollment (Fall 2020)</u>					<u>Previous Fall Curriculum Analysis (Fall 2019)</u>			<u>Graduation and Placement</u>					
	1st to 2nd Year FTFTDS Cohort Retention Rate	<u>Student Demographics</u>				<u>All Courses</u>			<u>Academic-Year Degrees Awarded (Fall 2019-20)</u>				<u>6-year Graduation Rates of FTFTDS Cohort</u>	<u>No. of Graduates Employed After Graduation</u>
		Female	Male	<u>Total Minority Students</u>	Enrolled Headcount (Fall 2020)	<u>Total SCH Enrolled</u>	<u>No. of Org. Courses >95% Capacity Filled</u>	<u>Average DFW Rates in Org. Lower Division Classes</u>	BA, BS, BSBA, BFA	MS, MA, MBA, MFA, MMA, EDS	No. of PHD	UG & Grad Certif. / Minors		
CPACS Dean's Office	33.0%	617	582	375	1,199	0	0	0.0%	146	n/a	n/a	1	50.0%	141
Gerontology	0.0%	74	10	15	84	2,850	25	13.6%	15	8	0	31	0.0%	18
Goodrich Program	0.0%	0	0	0	0	246	3	11.4%	n/a	n/a	n/a	n/a	0.0%	0
Criminology & Criminal Justice	71.0%	623	417	392	1,040	8,862	46	15.7%	213	24	3	33	50.0%	100
Public Administration ⁹	71.0%	238	379	147	617	6,056	48	12.4%	96	65	3	68	57.0%	115
Social Work	78.0%	444	51	173	495	4,013	23	19.6%	43	97	n/a	n/a	13.0%	99
Total College	71.0%	1,996	1,439	1,102	3,435	22,027	145	14.3%	513	194	6	133	47.0%	473

⁷ CPACS Dean's office includes all the students including BMS program. For enrollment headcount, all BMS students (regardless their concentrations) in the Division of Continuous Studies are counted in the CPACS Dean's office. For degrees awarded count, BMS degrees are counted into respective colleges/departments by concentrations which is consistent with other OIE published degree completion reports.

⁸ Headcounts of graduate joint programs (PA/SOWK and SOWK/CRCJ) are divided to count into each program department.

⁹ School of Public Administration includes the Aviation unit.

4. Academic Excellence Metrics



This section provides data on academic excellence at UNO ([see Section 2](#)). Several metrics speak more to quantity (number of faculty, number of scholarly articles and publications, grants, etc.). Other metrics address the quality of the student experience (they address questions including how many of our faculty are full-time, are we advancing our faculty for national awards and recognitions, etc.). While this list is not comprehensive, these data may be helpful for consideration of faculty workload as it aligns with college and campus initiatives. In addition, these data may help units consider new program opportunities. This section starts with a glossary and definition of the metrics (as well as source information), followed by data tables for each of the six colleges.

Full-time Headcount

Full-time faculty includes all active regular full-time faculty in the academic department as of the October 2019 HR snapshot time. Source: fall 2019 HR extract file; OIE 2019-2020 Academic Department Indicators Report.

Faculty FTE

This measure refers to the percent of a faculty FTE that is allocated for teaching related duties during an academic year. It is the instructional part of total FTE of a faculty appointment. Usually, full-time faculty FTE is determined to be 100% instructional unless it is reduced by non-instruction-related activities, such as external research duties or leave of absence. For the 2020-2021 report, faculty FTE is based on instructional assignments in the 2019-2020 academic year. Source: Fall 2019 HR extract file; OIE 2019-2020 Academic Department Indicators Report.

No. of Scholarly Presentations and Publications

This measure refers to academic presentations and refereed publications made by UNO full-time faculty, both in 2019 annual year and cumulatively since 2015. Data may include the activities done by the faculty who have left UNO. Source: UNO Digital Measure Dashboard: <https://mavinfo-pbi-prd.unomaha.edu/reports/powerbi/Institutional/PublicationsAndExternalFundedProjects?rs:embed=true>

Externally Sponsored Amounts in 2019

This measure refers to annual dollar amounts for externally funded projects obtained by UNO full-time faculty in 2019. These funding come from organizations outside UNO. Source: Annual Year 2019 Report of Externally Sponsored Grants and Contracts Awards, ORCA.

Externally Sponsored Amounts in 2015-2019

This measure refers to cumulative dollar amounts for externally funded projects obtained by UNO full-time faculty in the 2015-2019 period. These funding come from organizations outside UNO. Source: 2015-2019 Report of Externally Sponsored Grants and Contracts Awards, ORCA.

No. of National Awards/Honors since 2016

The Number of National Awards/Honors since 2016 reports counts of national-level awards or honors that UNO full-time faculty received from 2016 to 2020. Data may include the faculty who have left UNO. Source: UNO Digital Measures:

<https://www.unomaha.edu/institutional-effectiveness/digital-measures/index.php>

No. of Public and Media Appearances

The Number of Public and Media Appearances reports counts of public or media appearance that UNO full-time faculty conducted from 2016 to 2020. Data may include the faculty who have left UNO. Source: UNO Digital Measures: <https://www.unomaha.edu/institutional-effectiveness/digital-measures/index.php>

Undergraduate Majors and Minors

This measure refers to duplicate headcount of students enrolled in the undergraduate major (primary and secondary) or minor programs administered by the department as of fall 2020 census time. Students enrolled in BMS degree programs are counted both in the CPACS dean's office as well as into respective colleges and departments by concentrations. Data do not include counts for undergraduate certificate programs. Source: OIE fall 2020 census program enrollment file.

Graduate Enrollment Headcount

This measure refers to unique headcount of graduate students who were enrolled as of fall 2020 census time. Headcount is reported by the colleges and departments associated with the students' primary majors at census time. College headcount matches OIE census enrollment report. Source: OIE fall 2020 census enrollment file.

Academic Excellence Metrics
College of Arts and Sciences (2020-2021 Report)¹⁰

	Faculty								Current Fall Term (Fall 2020)		
	<u>Full-time Headcount</u>	<u>Faculty FTE</u>	<u>No. of Presentations / Publications in 2019</u>	<u>No. of Presentations / Publication in 2015-2019</u>	<u>Externally Sponsored Amount in 2019</u>	<u>Externally Sponsored Amount in 2015-2019</u>	<u>No. of National Awards/ Honors Since 2016</u>	<u>No. of Public and Media Appearances</u>	<u>All UG Majors</u>	<u>All UG Minors</u>	<u>Graduate Enrollment Headcount</u>
Department											
CAS Dean's Office	1	0.24	0	0	\$7,850	\$13,625	0	0	1,952	195	68
Biology	27	23.88	34	245	\$603,872	\$4,494,474	2	16	896	108	21
Black Studies	5	5.00	11	38	\$0	\$0	0	3	19	31	n/a
Chemistry	18	16.75	7	35	\$0	\$15,850	0	0	113	350	n/a
English	28	28.11	35	208	\$0	\$21,910	11	30	129	47	42
Environmental Science	n/a	n/a	n/a	n/a	\$0	\$0	n/a	n/a	n/a	n/a	n/a
Foreign Languages	14	11.88	19	127	\$0	\$2,000	1	4	88	188	10
Geography & Geology	13	11.91	43	243	\$86,035	\$97,087	1	9	129	25	17
Health Career Res. Center	n/a	n/a	n/a	n/a	\$28,781	\$28,781	n/a	n/a	n/a	n/a	n/a
History	13	12.00	21	130	\$7,251	\$224,608	2	56	114	40	26
International Studies	n/a	n/a	n/a	n/a	\$0	\$0	n/a	n/a	130	16	n/a
OLLAS	n/a	n/a	n/a	n/a	\$27,532	\$74,957	n/a	n/a	17	30	n/a
Mathematics	23	21.74	38	183	\$88,023	\$1,700,024	3	3	185	82	45
Native American Studies	n/a	n/a	n/a	n/a	\$0	\$0	n/a	n/a	1	36	n/a
Philosophy & Religion	14	12.48	28	135	\$12,400	\$24,400	3	11	46	69	n/a
Physics	11	10.88	23	70	\$118,200	\$1,032,279	0	6	71	9	n/a
Political Science	11	10.00	15	101	\$1,286,934	\$1,339,264	2	124	195	116	56
Psychology	20	18.78	76	543	\$1,108,821	\$3,090,040	0	42	767	291	116
Sociology	15	14.00	38	157	\$282,252	\$622,550	0	49	135	162	8
Women's & Gender Studies	n/a	n/a	n/a	n/a	\$0	\$0	n/a	n/a	15	40	n/a
Total College	213	197.65	388	2,215	\$3,657,951	\$12,781,849	25	353	5,002	1,835	409

¹⁰ A&S Dean's office includes all the students whose majors could not link to an academic department within the college as of census time.

Academic Excellence Metrics
College of Business Administration (2020-2021 Report)¹¹

Department	Faculty								Current Fall Term (Fall 2020)		
	Full-time Headcount	Faculty FTE	No. of Presentations / Publications in 2019	No. of Presentations / Publication in 2015-2019	Externally Sponsored Amount in 2019	Externally Sponsored Amount in 2015-2019	No. of National Awards/ Honors Since 2016	No. of Public and Media Appearances	All UG Majors	All UG Minors	Graduate Enrollment Headcount
CBA Dean's Office	n/a	n/a	n/a	n/a	\$0	\$0	n/a	n/a	307	168	475
Accounting	13	12.88	30	86	\$0	\$0	0	1	293	5	29
Economics	10	9.38	44	212	\$115,524	\$187,224	4	24	103	16	38
Fin., Ban. & Real Estate	11	9.38	15	85	\$0	\$0	1	19	806	41	0
Management	16	15.75	42	213	\$320,000	\$1,467,268	5	20	446	84	5
Mark./Entrepreneurship	13	12.00	18	101	\$0	\$0	5	38	418	69	0
Center for Economic Ed.	n/a	n/a	n/a	n/a	\$0	\$27,000	n/a	n/a	n/a	n/a	n/a
Executive MBA Program	n/a	n/a	n/a	n/a	\$25,000	\$1,216,910	n/a	n/a	n/a	n/a	n/a
NBDC	n/a	n/a	n/a	n/a	\$2,070,725	\$8,465,650	n/a	n/a	n/a	n/a	n/a
Total College	63	59.39	149	697	\$2,531,249	\$11,364,052	15	102	2,373	383	547

¹¹ CBA Dean's office includes all the students whose majors/concentrations could not link to an academic department within the college as of census time.

Academic Excellence Metrics
College of Communication, Fine Arts and Media (2020-2021 Report)¹²

Department	Faculty								Current Fall Term (Fall 2020)		
	Full-time Headcount	Faculty FTE	No. of Presentations/ Publications in 2019	No. of Presentations/ Publication in 2015-2019	Externally Sponsored Amount in 2019	Externally Sponsored Amount in 2015-2019	No. of National Awards/ Honors Since 2016	No. of Public and Media Appearances	All UG Majors	All UG Minors	Graduate Enrollment Headcount
CFAM Dean's Office	n/a	n/a	n/a	n/a	\$0	\$0	n/a	n/a	3	0	n/a
Arts	31	29.18	48	226	\$2,975	\$45,404	19	50	496	109	35
Art & Art History	17	16.40	19	97	\$0	\$2,000	8	24	356	63	n/a
Theatre	8	7.38	8	20	\$0	\$0	5	6	62	18	n/a
Writers' Workshop	6	5.40	21	109	\$0	\$0	6	20	78	28	35
Communication	34	32.26	34	154	\$2,000	\$33,344	6	54	370	82	29
Music	22	20.68	48	153	\$12,046	\$62,479	15	44	222	0	24
KVNO	n/a	n/a	n/a	n/a	\$104,292	\$566,070	n/a	n/a	n/a	n/a	n/a
UNO Television	n/a	n/a	n/a	n/a	\$134,550	\$416,862	n/a	n/a	n/a	n/a	n/a
Total College	87	82.12	130	533	\$255,863	\$1,124,159	40	148	1,091	191	88

¹² CFAM Dean's office includes all the students whose majors/minors could not link to an academic department within the college as of census time.

Academic Excellence Metrics
College of Education, Health, and Human Sciences (2020-2021 Report)

Department	Faculty								Current Fall Term (Fall 2020)		
	<u>Full-time Headcount</u>	<u>Faculty FTE</u>	<u>No. of Presentations/ Publications in 2019</u>	<u>No. of Presentations/ Publication in 2015-2019</u>	<u>Externally Sponsored Amount in 2019</u>	<u>Externally Sponsored Amount in 2015-2019</u>	<u>No. of National Awards/ Honors Since 2016</u>	<u>No. of Public and Media Appearances</u>	<u>All UG Majors</u>	<u>All UG Minors</u>	<u>Graduate Enrollment Headcount</u>
CEHHS Dean's Office	2	0.00	0	3	\$200,000	\$216,000	0	0	n/a	n/a	n/a
Biomechanics	18	6.53	16	79	\$1,521,773	\$9,013,723	2	16	46	0	21
Counseling	6	6.00	12	52	\$0	\$0	5	4	0	0	181
Educational Leadership	5	5.00	19	133	\$0	\$0	7	8	0	0	133
Health and Kinesiology	16	13.00	37	204	\$1,002,370	\$5,827,488	3	47	339	43	86
SPED & Comm. Disorders	14	12.74	16	75	\$364,943	\$710,506	10	14	253	0	132
Teacher Education	33	26.49	84	424	\$80,000	\$4,602,739	10	67	1,100	0	318
<u>Total College</u>	94	69.76	184	970	\$3,169,086	\$20,370,456	37	156	1,570¹³	43	871

¹³ Undergraduate majors/minors count for Special Education & Communication Disorders include double counts of joint programs (ECIE, PLSE, PSES, SESE) with Teacher Education. College total is adjusted for the double counts.

Academic Excellence Metrics
College of Information Science and Technology (2020-21 Report)¹⁴

	Faculty								Current Fall Term (Fall 2020)		
	Full-time Headcount	Faculty FTE	No. of Presentations/ Publications in 2019	No. of Presentations/ Publication in 2015-2019	Externally Sponsored Amount in 2019	Externally Sponsored Amount in 2015-2019	No. of National Awards/ Honors Since 2016	No. of Public and Media Appearances	All UG Majors	All UG Minors	Graduate Enrollment Headcount
Department											
IS&T Dean's Office	n/a	n/a	n/a	n/a	\$37,380	\$319,148	n/a	1	21	0	49
Computer Science	22	18.68	45	145	\$168,905	\$4,189,257	2	1	566	179	79
ISQA	19	16.05	55	230	\$239,676	\$1,016,058	2	10	176	69	105
Interdisciplin. Informatics	16	10.39	16	129	\$2,899,134	\$7,524,730	0	18	335	52	43
Total College	57	45.12	116	504	\$3,345,095	\$13,049,193	4	30	1,098	300	276

¹⁴ IS&T Dean's office includes all the students whose majors could not link to an academic department within the college as of census time.

Academic Excellence Metrics
College of Public Affairs and Community Service (2020-2021 Report)¹⁵

	Faculty								Current Fall Term (Fall 2020)		
	<u>Full-time Headcount</u>	<u>Faculty FTE</u>	<u>No. of Presentations/ Publications in 2019</u>	<u>No. of Presentations/ Publication in 2015-2019</u>	<u>Externally Sponsored Amount in 2019</u>	<u>Externally Sponsored Amount in 2015-2019</u>	<u>No. of National Awards/ Honors Since 2016</u>	<u>No. of Public and Media Appearances</u>	<u>All UG Majors</u>	<u>All UG Minors</u>	<u>Graduate Enrollment Headcount</u>
Department¹⁶											
CPACS Dean's Office	n/a	n/a	11	30	\$0	\$0	1	4	452	0	n/a
Gerontology	8	7.21	13	84	\$18,313	\$43,208	1	11	59	85	40
Goodrich Program	5	4.50	7	43	\$0	\$63,144	1	5	n/a	n/a	n/a
CCJ	20	13.34	45	250	\$360,753	\$4,296,587	4	129	1,018	283	107
Public Administration ¹⁷	27	20.49	51	296	\$1,240,196	\$6,885,818	11	37	595	143	243
Social Work	15	11.90	18	98	\$534,326	\$2,764,653	2	12	223	0	288
CPAR	1	0.00	0	0	\$70,711	\$2,789,324	0	0	n/a	n/a	n/a
NCJR	0	0.00	0	0	-\$53,568	\$683,826	0	0	n/a	n/a	n/a
Brennan Labor Institute	1	0.00	0	0	\$40,504	\$81,408	0	0	n/a	n/a	n/a
<u>Total College</u>	77	57.44	145	801	\$2,211,235	\$17,607,968	20	198	2,347	511	678

¹⁵ CPACS Dean's office includes all the students whose majors/concentrations could not link to an academic department within the college as of census time. Headcounts of graduate joint programs (PA/SOWK and SOWK/CRCJ) are divided to count into each program department.

¹⁶ Note that the Center for Public Affairs Research (CPAR), the Nebraska Center for Justice Research (NCJR), the Juvenile Justice Institute (JJI), and the Labor Institute do not use Digital Measures, as such metrics around publications/presentations, honors/awards, and public/media appearances do not reflect unit activity.

¹⁷ School of Public Administration includes the Aviation unit.

5. Faculty and Staff Metrics



This section provides data on faculty and staff at UNO ([see Section 2](#)). Several metrics speak more to quantity (credit hour production, number of staff, etc.). Other metrics address the quality of the how UNO has resourced staffing on campus (faculty with terminal degrees, diversity, workload, etc.). While there are additional data that could also be considered, these data may help units determine how strategic hires could be aligned with specific unit goals. These data may be helpful to consider workload in programs, as well as professional development needs for the unit. This section starts with a glossary and definition of the metrics (as well as source information) and is followed by data tables for each of the six colleges

Full-Time Faculty Diversity

This presents the population breakdown by gender and ethnicity of all UNO active regular employed full-time faculty members as of the fall 2019 snapshot time. Full-time faculty refers to all UNO active regular employed full-time faculty, including AAUP faculty members. Counts by Race/Ethnicity categories. Some categories are grouped for data consolidation purpose. Source: fall 2019 HR extract file.

Total

Total headcount includes all active full-time regular employed faculty. Source: fall 2019 HR extract file.

Count by Male and Female

Break down of all UNO full-time faculty by sex. Source: fall 2019 HR extract file.

All Other Non-white

All Other Non-white includes Asian, Native Hawaiian or Other, Two or More Races, and Race/Ethnicity Unknown. Non-resident Alien is not a separate category here. Source: fall 2019 HR extract file.

% of Full-time

Refers to the percent of full-time faculty out of the total faculty headcount. Source: fall 2019 HR extract file.

% with Terminal Degrees

This refers to the percent of full-time faculty who hold terminal degrees-the highest degree awarded in a specific academic field. Most terminal degrees held by UNO full-time faculty are: Ph.D. (Doctor of Philosophy), MFA (Master of Fine Arts), MLS (Master of Library Science), EdD (Doctor of Education), and DMA (Doctor of Musical Arts). Source: fall 2019 HR extract file.

Average Year in Rank

This refers to the average year of a full-time faculty being in the rank of Associate Professor. Data are for the faculty who had held their current Associate Professor positions as of the fall 2019 HR snapshot time. Source: fall 2019 HR extract file.

Average Service-related Workload Hours

This refers to average service workload hours performed by full-time faculty in fall 2019 and spring 2020. Service-related Workload Hours: refers to External Service (ESV), Internal Service (ISV) and University Service (SDC) types of workload hours. Data are reported only for the faculty with workload hours and hold academic ranks of Professor, Associate Professor, Assistant Professor, Assistant Instructor, Instructor and Lecturer. Source: Academic Affairs Faculty Workload By Workload Type Report File.

Average Research-related Workload Hours

This refers to average research workload hours performed by full-time faculty in fall 2019 and spring 2020. Research-related Workload Hours: refers to External Research (ERS), Internal Research (RDC) and University Research (IRS) types of workload hours. Data are reported only for the faculty with workload hours and hold academic ranks of Professor, Associate Professor, Assistant Professor, Assistant Instructor, Instructor and Lecturer. Source: Academic Affairs Faculty Workload By Workload Type Report File.

SCH Taught by Full-time Faculty

This presents the total Student Credit Hours (SCH) taught by tenure/tenure-track and non-tenure track faculty in the 2019-2020 academic year. Faculty tenure status is based on the fall 2019 HR extract data. Total SCH, including SCH of cross-listed courses, are reported by full-time faculty's home appointment department. Source: OIE fall 2019 and spring 2020 ADI course file.

Percent of SCH Taught by Adjuncts

This presents percent of Student Credit Hours (SCH) taught by adjunct faculty in the 2019-2020 academic year. Adjunct faculty refers to part-time instructors with temporary, term-to-term teaching appointment, including UNO staff who teach as overload. Temporary, term-to-term adjunct instructors are defined as: F1 or F2 employees on teaching payroll, UNO staff who teach overload, and other instructors listed as temporary part-time by the college.

Organized Class Sections

Structured class sections with regularly scheduled class meeting time and places such as lectures and labs. Section counts are adjusted for cross-listed classes. Source: OIE fall 2019 and spring 2020 ADI course file.

Faculty and Staff Metrics
College of Arts and Sciences (2020-2021 Report)

Department	<u>Full-Time Faculty Diversity</u>							<u>Full-time Faculty Quality and Non-Instruction Workload</u>										Academic Year Instruction Productivity (2019-2020)			
	<u>Total</u>	<u>Male</u>	<u>Female</u>	Black/ Afr Am	Hispanic/Latino	Am.Ind/ Alaska Native	<u>Other Non-white</u>	<u>% of Full-time Faculty</u>	<u>% with term. degree</u>	<u>Avg Year in Rank</u>	<u>2019-20 Average Service-Related Workload Hours</u>				<u>2019-20 Average Research-Related Workload Hours</u>				<u>SCH Taught by Full-time Faculty</u>		<u>% of SCH Taught by Adjunct Faculty</u>
											Professor	Assoc. Prof	Asst. Prof	Instr./Lect.	Professor	Assoc Prof	Asst. Prof	Instr./Lect.	Tenured/ Tenure Track	Non-Tenure Track	
CAS Dean's Office	1	1	0	0	0	0	0	11.1%	100.0%	0.0	0.0	3.0	0.0	0.0	3.0	3.0	0.0	0.0	0	27	n/a
Biology	27	19	8	0	0	0	5	87.1%	81.5%	11.4	3.8	4.4	0.0	7.8	3.3	3.6	5.5	0.0	9,811	6,186	4.9%
Black Studies	5	1	4	4	0	0	0	45.5%	80.0%	10.0	3.0	0.0	0.0	0.0	3.0	3.0	3.0	3.0	889	360	39.6%
Chemistry	18	13	5	1	0	0	2	81.8%	83.3%	12.6	0.0	6.0	0.0	1.0	3.0	3.0	3.0	0.0	5,204	2,042	8.5%
English	28	12	16	1	2	1	1	59.6%	64.3%	13.3	3.5	3.0	0.0	9.0	3.9	3.0	4.5	0.0	3,677	3,812	42.8%
Foreign Languages	14	3	11	0	6	0	0	66.7%	71.4%	9.8	3.0	3.0	0.0	0.0	3.0	4.5	3.0	0.0	2,723	1,291	25.5%
Geography & Geology	13	8	5	0	0	0	0	52.0%	92.3%	14.3	3.0	3.0	0.0	0.0	2.8	3.0	3.0	0.0	3,369	1,051	57.4%
History	13	7	6	0	1	2	1	65.0%	92.3%	14.1	3.8	3.0	5.3	0.0	3.0	4.6	3.0	3.0	3,722	669	45.4%
OLLAS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	23	15	8	0	1	0	4	52.3%	78.3%	14.0	3.8	3.0	3.0	12.0	3.6	3.0	3.6	0.0	6,191	11,217	25.8%
Native Amer. Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Philosophy & Religion	14	10	4	1	0	2	0	58.3%	78.6%	15.0	0.0	3.0	3.0	0.0	3.0	3.0	3.8	3.0	2,733	1,623	28.2%
Physics	11	10	1	0	0	0	2	61.1%	72.7%	14.0	0.0	3.0	0.0	0.0	0.0	3.0	0.0	0.0	3,202	3,776	29.9%
Political Science	11	7	4	0	0	0	0	40.7%	81.8%	11.6	0.0	4.5	0.0	0.0	7.5	3.0	4.0	4.5	2,754	763	48.6%
Psychology	20	9	11	0	0	1	0	76.9%	100.0%	17.9	3.8	3.8	0.0	0.0	3.4	3.0	4.0	0.0	6,710	1,525	38.0%
Sociology	15	6	9	2	3	1	1	65.2%	93.3%	13.6	0.0	3.0	0.0	0.0	3.0	4.1	3.5	0.0	3,636	1,215	47.8%
Women's / Gender St.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total College	213	121	92	9	13	7	16	61.2%	81.7%	13.4	3.7	3.5	4.5	8.2	3.4	3.5	3.8	3.4	54,621	35,557	33.3%

Faculty and Staff Metrics
College of Business Administration (2020-2021 Report)

Department	Full-Time Faculty Diversity						Full-time Faculty Quality and Non-Instruction Workload												Academic Year Instruction Productivity (2019-2020)		
	Total	Male	Female	Black /Afr.Am	Hispanic/Latino	Am. Ind./ Alaska	Other Non-white	% of Full-time Faculty	% with term. degree	Average Year in Rank	2019-20 Average Service-Related Workload Hours				2019-20 Average Research-Related Workload Hours				SCH Taught by Full-time Faculty		% of SCH Taught by Adjunct Faculty
											Professor	Assoc Prof.	Asst. Prof.	Instr./Lect.	Professor	Assoc Prof.	Asst. Prof.	Instr./Lect.	Tenured/ Tenure Track	Non-Tenure Track	
Accounting	13	6	7	0	1	0	5	86.7%	69.2%	12.7	3.7	3.0	0.0	2.5	3.4	3.5	5.3	0.0	2,877	2,172	12.7%
Economics	10	7	3	0	0	0	4	66.7%	100.0%	5.0	3.0	0.0	7.5	0.0	3.8	3.0	3.6	0.0	4,029	0	30.7%
Fin., Bank., Real Est.	11	7	4	1	0	0	1	47.8%	72.7%	16.7	12.0	9.0	0.0	12.0	6.0	4.0	6.0	3.0	2,291	1,952	40.5%
Management	16	11	5	1	0	0	3	61.5%	87.5%	14.7	0.0	3.0	0.0	0.0	3.0	3.4	4.9	0.0	4,176	2,691	40.7%
Mark./Entrepreneurship	13	8	5	0	0	0	5	56.5%	69.2%	11.0	0.0	3.0	12.0	6.0	4.5	0.0	4.3	0.0	2,544	2,974	30.9%
Total College	63	39	24	2	1	0	18	57.8%	79.4%	13.8	4.4	4.8	9.0	8.8	3.8	3.5	4.6	3.0	15,917	9,789	33.0%

Faculty and Staff Metrics
College of Communication, Fine Arts and Media (2020-2021 Report)

Department	<u>Full-Time Faculty Diversity</u>							<u>Full-time Faculty Quality and Non-Instruction Workload</u>										Academic Year Instruction Productivity (2019-2020)			
	<u>Total</u>	<u>Male</u>	<u>Female</u>	Black /Afr.Am	Hispanic/Latino	Am. Ind./ Alaska Native	<u>Other Non-white</u>	<u>% of Full-time Faculty</u>	<u>% with term. degree</u>	<u>Average Year in Rank</u>	<u>2019-20 Average Service-Related Workload Hours</u>				<u>2019-20 Average Research-Related Workload Hours</u>				<u>SCH Taught by Full-time Faculty</u>		<u>% of SCH Taught by Adjunct Faculty</u>
											Professor	Assoc Prof.	Asst. Prof.	Instr./Lect.	Professor	Assoc Prof.	Asst. Prof.	Instr./Lect.	Tenured/ Tenure Track	Non-Tenure Track	
Arts	31	18	13	0	0	0	3	50.0%	80.6%	5.3	4.7	1.0	1.9	2.3	2.8	2.9	2.8	3.6	4,821	1,860	39.6%
Art & Art History Theatre Writers' Workshop	16	8	8	0	0	0	2	47.1%	75.0%	5.6	4.0	0.0	3.0	4.0	4.0	4.3	3.8	4.0	2,766	1,519	39.4%
	8	5	3	0	0	0	1	57.1%	75.0%	4.0	6.0	3.0	0.0	3.0	2.8	4.5	2.7	6.8	1,011	240	47.9%
	6	4	2	0	0	0	0	46.2%	100.0%	0.0	4.0	0.0	2.8	0.0	1.7	0.0	2.0	0.0	1,044	101	33.8%
Communication Music	34	9	25	0	2	0	3	72.3%	47.1%	17.3	6.0	3.0	3.0	6.9	3.0	3.0	3.3	0.0	4,790	7,596	20.8%
	22	13	9	1	1	0	2	53.7%	68.2%	5.0	4.3	3.1	2.5	4.8	3.0	0.0	3.0	4.0	7,986	1,310	8.2%
Total College	87	40	47	1	3	0	8	58.0%	64.4%	8.3	5.1	3.1	2.6	5.8	3.0	4.0	3.0	6.2	17,597	10,766	23.6%

Faculty and Staff Metrics
College of Education, Health, and Human Sciences (2020-2021 Report)

Department	<u>Full-Time Faculty Diversity</u>							<u>Full-time Faculty Quality and Non-Instruction Workload</u>										Academic Year Instruction Productivity (2019-2020)			
	<u>Total</u>	<u>Male</u>	<u>Female</u>	Black /Afr.Am	Hispanic/Latino	Am. Ind./ Alaska Native	<u>Other Non-white</u>	<u>% of Full-time Faculty</u>	<u>% with term. degree</u>	<u>Average Year in Rank</u>	<u>2019-20 Average Service-Related Workload Hours</u>				<u>2019-20 Average Research-Related Workload Hours</u>				<u>SCH Taught by Full-time Faculty</u>		<u>% of SCH Taught by Adjunct Faculty</u>
											Professor	Assoc Prof.	Asst. Prof.	Instr./Lect.	Professor	Assoc Prof.	Asst. Prof.	Instr./Lect.	Tenured /Tenure Track	Non-Tenure Track	
CEHHS Dean’s Office	2	0	2	0	0	0	1	40.0%	0.0%	0.0	0.0	0.0	0.0	0.0	3	0.0	0.0	0.0	n/a	n/a	n/a
Biomechanics	18	14	4	0	2	0	4	94.7%	100.0%	7.5	3.0	3.0	1.9	3.0	10.5	7.2	6.3	0.0	1,160	243	32.1%
Counseling	6	2	4	1	0	0	0	33.3%	83.3%	6.0	0.0	0.0	0.0	0.0	3.0	3.0	4.5	0.0	1,085	564	35.9%
Ed. Leadership	5	1	4	1	0	0	0	83.3%	60.0%	12.5	3.0	0.0	3.0	0.0	3.0	3.0	3.0	0.0	838	170	16.4%
Health and Kinesiology	16	11	5	0	2	0	2	47.1%	75.0%	12.0	0.0	0.0	0.0	2.0	0.0	4.1	3.9	0.0	3,664	2,267	37.7%
SPED & Comm. Disorders	14	3	11	0	1	0	0	42.4%	71.4%	11.0	0.0	0.0	0.0	0.0	3.0	3.7	3.0	0.0	2,417	1,028	40.2%
Teacher Education	33	4	29	4	2	0	1	37.1%	63.6%	15.4	3.0	3.0	0.0	5.4	3.0	3.9	3.9	0.0	6,352	3,221	37.7%
Total College	94	35	59	6	7	0	8	46.1%	73.4%	12.0	3.0	3.0	2.0	4.1	3.7	4.2	4.7	0.0	15,516	7,493	36.8%

Faculty and Staff Metrics
College of Information Science and Technology (2020-21 Report)

Department	<u>Full-Time Faculty Diversity</u>							<u>Full-time Faculty Quality and Non-Instruction Workload</u>										Academic Year Instruction Productivity (2019-2020)			
	<u>Total</u>	<u>Male</u>	<u>Female</u>	Black/ Afr Am	Hispanic/Latino	Am.Ind/ Alaska Native	<u>Other Non-white</u>	<u>% of Full-time Faculty</u>	<u>% with term. degree</u>	<u>Average Year in Rank</u>	<u>2019-20 Average Service-Related Workload Hours</u>				<u>2019-20 Average Research-Related Workload Hours</u>				<u>SCH Taught by Full-time Faculty</u>		<u>% of SCH Taught by Adjunct Faculty</u>
											Professor	Assoc. Prof.	Asst. Prof	Instr./Lect.	Professor	Assoc. Prof.	Asst. Prof	Instr./Lect.	Tenured/ Tenure Track	Non-Tenure Track	
Computer Science	22	18	4	0	0	0	11	81.5%	86.4%	9.0	3.0	3.0	0.0	3.8	4.4	2.1	4.6	0.0	4,562	3,543	8.9%
ISQA	19	14	5	1	0	0	6	54.3%	78.9%	20.8	3.7	2.3	4.0	0.0	4.6	4.4	4.9	6.0	3,228	1,809	33.0%
Interdisciplin. Informatics	16	12	4	0	0	0	5	84.2%	87.5%	12.3	0.0	2.3	3.0	3.0	3.1	5.5	3.8	3.0	2,618	1,561	11.4%
Total College	57	44	13	1	0	0	22	70.4%	84.2%	14.5	3.5	2.6	3.3	3.6	4.2	3.8	4.4	6.0	10,408	6,913	17.7%

Faculty and Staff Metrics

College of Public Affairs and Community Service (2020-2021 Report)¹⁸

Department	<u>Full-Time Faculty Diversity</u>							<u>Full-time Faculty Quality and Non-Instruction Workload</u>										Academic Year Instruction Productivity (2019-2020)			
	<u>Total</u>	<u>Male</u>	<u>Female</u>	Black/ Afr Am	Hispanic/Latino	Am.Ind/ Alaska Native	<u>Other Non-white</u>	<u>% of Full-time Faculty</u>	<u>% with term. degree</u>	<u>Average Year in Rank</u>	<u>2019-20 Average Service-Related Workload Hours</u>				<u>2019-20 Average Research-Related Workload Hours</u>				<u>SCH Taught by Full-time Faculty</u>		<u>% of SCH Taught by Adjunct Faculty</u>
											Professor	Assoc. Prof.	Asst. Prof	Instr./Lect.	Professor	Assoc. Prof.	Asst. Prof	Instr./Lect.	Tenured/ Tenure Track	Non-Tenure Track	
Gerontology	8	3	5	0	0	1	0	33.3%	75.0%	9.0	1.4	1.7	1.5	2.2	1.5	1.9	4.5	0.0	1,187	1,890	53.7%
Goodrich Program	5	3	2	2	2	0	0	83.3%	100.0%	24.0	0.0	0.0	0.0	0.0	3.0	4.5	3.0	0.0	1,194	0	13.7%
CCJ	20	10	10	1	0	0	1	26.3%	95.0%	16.3	3.0	0.0	0.0	0.0	4.1	3.3	5.6	0.0	3,726	399	67.8%
Public Administration ¹⁴	27	16	11	2	0	1	5	50.0%	70.4%	7.8	4.9	4.0	2.5	11.6	5.8	5.5	7.6	2.5	3,081	3,260	39.3%
Social Work	15	5	10	0	0	0	2	51.7%	100.0%	19.0	1.9	1.4	1.3	2.0	3.2	2.1	3.3	3.0	1,689	1,871	34.4%
CPAR	1	0	1	0	1	0	0	100.0%	100.0%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Labor Institute	1	1	0	0	0	0	0	100.0%	100.0%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Total College	77	38	39	5	3	2	8	33.2%	85.7%	15.2	2.0	1.4	1.2	5.0	3.1	2.9	3.8	3.6	10,877	7,420	51.2%

¹⁸ School of Public Administration includes Aviation Institute faculty data.

6. Financial and Operational Metrics



This section provides data on financial and operational metrics in the academic sector ([see Section 2](#)). Several metrics speak more to quantity (credit hour production, external revenues, staffing levels, etc.). Other metrics address the quality of how resources are deployed (distribution of courses TTh vs MWF, online vs in-person instruction, etc.). As stewards of public dollars, these data provide an annual opportunity to review our efficiency in serving our students. This section starts with a glossary and definition of the metrics (as well as source information) and is followed by data tables for each of the six colleges.

Annual SCH Production: Presents UNO course student credit hours (SCH) production between July 1, 2019 and June 30, 2020 which includes summer 2019, fall 2019 and spring 2020 terms. Source: OIE summer 2019, fall 2019 and spring 2020 census course enrollment files.

Total SCH: Reports total administrative-site student credit hours (SCH) enrolled in UNO administered courses including UNO courses offered at the UNL campus between July 1, 2019 and June 30, 2020. Total SCH data include on-campus, online, and off-campus SCH, and are reported by the curriculum departments. Source: OIE summer 2019, fall 2019 and spring 2020 census course enrollment files.

Summer On-campus SCH: Reports student credit hours (SCH) enrolled in on-campus courses in summer 2019 as of census time. On-campus refers to UNO classes delivered in-person on the UNO campus or the UNL city campus. Classes are charged on-campus tuition. Source: OIE summer 2019, fall 2019 and spring 2020 census course enrollment files.

Summer Online SCH: Reports student credit hours (SCH) enrolled in online courses in summer 2019 as of census time. Online courses refer to UNO classes delivered in 820s, 860s, and 850s sections on the UNO campus or as Distance Education sections on UNL campus. Classes are charged online tuition. Source: OIE summer 2019, fall 2019 and spring 2020 census course enrollment files.

Fall and Spring On-campus SCH: Reports student credit hours (SCH) enrolled in on-campus courses in fall 2019 and spring 2020 as of census time. Source: OIE summer 2019, fall 2019 and spring 2020 census course enrollment files.

Fall and Spring Online SCH: Reports student credit hours (SCH) enrolled in online courses in fall 2019 and spring 2020 as of census time. Source: OIE summer 2019, fall 2019 and spring 2020 census course enrollment files.

Fall Term Class Sections Analysis: Presents class sections with small enrollment and class sections by meeting days as of fall 2020 census time.

No. of UG Organized Sections Enrolled <10 Students: Reports counts of organized class sections with less than 10 students enrolled as of fall 2020 census time. Organized Class Sections are structured class sections with regularly scheduled class meeting time and places such as lectures, seminars, and labs. Source: OIE fall 2020 census course enrollment file.

No. of UG Sections Meet on MW: Reports counts of class sections (organized and individualized) that meet on Mondays and Wednesdays (MW) as of fall 2020 census time. All these class sections counts are based on enrolled class sections as of census time. Meeting days are counted based on the first class meeting day field and only sections with meeting day values are included. Source: OIE fall 2020 census course enrollment file.

No. of UG Sections Meet on TTH: Reports counts of class sections (organized and individualized) that meet on Tuesdays and Thursdays (TR) as of fall 2020 census time. All these class sections counts are based on enrolled class sections as of census time. Meeting days are counted based on the first class meeting day field and only sections with meeting day values are included. Source: OIE fall 2020 census course enrollment file.

No. of UG Sections Meet on MWF: Reports counts of class sections (organized and individualized) that meet on Mondays, Wednesdays and Fridays (MWF) as of fall 2020 census time. All these class sections counts are based on enrolled class sections as of census time. Meeting days are counted based on the first class meeting day field and only sections with meeting day values are included. Source: OIE fall 2020 census course enrollment file.

No. of Organized GR Sections: Reports counts of enrolled organized graduate class sections as of Fall 2020 census time. Dual-listed graduate classes (course numbers ending in 5 or 6) are cross-listed with undergraduate classes and excluded.

Adjunct Budget: Presents 2020-2021 salary budget data to support part-time instruction. Data include PAF's processed for Fall 2020 and Spring 2021 semesters (summer handled separately). Department-level data is the number of PAF appointments while the college-level total is the budgeted funds provided by Academic Affairs to each college to manage its adjunct needs.

Philanthropic Amount: Reports dollar amounts received through UNO Foundation fundraising activities between July 1, 2019 and June 30, 2020. College Total is the total amount received by all units within the college. Source: UNO Fundraising Activity Report FY 2020, University of Nebraska Foundation.

Externally Sponsored Amount: Reports dollar amounts for externally funded projects between July 1, 2018 and June 30, 2019. These funding come from organizations outside UNO. College Total is the total amount received by all units within the college. Source: Annual Year 2019 Report of Externally Sponsored Grants and Contracts Awards, Office of Research and Creative Activity.

Non-Faculty Staff FTE: Presents UNO staff FTE (non-faculty) as of October 2019 HR snapshot time. Staff refers to regular or temporary UNO employees who are classified as non-faculty and non-student employees in the fall 2019 UNO HR snapshot. Staff FTE is computed as full-time count plus 1/3 of part-time count. Note: academic administrators are excluded from the data.

**Financial and Operational Metrics
College of Arts and Sciences (2020-2021 Report)**

Department	Annual SCH Production (2019-2020)					Fall Term Class Section Analysis (Fall 2019)					Adjunct Sections and Budget ¹⁹	Non-Tuition Revenues		Non-Faculty Staff FTE
	Total SCH ²⁰	Summer		Fall and Spring		No. of Org. UG Sections < 10 Students	Meeting Day Patterns			No. of Org. GR Sections		Philanthropic Amount	Externally Sponsored Amount	
		On-Campus SCH	Online SCH	On-Campus SCH	Online SCH		No. of UG Sections Meet on MW	No. of UG Sections Meet on TTH	No. of UG Sections Meet on MWF					
CAS Dean's Office	2,983	132	114	2,365	372	3	13	11	2	4	12	\$2,556,523	\$7,850	22.00
Biology	16,799	1,321	95	14,067	1,316	9	2	10	4	0	16	\$480,930	\$603,872	9.33
Black Studies	1,992	138	69	1,338	447	10	1	4	0	0	19	\$0	\$0	1.00
Chemistry	8,482	602	0	7,880	0	6	0	5	12	0	6	\$2,090	\$0	2.00
English	19,088	567	1,455	13,948	3,070	4	40	40	9	6	69	\$16,435	\$0	2.00
Environmental Sc.	902	25	0	877	0	0	4	0	0	0	0	\$0	\$0	0.00
Foreign Languages	6,215	238	48	5,134	778	6	11	11	9	1	24	\$3,768	\$0	1.00
Geography/Geology	10,638	101	773	7,546	2,218	15	3	17	3	3	44	\$3,875	\$86,035	2.00
History	8,728	190	840	5,244	2,454	6	9	13	1	3	24	\$615,770	\$7,251	0.30
International Studies	1,883	49	0	1,552	180	15	2	1	0	0	0	\$0	\$0	0.00
OLLAS	888	81	96	609	102	4	2	3	0	0	11	\$0	\$27,532	0.00
Mathematics	25,975	1,757	547	21,905	1,766	13	22	21	3	5	42	\$36,518	\$88,023	3.00
Nat American Studies	1,925	30	138	1,361	396	3	2	2	0	0	16	\$350	\$0	0.00
Philosophy & Religion	6,309	123	408	4,038	1,740	10	11	21	0	2	28	\$70,679	\$12,400	2.00
Physics	10,896	533	385	6,787	3,191	7	2	11	6	0	28	\$1,675	\$118,200	3.70
Political Science	7,509	36	856	3,336	3,245	6	6	11	0	3	42	\$7,878	\$1,286,934	2.00
Psychology	17,853	573	1,491	10,649	5,117	7	12	8	0	17	41	\$28,025	\$1,108,821	4.00
Sociology	10,006	220	1,163	4,389	4,144	9	7	5	2	1	17	\$29,460	\$282,252	2.00
Women's/Gender St.	1,379	0	195	665	519	5	0	4	0	0	13	\$50	\$0	0.00
Health Career Res.Ct.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	\$28,781	0.00
Total College	160,450	6,716	8,673	113,690	31,055	138	149	198	51	45	\$2,180,291	\$3,854,026	\$3,657,951	56.33

¹⁹ Department data is number of adjunct-taught sections. Total College is the available funds within the college budget for these appointments.

²⁰ Please note, the Total SCH includes on-campus SCH, online SCH, and off-campus SCH. Therefore, the on-campus and online SCH data in Summer and Fall/Spring semester do not necessarily equal the Total SCH.

Financial and Operational Metrics
College of Business Administration (2020-2021 Report)

Department	Annual SCH Production (2019-2020)					Fall Term Class Section Analysis (Fall 2019)					Adjunct sections and Budget ²¹	Non-Tuition Revenues		Non-Faculty Staff FTE
	Total SCH ²²	Summer		Fall and Spring		No. of Org. UG Sections < 10 Students	Meeting Day Patterns			No. of Org. GR Sections		Philanthropic Amount	Externally Sponsored Amount	
		On-Campus SCH	Online SCH	On-Campus SCH	Online SCH		No. of UG Sections Meet on MW	No. of UG Sections Meet on TTH	No. of UG Sections Meet on MWF					
Dean's Office	6,743	467	596	3,831	1,849	1	3	0	0	48	175	\$2,681,466	\$0	30.00
Accounting	5,688	438	183	4,848	219	2	6	9	0	3	-	\$229,569	\$0	0.00
Economics	6,131	337	363	4,342	1,089	3	4	3	0	5	-	\$620	\$115,524	0.00
Fin., Bank. & Real Estate	7,429	796	129	5,514	990	1	5	3	0	0	-	\$111,225	\$0	0.00
Management	10,440	366	1,212	4,824	4,038	7	14	4	0	0	-	\$53,700	\$320,000	0.00
Mark.g & Entrepreneurship	7,521	257	663	5,221	1,380	9	6	4	0	0	-	\$42,110	\$0	0.00
Center for Ec. Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	\$0	0.00
Executive MBA Program	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$2,760	\$25,000	2.00
NBDC	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	\$2,070,725	23.00
Total College	43,952	2,661	3,146	28,580	9,565	23	38	23	0	56	\$536,589	\$3,121,450	\$2,531,249	55.00

²¹ Department data is number of adjunct-taught sections. For CBA, all department-level adjunct appointments were attributed to the Dean's Office. Total College is the available funds within the college budget for these appointments.

²² Please note, the Total SCH includes on-campus SCH, online SCH, and off-campus SCH. Therefore, the on-campus and online SCH data in Summer and Fall/Spring semester do not necessarily equal the Total SCH.

Financial and Operational Metrics
College of Communication, Fine Arts and Media (2020-2021 Report)

Department	Annual SCH Production (2019-2020)					Fall Term Class Section Analysis (Fall 2019)					Adjunct Sections and Budget ²³	Non-Tuition Revenues		Non-Faculty Staff FTE
	Total SCH ²⁴	Summer		Fall and Spring		No. of Org. UG Sections < 10 Students	Meeting Day Patterns			No. of Org. GR Sections		Philanthropic Amount	Externally Sponsored Amount	
		On-Campus SCH	Online SCH	On-Campus SCH	Online SCH		No. of UG Sections Meet on MW	No. of UG Sections Meet on TTH	No. of UG Sections Meet on MWF					
Dean's Office	96	0	0	96	0	0	0	0	0	0	0	\$4,666,897	\$0	6.30
Arts	13,145	134	843	8,785	3,263	48	27	28	3	1	74	\$8,985	\$2,975	6.00
Art & Art History	7,812	27	729	5,457	1,536	20	22	22	2	0	42	\$1,425	\$0	2.00
Theatre	2,160	72	60	1,743	228	11	5	6	1	0	12	\$60	\$0	2.00
Writers' Workshop	3,173	35	54	1,585	1,499	17	0	0	0	1	20	\$7,500	\$0	1.00
Communication	19,125	466	763	13,360	4,446	7	20	28	0	4	61	\$16,348	\$2,000	2.00
Music	10,515	60	840	3,375	6,240	26	7	20	5	12	105	\$208,189	\$12,046	5.00
KVNO	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$5,150	\$104,292	6.70
UNO Television	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	\$134,550	4.00
Total College	42,881	660	2,446	25,616	13,949	81	54	76	8	17	\$577,055	\$4,905,569	\$255,863	30.00

²³ Department data is number of adjunct-taught sections. Total College is the available funds within the college budget for these appointments.

²⁴ Please note, the Total SCH includes on-campus SCH, online SCH, and off-campus SCH. Therefore, the on-campus and online SCH data in Summer and Fall/Spring semester do not necessarily equal the Total SCH.

Financial and Operational Metrics
College of Education, Health, and Human Sciences (2020-2021 Report)

Department	Annual SCH Production (2019-2020)					Fall Term Class Section Analysis (Fall 2019)					Adjunct Sections and Budget ²⁵	Non-Tuition Revenues		Non-Faculty Staff FTE
	Total SCH ²⁶	Summer		Fall and Spring		No. of Org. UG Sections < 10 Students	Meeting Day Patterns			No. of Org. GR Sections		Philanthropic Amount	Externally Sponsored Amount	
		On-Campus SCH	Online SCH	On-Campus SCH	Online SCH		No. of UG Sections Meet on MW	No. of UG Sections Meet on TTH	No. of UG Sections Meet on MWF					
CEHHS Dean’s Office	0	0	0	0	0	0	0	0	0	0	0	\$1,044,630	\$200,000	25.00
Biomechanics	2,638	272	0	2,366	0	3	1	3	1	10	0	\$0	\$1,521,773	7.00
Counseling	3,378	496	114	2,035	733	0	0	0	0	23	33	\$4,110	\$0	1.00
Ed. Leadership	2,085	100	525	782	507	0	1	0	0	15	11	\$0	\$0	1.00
Health and Kinesiology	12,826	1,201	452	9,677	1,404	8	15	16	1	14	90	\$154,968	\$1,002,370	6.00
SPED & Comm. Disorders	7,237	590	549	4,863	1,106	29	1	12	0	20	50	\$27,230	\$364,943	3.00
Teacher Education	19,800	617	2,127	12,792	4,172	7	24	24	4	31	98	\$72,980	\$80,000	4.00
Total College	47,964	3,276	3,767	32,515	7,922	47	42	55	6	113	\$880,817	\$1,303,918	\$3,169,086	47.00

²⁵ Department data is number of adjunct-taught sections. Total College is the available funds within the college budget for these appointments.

²⁶ Please note, the Total SCH includes on-campus SCH, online SCH, and off-campus SCH. Therefore, the on-campus and online SCH data in Summer and Fall/Spring semester do not necessarily equal the Total SCH.

Financial and Operational Metrics
College of Information Science and Technology (2020-21 Report)

Department	<u>Annual SCH Production (2019-2020)</u>					<u>Fall Term Class Section Analysis (Fall 2019)</u>						Non-Tuition Revenues		Non-Faculty Staff FTE	
	<u>Total SCH²⁸</u>	Summer		Fall and Spring		<u>No. of Org. UG Sections < 10 Students</u>	Meeting Day Patterns			<u>No. of Org. GR Sections</u>		<u>Adjunct Sections and Budget²⁷</u>	<u>Philanthropic Amount</u>		<u>Externally Sponsored Amount</u>
		<u>On-Campus SCH</u>	<u>Online SCH</u>	<u>On-Campus SCH</u>	<u>Online SCH</u>		<u>No. of UG Sections Meet on MW</u>	<u>No. of UG Sections Meet on TTH</u>	<u>No. of UG Sections Meet on MWF</u>						
Dean's Office	164	0	32	0	132	0	0	0	0	5	55	\$309,397	\$37,380	18.00	
Computer Science	16,453	1,134	723	11,485	3,111	6	16	16	2	7	-	\$5,160	\$168,905	2.00	
ISQA	4,554	390	123	2,670	1,371	7	1	3	0	11	-	\$0	\$239,676	0.00	
Interdisciplin. Informatics	5,032	164	183	3,489	1,160	5	4	12	0	12	-	\$0	\$2,899,134	2.00	
Total College	26,203	1,688	1,061	17,644	5,774	18	21	31	2	35	\$455,000	\$314,557	\$3,345,095	22.00	

²⁷ Department data is number of adjunct-taught sections. Total College is the available funds within the college budget for these appointments.

²⁸ Please note, the Total SCH includes on-campus SCH, online SCH, and off-campus SCH. Therefore, the on-campus and online SCH data in Summer and Fall/Spring semester do not necessarily equal the Total SCH.

Financial and Operational Metrics
College of Public Affairs and Community Service (2020-2021 Report)

Department	Annual SCH Production (2019-2020)					Fall Term Class Section Analysis (Fall 2019)					Adjunct Sections and Budget ²⁹	Non-Tuition Revenues		Non-Faculty Staff FTE
	Total SCH ³⁰	Summer		Fall and Spring		No. of Org. UG Sections < 10 Students	Meeting Day Patterns			No. of Org. GR Sections		Philanthropic Amount	Externally Sponsored Amount	
		On-Campus SCH	Online SCH	On-Campus SCH	Online SCH		No. of UG Sections Meet on MW	No. of UG Sections Meet on TTH	No. of UG Sections Meet on MWF					
Dean's Office	0	0	0	0	0	0	0	0	0	0	0	\$267,001	\$0	18.60
Gerontology	6,660	81	667	3,590	2,322	1	2	4	0	11	37	\$1,391	\$18,313	2.00
Goodrich Program	411	0	0	351	60	0	2	2	0	0	0	\$85,590	\$0	3.00
CCJ	20,230	135	1,995	11,014	7,086	7	4	2	0	20	168	\$58,202	\$360,753	11.30
Public Administration	13,327	257	957	6,176	5,937	24	12	14	0	27	75	\$68,205	\$1,240,196	10.30
Social Work	8,850	768	552	5,481	1,749	8	1	3	0	41	46	\$22,180	\$534,326	10.00
CPAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	\$70,711	6.00
NCJR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	-\$53,568	0.00
Labor Institute	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	\$40,504	0.00
Total College	49,478	1,241	4,171	26,612	17,154	40	21	25	0	99	\$1,122,406	\$502,569	\$2,211,235	61.20

²⁹ Department data is number of adjunct-taught sections. Total College is the available funds within the college budget for these appointments. The data do not include approximately 170 sections offered through DCS, since those appointments are funded through a separate budget allocation.

³⁰ Please note, the Total SCH includes on-campus SCH, online SCH, and off-campus SCH. Therefore, the on-campus and online SCH data in Summer and Fall/Spring semester do not necessarily equal the Total SCH.

7. Community Engagement Metrics



Community Engagement metrics cut across Student Achievement, Academic Excellence, Faculty Development, and Institutional Stewardship indicators. They are emerging key indicators in Academic Affairs. While the campus has started with systematic and strategic data gathering of community engagement metrics, many efforts are still ongoing and

significant improvements in UNO's ability to track community engagement activities are expected in the coming years.

As a Carnegie-classified engaged institution, UNO is committed to community engagement. UNO is in early stages of preparing for the reclassification, which reinforces the importance of community engagement metrics and assessments. In recent years, UNO has created the [Community Engagement Partnership Initiative \(CEPI\)](#) with the goal of systematically gathering data on community partnerships and projects. Several reports associated with the CEPI are reflected in this report. It is however important to recognize that these reports do not accurately reflect campus activities as the current CEPI database only reflects a small subset of UNO data.

It should be noted that, because some of these metrics are derived from faculty annual reports in Digital Measures, the data in several of the following tables will be underreported. In future years it will be a goal to enhance faculty-level reporting and thereby better reflect the full breadth of community engagement at the UNO campus.

A glossary of the metrics follows below, as well as tables of the metrics described herein.

Community Engagement Partnership Initiative Reports

Community Partner Organization Type Report

A report that shows the total number of recorded, active community partners categorized by the organization type that community partner represents. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Recorded Active Community Partners

This is a small subset of UNO's community partners and only reflected by the limited dataset based on UNO's signature engagement programs (Service Learning Academy, Community Engagement Center, and the Office of Civic and Social Responsibility) between 2016-19. Source: Community Engagement Partnership Initiative. Snapshot: 10.10.20.

Community Organization Types

A classification of the type of community partner organization (e.g. nonprofit, business, K-12, government agency, or higher education institution). Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Focus Area Report

This report shows the number of community partners, projects, and students based on the primary mission of their work. Please note, projects and community partners could have different focus areas (e.g. a community partner organization's primary focus area is social justice, while they may carry out a project tailored to economic sufficiency). This means that there is not a one-to-one relationship between community partners' and projects' focus areas. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Focus Area

A focus area is a classification/designation ascribed to community partners and projects by the UNO collaborating unit (campus partner/campus user). The focus area of projects and community partners can be different. Please note that all reporting is based on the primary focus area. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Community Partners

Community partners are external organizations that engage in community engagement projects with one or more UNO campus partners. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Project

The number of engaged projects, initiatives, or events between UNO and the community to promote the public good. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Campus Partners

The unique number of units within UNO that are collaborating with one or more community partners. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

UNO Students

The number of UNO students participating in an engaged project, focus area, or supporting a community partner. Please note: this number does not reflect unique students. Based on previous analyses, a 30% duplication rate should be expected. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type Report

This report shows the number of projects, community partners, and campus units associated with each type of engagement. The types of engagement categorize the projects based on the type of collaboration. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Types

Classification of the types of projects, initiatives, and activities. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type: Board Memberships

Participation in the governing body of community partners, in particular nonprofit organizations. Please note: this engagement type was recently added to the data model, as such, there is insufficient data to reflect in this report at this time. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type: Community-Based Learning

Community-based learning (CBL) courses are academic experiences that extend student learning into the community. While it can, CBL does not necessarily include reciprocal or mutually-beneficial partnerships or reflection components. Community-based learning includes internships, practicums, capstones, student teaching, and coursework identified by faculty members as engaged. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type: Engaged Research

A type of engagement that "redefines faculty scholarly work from application of academic expertise to community engaged scholarship that involves the faculty member in a reciprocal partnership with the community." Please note: this engagement type was recently added to the data model, as such, there is insufficient data to reflect in this report at this time. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type: Knowledge and Resource Sharing

Knowledge and Resource Sharing refers to activities tailored to expand or transfer knowledge (e.g. presentations, workshops, mentoring, etc.). Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type: Service Learning

Service Learning is a method of teaching that combines classroom instruction with meaningful, community-identified service. This form of engaged teaching and learning emphasizes critical thinking by using reflection to connect course context with real-world experiences. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20.

Engagement Type: Volunteerism

Non-curricular, non-fee-based participation in community activities. Source: Community Engagement Partnership Initiative. Timeframe: Fall 2016-2019. Snapshot: 10.10.20. Note: The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Community Engagement Center Reports

CEC EMS Building Data Collection

Use of the CEC's EMS system to enter data from meeting requests and query that data through the system. Data is specific to the timeframe using monthly numbers (excluding unique groups). The numbers include estimated attendance of those who attend scheduled meetings in the CEC, the estimated value of contributed resources (space and IT services at no cost), the number of events that take place and the unique groups (unique to each month or specific timeframe, not overall). Data provided by academic year. The CEC opened in March 2014.

Community Building Partners

The total number of community building partners housed in the CEC's collaborative office spaces during the specified timeframe. This is not the unique total since opening. Data provided by Fiscal Year. Source: CEC.

UNO Building Partners

The total number of UNO building partners housed in the CEC's collaborative office spaces during the specified timeframe. This is not the unique total since opening. Data provided by Fiscal Year. Source: CEC.

Curricular Engagement

Units

Curricular engagement outside UNO college units are excluded.

Community-Based Learning

Community-based learning courses are academic experiences that extend student learning into the community. While they can, they do not necessarily include reciprocal or mutually-beneficial partnerships or reflection components. Community-based learning includes internships, practicums, capstones, student teaching, and coursework identified by faculty members as engaged. Source: Digital Measures and WebFocus. Timeframe: 2018-2019 academic year. Snapshot: 05.01.2020.

Service Learning

Service Learning is a method of teaching that combines classroom instruction with meaningful, community-identified service. This form of engaged teaching and learning emphasizes critical thinking by using reflection to connect course context with real-world experiences. Source: Blackboard Analytics. Timeframe: 2018-2019 academic year. Snapshot: 05.01.2020.

P-16 Service Learning

A UNO service learning class that partners with a K-12 school. P-16 classes are a subset of service learning and as such do not increase the class total. Timeframe: Summer 2018, Fall 2018, Spring 2019. Source: UNO Service Learning Academy Annual Report 2018-2019.

Official Seats

Official enrollments in the community-based learning and service learning classes. This reflects the number of students taking these classes and does not account for unique students. Source: Blackboard Analytics, Digital Measures, and WebFocus. Timeframe: 2018-2019 academic year. Snapshot: 05.01.2020.

Faculty

Instructor of record teaching community-based or service learning classes. This number reflects distinct faculty members. Totals are adjusted to account for unique faculty members. Source: Blackboard Analytics, Digital Measures, and WebFocus. Timeframe: 2018-2019 academic year. Snapshot: 05.01.2020.

Engaged Research

Engaged Publications

Articles, books, chapters, and other written materials published between the 2015-2019 calendar years that are identified in the category of service and/or support the community engagement goal and/or are tagged as relevant to engaged research. Source: Digital Measures. Snapshot Date: November 11, 2020. Note that not all units record their publications in Digital Measures.

Engaged Presentations

Academic presentations that took place between the 2015-2019 calendar years that are identified in the category of service and/or support the community engagement goal and/or are tagged as relevant to engaged research. Source: Digital Measures. Snapshot Date: November 11, 2020. Note that not all units record their publications in Digital Measures.

Sponsored Research

External funding identified as supporting engaged research and/or relevant to the category of service, tracked in MavGrants with a response received date in the 2015-2019 calendar years. Source: MavGrants, Office of Research and Creative Activity.

Community Engagement Partnership Initiative Reports³¹

Community Partner Organization Type Report

<u>Community Organization Type</u>	<u>Recorded Active Community Partners</u>
Business	11
Government Agency	22
Higher Education Institution	33
K-12 Schools	59
Nonprofits	309
Total Community Partners	434

Focus Area Report

<u>Focus Areas</u>	<u>Community Partners</u>	<u>Projects</u>	<u>Campus Partners</u>	<u>UNO Students</u>	<u>UNO Students Hours</u>	<u>K-12 Students</u>	<u>K-12 Hours</u>
Arts, Culture and Humanities	12	16	10	81	0	0	0
Economic Sufficiency	58	87	25	794	78,247	281	1,607
Educational Support	181	539	73	6,051	86,652	3,571	24,572
Environmental Stewardship	51	126	29	1,448	9,835	728	4,202
Health and Wellness	79	149	43	1,204	17,022	437	3,338
International Service	13	51	17	531	3,447	503	3,070
Social Justice	40	183	45	1,751	19,269	1,623	6,245
Total	434	1,151	242	11,860	214,472	7,143	43,034

³¹ The Community Engagement Partnership Initiative dataset is limited and only reflects a small percentage of all campus community engagement activity.

Engagement Type Report

<u>Engagement Types</u>	Projects	Community Partners	Campus Partners	UNO Students	UNO Students Hours
Board Memberships		Insufficient Data to Reflect Campus Activity			
Community-Based Learning		Insufficient Data to Reflect Campus Activity			
Engaged Research		Insufficient Data to Reflect Campus Activity			
Knowledge and Resource Sharing	255	184	65	388	22
Service Learning	562	229	50	8,293	206,625
Volunteering	234	110	29	2,980	5,323

Community Engagement Center Reports

Building Partner Occupation

Year	<u>Community Building Partners</u>	<u>UNO Building Partners</u>
FY 2016/17	32	13
FY 2017/18	30	10
FY 2018/2019	30	10
FY 2019/2020	26	4

CEC EMS Building Data Collection

Metric	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Estimated attendance of UNO and community meetings and events hosted in the CEC	18,627	40,008	114,799	80,340	61,680	54,371	32,842
Estimated value of contributed space and IT services saved by organizations that have used our spaces.	\$326,292	\$3,151,428	\$3,137,251	\$3,097,315	\$3,150,145	\$3,289,979	\$2,159,206
Number of events hosted in the CEC by community and university for the public good	972	4,843	6,374	6,935	5,903	5,567	3,487
The number of unique groups who have used the CEC	125	422	480	463	409	420	371

Curricular Engagement Reports (2018-2019)

<u>Unit</u>	Engaged Courses				Official Enrollment (seats)			<u>Faculty (unique)*</u>		
	<u>Community Based Learning</u>	<u>Service Learning</u>	<u>P-16</u>	Total Classes	Community Based Learning	Service Learning	<u>Total Seats</u>	Community Based Learning	Service Learning	Total
College of Communication, Fine Arts and Media	57	24	6	81	644	546	1,190	27	16	41
Arts	17	3		20	285	45	330	12	3	15
Communication	33	14		47	346	210	556	10	7	17
Music	7	7		14	13	291	304	5	6	9

*College and curricular totals are adjusted to ensure a unique faculty count.

<u>Unit</u>	Engaged Courses				Official Enrollment (seats)			<u>Faculty (unique)*</u>		
	<u>Community Based Learning</u>	<u>Service Learning</u>	<u>P-16</u>	Total Classes	Community Based Learning	Service Learning	<u>Total Seats</u>	Community Based Learning	Service Learning	Total
College of Public Affairs and Community Service	82	37	19	119	929	541	1,470	22	17	35
Aviation Institute	5			5	20		20	2		2
Gerontology	10	9		19	32	119	151	2	4	5
Public Administration	7	3		10	61	61	122	4	3	7
Criminology & Criminal Justice	5			5	38		38	2		2
Social Work	55	25		80	778	361	1139	12	11	20

<u>Unit</u>	Engaged Courses				Official Enrollment (seats)			<u>Faculty (unique)*</u>		
	<u>Community Based Learning</u>	<u>Service Learning</u>	<u>P-16</u>	Total Classes	Community Based Learning	Service Learning	<u>Total Seats</u>	Community Based Learning	Service Learning	Total
College of Arts and Sciences	74	56	30	130	747	1,028	1,775	30	37	60
CAS Dean's Office		2		2		43	43		2	2
Biology	3	3		6	26	26	52	2	2	4
Black Studies	1	4		5	3	37	40	1	3	4
Chemistry	4	4		8	22	260	282	1	3	3
English	8	5		13	38	101	139	2	5	7
Environmental Science	4	5		9	17	111	128	1	2	3
Foreign Languages & Literature	7	7		14	124	101	225	5	6	8
Geography/Geology	9			9	20		20	2		2
History		1		1		7	7		1	1
International Studies	1	1		2	2	1	3	1	1	2
Mathematics	1	1		2	26	11	37	1	1	2
Native American Studies		1		1		14	14		1	1
Philosophy/Religion	5	3		8	136	122	258	2	2	3
Physics	8			8	170		170	2		2
Political Science	6	1		7	25	19	44	2	1	3
Psychology	17	12		29	138	143	281	8	8	14
Sociology/Anthropology		2		2		9	9		1	1
Women's and Gender Studies		4		4		23	23		3	3

*College and curricular totals are adjusted to ensure a unique faculty count.

<u>Unit</u>	Engaged Courses				Official Enrollment (seats)			<u>Faculty (unique)*</u>		
	<u>Community Based Learning</u>	<u>Service Learning</u>	<u>P-16</u>	Total Classes	Community Based Learning	Service Learning	<u>Total Seats</u>	Community Based Learning	Service Learning	Total
College of Business Administration	55	6	1	61	878	144	1,022	16	4	18
CBA Dean's Office	12	6		18	262	144	406	6	4	9
Department of Finance, Banking and Real Estate	6			6	55		55	1		1
Economics	14			14	170		170	5		5
Management	13			13	204		204	4		4
Marketing and Entrepreneurship	7			7	164		164	3		3
Accounting	3			3	23		23	1		1

<u>Unit</u>	Engaged Courses				Official Enrollment (seats)			<u>Faculty (unique)*</u>		
	<u>Community Based Learning</u>	<u>Service Learning</u>	<u>P-16</u>	Total Classes	Community Based Learning	Service Learning	<u>Total Seats</u>	Community Based Learning	Service Learning	Total
College of Education, Health, and Human Sciences	117	33	11	150	1,190	727	1,917	47	19	62
Counseling	27			27	168		168	12		12
Education Dean's Office	8	3		11	34	29	63	4	1	5
Health and Kinesiology	35	6		41	381	176	557	10	4	13
Special Education & Communication Disorders	23	5		28	150	87	237	10	1	10
Teacher Education	24	19		43	457	435	892	12	13	23

<u>Unit</u>	Engaged Courses				Official Enrollment (seats)			<u>Faculty (unique)*</u>		
	<u>Community Based Learning</u>	<u>Service Learning</u>	<u>P-16</u>	Total Classes	Community Based Learning	Service Learning	<u>Total Seats</u>	Community Based Learning	Service Learning	Total
College of Information Science and Technology	19	19	2	38	235	258	493	8	9	15
Computer Science	8	1		9	127	6	133	2	1	3
ISQA	8	15		23	97	227	324	4	7	9
IT Innovation	2	3		5	3	25	28	2	2	4
IST Dean's Office	1			1	8		8	1		1

*College and curricular totals are adjusted to ensure a unique faculty count.

Engaged Research Reports (2015-2019)

Unit	Engaged Publications*	Engaged Academic Presentations*	Sponsored Research
Arts and Sciences	261	589	\$ 7,446,692
Biology	15	54	\$ 2,490,296
Black Studies		27	
Chemistry	8	18	
Dean's Office (AS)	1		\$ 16,750
English	24	43	\$ 19,000
Foreign Languages and Literature	22	28	\$ 2,900
Geography/Geology	3	27	
Health Career Resource Center			\$ 207,986
History	28	64	\$ 229,372
Mathematics	42	88	\$ 311,381
OLLAS			\$ 78,679
Philosophy	8	7	
Physics	13	18	\$ 1,000
Political Science	12	23	\$ 2,031,865
Psychology	60	113	\$ 1,419,513
Religion	8	46	\$ 24,400
Sociology & Anthropology	18	60	\$ 597,550
STEM TRAIL Center			\$ 16,000

Unit	Engaged Publications*	Engaged Academic Presentations*	Sponsored Research
Business Administration	80	127	\$ 9,061,510
Economics	31	40	\$ 27,000
Executive MBA			\$ 977,000
Finance, Banking and Real Estate	13	18	
Management	15	17	\$ 243,767
Marketing & Entrepreneurship	15	41	
Nebraska Business Development Center			\$ 7,813,743
School of Accounting	6	11	

Unit	Engaged Publications*	Engaged Academic Presentations*	Sponsored Research
Communication, Fine Arts and Media	112	139	\$ 1,058,067
Communication	28	39	\$ 33,344
KNVO			\$ 525,006
Music	34	51	\$ 69,699
Arts	50	53	\$ 38,004
UNO Television			\$ 392,014

* College totals are adjusted to account for unique publications and presentations.

Unit	Engaged Publications*	Engaged Academic Presentations*	Sponsored Research
Education, Health, and Human Sciences	183	388	\$ 17,424,878
Biomechanics	4	12	\$ 6,494,514
Counseling	8	32	
Dean's Office (ED)	1	1	\$ 266,000
Educational Leadership	15	28	
Health and Kinesiology	49	57	\$ 4,684,889
Special Education & Comm. Disorders	18	32	\$ 700,973
Teacher Education	96	244	\$ 5,278,502

Unit	Engaged Publications*	Engaged Academic Presentations8	Sponsored Research
Information Science and Technology	113	97	\$ 4,230,106
Computer Science	39	34	\$ 1,491,990
Dean's Office	3	2	\$ 181,688
Information Systems and Quant. Analysis	59	44	\$ 243,422
School of Interdisciplinary Informatics	22	23	\$ 2,313,006

Unit	Engaged Publications*	Engaged Academic Presentations*	Sponsored Research
Public Affairs and Community Service³²	133	239	\$ 13,355,237
Aviation Institute	9	8	\$ 107,238
Center for Public Affairs Research	1	10	\$ 951,705
Criminology and Criminal Justice	56	49	\$ 4,067,752
Dean's Office (CPACS)	4	15	
Division of Continuing Studies	3		
Gerontology	13	32	\$ 24,895
Goodrich	5	21	\$ 63,144
Grace Abbott School of Social Work	11	56	\$ 2,880,367
Nebraska Center for Justice Research			\$ 683,826
Public Administration	35	62	\$ 4,494,902
William Brennen Labor Institute			\$ 81,408

* College totals are adjusted to account for unique publications and presentations.

³² Note that the Center for Public Affairs Research (CPAR), the Nebraska Center for Justice Research (NCJR), the Juvenile Justice Institute (JJI), and the Labor Institute do not use Digital Measures, as such metrics around engaged publications and presentations, do not reflect unit activity.

8. Criss Library Metrics

This section provides the data for the Criss Library. While the Library contributes to all the colleges' academic key indicators of Section 2, it cannot readily report on all metrics separately. Nonetheless, separate metrics can be reported by the Library, as its faculty are an integral part of the academic enterprise and are part of the academic excellence, scholarship and creative activities, and the campus mission for inclusive excellence. In consultation with the Dean of Libraries, we report here those metrics from Section 2 of individual relevance to the Library and its faculty and staff.

Full-Time Faculty Diversity³³	Full-Time Total Headcount	9
	Male	3
	Female	6
	Black or African American	0
	Hispanic/Latino	0
	American Indian or Alaska Native	0
	Other Non-white	1
Full-Time Faculty Quality³⁴	% with Terminal Degree	55.6%
	Average Year in Rank	4.7
	No. of Presentations/ Publications in 2019	21
	No. of Presentations/ Publication in 2015-2019	116
Non-Tuition Revenues³⁵	No. of Presentations/ Publications in 2019	\$1,996
	Externally Sponsored Amount in 2015-2019	\$24,346
	Philanthropic Amount	\$12,339
Staff³⁶	Non-Faculty Staff FTE	29.00

It is worth reiterating, however, that the Criss Library faculty and staff are an integral part of many campus initiatives that will positively impact the metrics reported by the academic colleges. Collaborations between the Library and academic colleges will continue to drive the UNO Big Ideas, research and creative activities, student learning outcomes, better pedagogies through OER, and much more.

³³ Definitions related to Full-Time Faculty Diversity metrics can be found on the glossary on pages 22 and 23.

³⁴ Definitions related to Terminal Degree and Average Year in Rank can be found on pages 22 and 23. Metrics around Scholarship and Publications can be found on the glossary on pages 14 and 15.

³⁵ Definitions related to non-tuition revenues including sponsored grants and philanthropic amounts can be found on pages 15 and 31.

³⁶ Non-Faculty Staff FTE is defined on page 31.

9. Priority Actions for the Academic Sector

As noted earlier, all campus units are engaged in formulating unit-level plans in support of the UNO Strategic Plan and its four goals (1: Student Centeredness, 2: Academic Excellence, 3: Community Engagement, 4: Institutional Quality), as well as align with the Chancellor's vision as set out during the Investiture ceremony and/or the NU System as outlined in the President's Investiture. Across the UNO campus, these unit-level plans are encapsulated and tracked in UNePlan.

Following input from prior Strategic Planning Forums, consultation with the deans and vice chancellors, faculty advisory committees, academic advisors, and other venues, the Office of Academic Affairs has formulated priorities for investment and implementation. These form the basis for its UNePlan initiatives. Several are laid out here for the campus' inspection and evaluation. In full transparency and in the spirit of shared governance, the impacts of these initiatives should be evaluated through the impacts on the metrics of this Academic Key Indicators Report.

Of course, the priorities listed here address areas that rely on collaboration. That is, these priorities may require actions from the six academic colleges, Criss Library, the Division of Student Success, the Office of Academic Affairs, Business and Finance, Faculty Senate, or Staff Advisory Council, and would be reflected in UNePlan as collaborative initiatives.

Student Achievement

- Ensure course capacities and modalities match enrollment demand
- Implementation of the Exploratory Studies major, Academic Focus Areas, and TLC-like structure for undeclared students.
- Student recruitment (internal) and retention staffing across campus
 - Re-examine academic policies (eg: CR/NC grading, academic probation & suspension)
 - Examining DFW rates in key entry-level courses and appointment of campus directors for three fundamental competencies in the Gen Ed (quantitative literacy, writing, speech).
 - Enhancing the student experience and engagement in online and remote classes
 - Remissions strategies for recruitment and retention
 - Creation of degree pathways through DegreeWorks
- Academic advising across the campus: developing balanced caseloads and institute life coaching as well as academic advising.
- Coordination between Academic Affairs & Student Affairs offices
- Workforce development in degree plans



Academic Excellence and Strategic Planning

- UNO Big Ideas process to prioritize academic investment
- Re-organize ORCA office following Faculty Advisory Committee report
- Implement strategic investment in DEI on same scale as UNO Big Ideas: Topics related to Race, Class, Social Justice, and Inequality
 - Enhance role of Service Learning, experiential learning, and community engagement / engaged scholarship in academic programs
 - Aligning grad programs (and collections) with research/scholarly/creative mission
 - ORCA: Expand grants-related training and collaboration across academic units.



- Formulate assessments of quality review in online academic programs
- Evaluate and align efforts of International Programs with the academic colleges
- Aggregating space and facilities aspirations into prioritized next campus master plan
- Develop Academic Center and Museum connected to artist Samuel Bak
- Ongoing analysis of academic programs through annual and 7-year Program Review

Faculty and Staff Development

- Institute recruitment process that fosters greater gender and diversity balance of the faculty
- Expanding full time employment of faculty lines, especially in specific priority areas of instruction
- Explore a ladder rank system for instructional faculty.
- Support and advancement of midcareer faculty through the titles of Distinguished (Assoc) Professor and Senior Lecturer
- Create effective onboarding and welcoming experience for new staff and faculty.
- Ladder rank systems for professional staff in areas of advising, HR, budget, etc.
- Institute array of DEI related trainings for faculty and staff through Center for Faculty Excellence that enhance lived experience, retention, and recruiting
- Salary structure of faculty and staff
- Through shared governance, re-examine RPT, last updated in 1990
- Explore research-based mechanisms for assessment of teaching excellence
- Expand staff and faculty professional development through the Center for Faculty Excellence to include mid-career, leadership, strategic planning, etc.



Financial and Institutional Stewardship

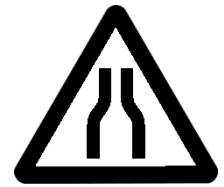
- Creating a budget calendar for decisions
- Online revenues — growing and appropriate level of expenditures
- Develop initiatives that increase re-enrollment of students
- Expand corporate partnerships through Career Currency program
- Expand enrollment partnerships with other institutions of higher education such as Hastings College or Metro Community College
- Summer session (online) capacity – expanding access
- Reduce under-enrolled course sections and size of adjunct expenditures
- Explore/implement January intercession academic term to increase student learning and completion opportunities
- Increasing sponsored research revenues, foundation and philanthropic support
- Create budget allocation process that provides incentives to colleges and prioritizes resources toward campus-level strategic priorities (e.g.: Completion Imperative, Big Ideas process, DEI)
- Expand use of all available class time vectors to reduce conflicting course schedules
- Evaluate professional staffing across the academic sector to address shortages in FTE



- Near-term projects
- Medium-term projects
- Longer term projects

Appendix A: Bottleneck Courses Across the Academic Sector

Appendix A lists courses which, on average, offered more than 100 seats in the fall and spring terms between Fall 2018 and Fall 2020, and in which actual enrollment exceeded 90% of capacity. Only courses identified as “Lecture”, “Laboratory” or “Lecture/Lab” are included in the analysis.



Departments and colleges define course enrollment capacities. Such capacities reflect room sizes, availability of resources such as lab equipment, art materials, computers, constraints due to pedagogy, and constraints due to grading or instructor time. All of these are appropriate considerations for course capacity.

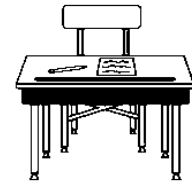
Course capacity that falls short of enrollment demand creates bottlenecks for students’ timely completion of degrees. Courses that consistently exceed 90% enrollment capacity likely fail to meet actual demand.

Potential Bottleneck Courses

College	Subject	Course	Avg Total Capacity	Avg Fill Rate
Communication, FA and Media	Communication	CMST1110	1035	99.3%
Arts and Sciences	Psychology	PSYC1010	654	95.2%
Arts and Sciences	English	ENGL1150	644	98.6%
Communication, FA and Media	Music	MUS1070	560	98.4%
Arts and Sciences	English	ENGL1160	537	99.3%
Arts and Sciences	English	ENGL1164	497	96.4%
Arts and Sciences	Arts & Sciences Dean's Office	EXPL1000	375	98.1%
Business Administration	Marketing/Management	MKT3200	320	95.5%
Arts and Sciences	Chemistry	CHEM1180	286	112.8%
Arts and Sciences	Arts & Sciences Dean's Office	NSCI1050	274	99.3%
Arts and Sciences	Physics	PHYS1154	225	106.5%
Arts and Sciences	Mathematics	MATH1370	202	97.6%
Arts and Sciences	Psychology	PSYC3130	200	99.4%
Information Science & Tech	Info & Technology Deans Office	CIST3110	198	96.6%
Information Science & Tech	Computer Science	CSCI1620	191	95.0%
Arts and Sciences	Psychology	PSYC4440	183	95.9%
Arts and Sciences	Chemistry	CHEM1190	154	105.8%
Arts and Sciences	Chemistry	CHEM1184	151	174.9%
Arts and Sciences	Psychology	PSYC1020	148	96.8%
Arts and Sciences	Philosophy/Religion	PHIL2030	142	99.6%
Arts and Sciences	Psychology	PSYC2500	141	99.3%
Public Affairs & Community Ser	School of Social Work	SOWK1000	140	97.2%
Arts and Sciences	Physics	PHYS1050	137	95.9%
Arts and Sciences	Physics	PHYS1164	132	106.0%
Arts and Sciences	Biology	BIOL1450	129	147.0%
Public Affairs & Community Ser	Public Administration	FSMT1600	129	99.1%
Arts and Sciences	Biology	BIOL1750	128	98.1%
Arts and Sciences	Chemistry	CHEM1140	124	99.3%
Information Science & Tech	Info & Technology Deans Office	CIST1300	122	96.4%
Business Administration	Management	MGMT1500	119	97.1%
Communication, FA and Media	Art & Art History	ART1010	115	95.7%
Arts and Sciences	Mathematics	MATH2050	114	97.3%
Arts and Sciences	English	ENGL3050	105	107.0%
Communication, FA and Media	Communication	CMST2010	105	105.4%
Education	Special Ed & Comm Disorders	SPED1500	104	99.3%
Arts and Sciences	Psychology	PSYC3410	103	98.6%
Business Administration	Economics	ECON1200	103	98.3%
Information Science & Tech	Computer Science	CSCI2030	100	99.3%

Appendix B: Under-Enrolled Courses Across the Academic Sector

Appendix B lists courses which enrolled less than 40% of available seats on average over the fall and spring terms between Fall 2018 and Fall 2020. Only courses identified as “Lecture”, “Laboratory” or “Lecture/Lab” and courses that offered at least an average of 20 seats per semester for the fall and spring terms between Fall 2018 and Fall 2020 are included in the analysis.



Small courses are an essential component of the curriculum for many academic departments. In some cases, they represent an elective offering that diversifies specialized curricula. In others, they are an essential course for an academic major or minor that nonetheless has a distinctive value for the department, college, or campus.

The list provides an opportunity to adjust course capacity each semester or each academic year to alternate across semesters offered.

Potentially Under-enrolled Courses

College	Subject	Course	Avg Total Capacity	Avg Fill Rate
Communication, FA and Media	Theatre	THEA1050	134	38.6%
Public Affairs & Community Ser	Aviation Institute	AVN1024	98	30.2%
Public Affairs & Community Ser	Aviation Institute	AVN1030	96	17.6%
Vice Chancellor	Air Force R O T C	AERO2310	69	38.8%
Education	Health and Kinesiology	PHHB3080	66	39.5%
Public Affairs & Community Ser	Aviation Institute	AVN3400	65	7.9%
Public Affairs & Community Ser	Aviation Institute	AVN3194	62	10.3%
Vice Chancellor	Air Force R O T C	AERO2320	60	32.0%
Communication, FA and Media	Music	MUS3610	59	12.3%
Public Affairs & Community Ser	Aviation Institute	AVN2104	55	24.7%
Public Affairs & Community Ser	Aviation Institute	AVN2114	55	21.2%
Public Affairs & Community Ser	Aviation Institute	AVN2124	55	12.3%
Public Affairs & Community Ser	Aviation Institute	AVN2134	55	10.6%
Public Affairs & Community Ser	Aviation Institute	AVN2144	55	12.1%
Arts and Sciences	Chemistry	CHEM3030	49	18.4%
Communication, FA and Media	Music	MUS3630	47	13.0%
Business Administration	Law & Society	LAWS3940	42	39.1%
Arts and Sciences	Mathematics	MATH1010	40	26.3%
Education	Physical Education	PE3770	40	37.0%
Public Affairs & Community Ser	Criminology & Criminal Justice	CRCJ4410	40	35.0%
Arts and Sciences	Geography/Geology	GEOG3130	37	26.6%
Education	Health and Kinesiology	PE3720	35	39.0%
Education	Physical Education	PE4960	34	22.6%
Arts and Sciences	Philosophy/Religion	PHIL3500	32	32.3%
Arts and Sciences	Geography/Geology	GEOG3050	30	30.0%
Arts and Sciences	Mathematics	STAT4440	30	31.3%
Arts and Sciences	Physics	PHYS2130	30	21.1%
Arts and Sciences	Women's and Gender Studies	WGST4030	30	23.3%
Communication, FA and Media	Music	MUS3400	30	24.0%
Education	Biomechanics	BMCH3000	30	35.8%
Education	Biomechanics	BMCH4990	30	20.0%
Education	Health and Kinesiology	PE4350	30	24.2%
Education	Health and Kinesiology	RLS4100	30	38.9%
Education	Physical Education	PE3350	30	26.7%
Information Science & Tech	Bioinformatics	BIOI3500	29	34.0%
Arts and Sciences	Chemistry	CHEM3710	28	37.6%
Arts and Sciences	Physics	PHYS4230	27	19.2%
Vice Chancellor	Air Force R O T C	AERO4120	27	36.7%
Arts and Sciences	Foreign Languages & Literature	LATN2110	26	21.1%
Arts and Sciences	Mathematics	MTCH2020	26	34.4%
Arts and Sciences	Philosophy/Religion	PHIL3650	26	38.3%
Arts and Sciences	Physics	PHYS3300	26	24.5%
Arts and Sciences	Physics	PHYS4500	26	19.4%
Arts and Sciences	Physics	PHYS4550	26	18.9%

Appendix C: Top Courses Taken in a Student's Terminal Semester at UNO

Appendix C lists the courses which most often occurred in the final term of undergraduate students who stopped-out in Spring, Summer and Fall 2018 terms. Students who stop out are those who discontinue their studies without having earned a degree. "Enrollments Terminal" shows how many stop-out students took a course during the last term in which they were enrolled at UNO. "Percent of Overall" shows the percent of all course enrollments made up of stop-out students.



The inclusion of a course on this list may be the result of many factors. It may be that the course represents a particularly challenging component of the curriculum. It may be that additional attention to pedagogy or resources must be provided. It may represent an area of the curriculum in which a preparation gap exists between the university and local high schools and/or community colleges. Or it may simply be that the course is commonly taken by students at a certain vulnerable stage in their careers at UNO. In any case, this list is offered to provide additional opportunity for the academic sector to develop interventions and outreach to students through the vehicles of these courses.

In the table that follows, the sum total enrollment of these courses is shown over the previous five semesters. The Enrollment Terminal column shows the enrollment by students who dropped out after the particular term in which the course was taken. Finally, the percentage is shown of the number of students that drop out in the semester in which they enrolled in this particular course.

Terminal Course Analysis

Course	Course Description	Enrollments Overall	Enrollments Terminal	Percent of Overall
CMST1110	PUBLIC SPEAKING FUNDS	1755	161	9%
PSYC1010	INTRODUCTION TO PSYCHOLOGY I	1333	195	15%
MUS1070	MUSIC OF THE PEOPLE: ROCK & POP	1326	136	10%
ENGL1150	ENGLISH COMPOSITION I	1261	151	12%
SOC1010	INTRODUCTORY SOCIOLOGY	1205	186	15%
HIST1000	WORLD CIVILIZATIONS I	1117	161	14%
RELI1010	INTRODUCTN TO WORLD RELIGIONS	1096	127	12%
MATH1310	INTERMEDIATE ALGEBRA	1033	138	13%
ENGL1164	ENGLISH COMPOSITION II	1032	103	10%
PHYS1350	PRINCIPLES OF ASTRONOMY	1028	112	11%
ENGL1160	ENGLISH COMPOSITION II	963	82	9%
ECON2200	MICRO ECONOMICS	837	66	8%
MUS1080	MUSIC OF THE PEOPLE: THE WORLD	759	86	11%
CRCJ1010	SURVEY OF CRIMINAL JUSTICE	702	100	14%
MATH1210	INTERMEDIATE ALGEBRA	677	81	12%
NAMS1100	INTRO NATIVE AMERICAN STUDIES	676	83	12%

Course	Course Description	Enrollments Overall	Enrollments Terminal	Percent of Overall
MATH1320	PRE-CALCULUS ALGEBRA	676	87	13%
MKT3200	BUSINESS COMMUNICATIONS	675	36	5%
ANTH1050	INTRODUCTION TO ANTHROPOLOGY	668	100	15%
CHEM1180	GENERAL CHEMISTRY I	667	44	7%
HIST1010	WORLD CIVILIZATIONS II	667	91	14%
PHYS1354	INTRO ASTRONOMY LAB	622	60	10%
MATH1950	CALCULUS I	602	64	11%
MATH1220	COLLEGE ALGEBRA	602	75	12%
MGMT3490	MANAGEMENT	573	21	4%
ACCT2010	PRINCIPLES OF ACCOUNTING I	573	50	9%
CHEM1184	GENERAL CHEMISTRY I LABORATORY	571	36	6%
BIOL1450	BIOLOGY I	565	46	8%
CIST1400	INTRO TO CS I	565	46	8%
GEOG1000	FUND WORLD REGIONAL GEOGRAPHY	564	68	12%
LAWS3930	BUSINESS LAW FUNDAMENTALS	550	9	2%
GEOL1010	ENVIRONMENTAL GEOLOGY	548	62	11%
GEOG1020	INTRODUCTN TO HUMAN GEOGRAPHY	526	57	11%
PHYS1154	GENERAL PHYSICS LABORATORY I	521	48	9%
FNBK3250	FINANCE	519	13	3%
CIST2100	ORGANIZATIONS, APPL & TECHN LGY	515	40	8%
GERO2000	INTRODUCTION TO GERONTOLOGY	501	54	11%
ECON2220	PRINCIPLES OF ECONOMICS-MACRO	499	28	6%
MKT3310	PRINCIPLES OF MARKETING	487	12	2%
BIOL2740	HUMAN PHYSIOLOGY AND ANATOMY I	470	44	9%
BSAD2130	BUSINESS STATISTICS	468	30	6%
US1010	CRIT. THINKING...FOR STUDENTS	463	84	18%
MGMT4480	CORP AND BUSINESS STRATEGY	461	7	2%
PHYS1110	GENERAL PHYSICS I WITH ALGEBRA	460	54	12%
HIST1120	AMERICAN HISTORY SINCE 1865	456	43	9%
SCMT3500	OPERATIONS MANAGEMENT	448	8	2%
MGMT3100	MANAGEMENT INFORMATION SYSTEMS	445	6	1%
HIST1110	AMERICAN HISTORY TO 1865	438	75	17%
MATH1370	APPLIED ALGEBRA & OPTIMIZATION	430	28	7%
PSCI1000	INTRO TO POLITICAL SCIENCE	421	55	13%
ACCT2020	PRINCIPLES OF ACCOUNTING II	415	18	4%
BLST1000	INTRODUCTION TO BLACK STUDIES	404	52	13%
MATH1960	CALCULUS II	403	35	9%
CSCI1620	INTRO TO CS II	401	30	7%
PSYC3130	STATS FOR BEHAVIORAL SCIENCES	393	22	6%
BIOL1020	PRINCIPLES OF BIOLOGY	376	58	15%
PSCI1100	INTRO TO AMERICAN GOVERNMENT	373	58	16%
CHEM1190	GENERAL CHEMISTRY II	366	27	7%
PSYC2500	LIFESPAN PSYCHOLOGY	365	38	10%
ENGL1200	AUTOBIO READING AND WRITING	364	23	6%
CIST3110	IT ETHICS	359	26	7%

Course	Course Description	Enrollments Overall	Enrollments Terminal	Percent of Overall
MATH1930	CALC - MANG/LIFE/SOC SCIENCES	349	32	9%
TED2300	HUMAN GROWTH AND LEARNING	347	9	3%
PSYC4440	ABNORMAL PSYCHOLOGY	345	18	5%
HPER3090	APPLIED NUTRITION	342	50	15%
GEOG1050	HUMAN-ENVIRONMENT GEOGRAPHY	340	27	8%
BIOL1060	INTRO TO MEDICAL CAREERS	337	44	13%
BIOL1750	BIOLOGY II	335	17	5%
TED2200	HUMAN RELATIONS	329	22	7%
CMST3130	BUSINESS AND PROFESSIONS	327	6	2%
MUS1050	MOP: THE BEATLES	323	41	13%
TED2100	EDUCATIONAL FOUNDATIONS	321	26	8%
FSMT1600	FIRE SCIENCE	320	23	7%
NSCI1050	SCIENCE AND CRITICAL THINKING	317	19	6%
PHYS1164	GENERAL PHYSICS LABORATORY II	312	24	8%
CHEM1194	GEN CHEM II LAB	307	22	7%
EMGT1000	INTRO TO EMERGENCY MANAGEMENT	302	37	12%
SPAN1110	ELEMENTARY SPANISH I	300	39	13%
CYBR1100	INTRO TO INFORMATION SECURITY	297	27	9%
ENTR3710	ENTREPRENEURIAL FOUNDATIONS	296	14	5%
PHIL1010	MEANING OF LIFE	291	47	16%
CMST2010	INTERPERSONAL COMMUNICATION	290	37	13%
ENGL3050	WRITING FOR THE WORKPLACE	286	13	5%
US1020	TLC ACADEMIC SUCCESS SEMINAR	285	15	5%
SOWK1000	SOCIAL WORK AND SOCIAL WELFARE	283	27	10%
PSYC1020	INTRODUCTION TO PSYCHOLOGY II	280	27	10%
CIST3000	ADVANCED COMPOSITION FOR IS&T	277	17	6%
GEOG1030	INTRO PHYSICAL GEOGRAPHY	276	23	8%
BIOL2140	GENETICS	275	11	4%
CHEM1140	FUNDAMENTAL OF COLLEGE CHEM	273	31	11%
PSCI2210	INTRO TO INTL RELATIONS	269	15	6%
ENGL1154	ENGLISH COMPOSITION I	265	31	12%
PEA111T	YOGA I	264	22	8%
CHEM2250	ORGANIC CHEMISTRY I	263	7	3%
CRCJ4800	SPECIAL TOPICS	262	8	3%
PHIL2030	INTRODUCTION TO ETHICS	261	43	16%
BIOL2840	HUMAN PHYSIOLOGY & ANATOMY II	258	42	16%
PHYS1050	INTRODUCTION TO PHYSICS	258	30	12%
MATH1970	CALCULUS III	255	22	9%
MATH2050	APPLIED LINEAR ALGEBRA	250	13	5%
MATH1000	PRE-INTERMEDIATE ALGEBRA	250	79	32%

Appendix D: Update on the 6 UNO Big Ideas



In 2019, the UNO campus began the “Big Ideas” process to identify major themes or priorities for Goals 2 (Academic Excellence) and 3 (Community Engagement) of the UNO Strategic Plan. This collaborative process began with over twenty submissions. After review by the deans, several submissions were grouped into larger themes, and these larger themes allowed 10 working groups to form and present revised ideas at the December 2019 Strategic Planning Forum. Following campus input at the forum and in an online survey, input from the deans, and input from the Vice Chancellors, six projects were selected in February 2020 as campus Big Ideas, each provided seed funding. This was a new process for UNO, and the campus came together in new ways to develop cross-disciplinary collaborations.

In December 2020, each of the 6 teams working on the Big Ideas were asked to report on how the seed funding has enabled the production of new research and creative work, as well as how it was used to seek additional, external funding. In particular, each group was asked to report on:

- Grant applications submitted since February 2020
- Grant awards received since February 2020
- Scholarly articles, presentations, exhibitions, or other work
- Expenditures to date

As the projects progress further, it will be possible for them to report other progress including faculty and staff development, student achievement, community engagement, etc. This is our first snapshot after 9 months, during which time each team has been hard at work.

BIG IDEA # 1: The Business of Healthcare: TRANSFORMING WELLNESS AND AGING THROUGH BUSINESS, INFORMATICS, AND GERONTOLOGY

Team: Hesham Ali (Co-Lead Dean), Erin Bass, Dhundy Bastola, Janelle Beadle, Julie Boron (Gerontology Pillar PI), Kate Cooper, Dario Gherzi, Ann Fruhling (Interdisciplinary Informatics Pillar PI), Lynn Harland (Original Lead Dean), Julie Masters, Sara Myers, Louis Pol (Business Pillar PI), Michelle Trawick (Co-Lead Dean), Paul Turner.

Goals of this project:

- Conduct cutting-edge research that brings together methods and theoretical perspectives from business, informatics, and gerontology in order to enhance health and wellness.
- Provide students and professionals with education and training that effectively prepares them for long-term careers in health and aging related fields.

Grants Submitted Since February 2020:

- 1) Nov 2020, IDeA-CTR Pilot Grant, The Loneliness Epidemic: Tailoring Interventions to Reduce Loneliness and Pain in Aging Adults Through Voice Assistants, \$38,250
- 2) Oct 2020, NIH G08, Consumer Health Information Systems for Food Label Literacy in Older Adults, \$408,456

- 3) Aug 2020, NIH R01, Aging Connection Navigators (ACNs): A Community Intervention to Address the Unintended Social and Psychological Consequences of the COVID-19 Pandemic on Older Adults, \$2,416,913
- 4) June 2020, NIH SBIR, Muscle oxygenation modulated exercise therapy for older individuals with peripheral artery disease, \$75,000

Grants Awarded Since February 2020:

- 1) July 2020, Nebraska Collaboration Initiative Planning Grant, Interdisciplinary Care Transitions Research Team Development. \$20,000
- 2) Spring 2020, FUSE, Why does age matter? A structural analysis of T-cell receptors in young and elderly individuals. \$2,500
- 3) Spring 2020, GRACA, Assistive and Interactive Technology Use, Comfort, and Interest in Caregiver and Older Adult Populations. \$5,000
- 4) Spring 2020, GRACA, Assistive and Interactive Technology Needs Assessment for Older Adults and Caregivers to Enhance Quality of Life and Independence. \$5,000

Progress on Scholarly Articles Since February 2020:

- 1) Virtual reality for therapeutic recreation in dementia hospice care: A feasibility study. *American Journal of Hospice and Palliative Medicine. (in print)*
- 2) Understanding Influential Factors in Turnover within the Home Care Workforce. *Home Health Care Management & Practice. (in press)*
- 3) A qualitative assessment of reasons for noncompliance with ankle foot orthosis use in patients with peripheral artery disease. *Archives of Rehabilitation Research and Clinical Translation. (in press)*
- 4) Effect of Personal Smart Technology on Quality of Life in Community-Dwelling Persons with Dementia and Mild Cognitive Impairment: A Systematic Review and Meta-Analysis. *(under review)*
- 5) Home-based diagnostic testing for SARS-CoV-2 and other Virus Outbreaks: The Complex System of Translation to Communities. *(under review)*
- 5) An Exercise Using a Social Ecological Lens to Understand the Vast Network of Stakeholders Required to Manage Pandemic. *(under review)*

Presentations Since February 2020:

- 1) November 2020, Loneliness Among Rural and Underserved Older Adults During the COVID-19 Pandemic, Poster presented at the Gerontological Society of America Annual (Virtual) Conference.
- 2) November 2020, Technology Implementation in Persons with Dementia: A Systematic Review and Meta-Analysis, Poster presented at the Gerontological Society of America Annual (Virtual) Conference.
- 3) November 2020, Exploring the perceptions of an ankle foot orthosis by patients with peripheral artery disease using physical activity level. Presented at the American Heart Association Scientific Sessions.

- 4) November 2020, Examining ankle foot orthosis wear time in patients with peripheral artery disease. Presented at the Gerontological Society of America Annual (Virtual) Conference.
- 5) October 2020, Enhancing Patient Experiences through Technology, Curious People Presentation.
- 6) September 2020, Computational Approaches for Drug Design: A Focus on Drug Repurposing, Presented at the Eighth International Work-Conference on Bioinformatics and Biomedical Engineering.
- 7) August 2020, Smart Computational Approaches with Advanced Feature Selection Algorithms for Optimizing the Classification of Mobility Data in Health Informatics, Proceedings of the 8th ACM International Conference on Bioinformatics, Computational Biology, and Health Informatics.
- 8) August 2020, Technology to Support Successful Aging, Symposium presented at the Annual (Virtual) Convention of the American Psychological Association.
- 9) May 2020, Impact of an ankle-foot orthosis on physical activity in patients with peripheral artery disease. Virtual presentation at the American College of Sports Medicine Annual Meeting.

Progress in Other Activities:

- 1) Two Pillar PIs completed Design Thinking Bootcamp to learn Design Thinking principles and methodology for potential BIG Idea utilization.
- 2) All Pillar PIs and several team members attended the NU Collaborative Initiative event to lead topic break-out sessions and identify potential research collaborators.
- 3) Team member served on UNMC Biomedical Program Review to identify potential curriculum collaborations.
- 4) Team member served on UNMC Nursing Doctoral Program Review to identify potential Nursing profession continuing education needs.
- 5) Team member collaborated on submitting Legislative proposal for funding Biomedical and Health Informatics core research at UNO.
- 6) Team member continued development of proposal for the new Center for Biomedical Informatics and Innovation Research (proposal is ready for submission to the Board of Regents).
- 7) Paul Turner was selected as the Service Learning Fellow for the Business, Informatics, and Gerontology BIG Idea.
- 8) Paul Turner was hired for the fulltime grant specialist position – will begin January 1st, 2021.
- 9) Graduate Assistant Position for Spring & Summer 2021 has been posted.

Expenditures on the Big Ideas funds to date: Total = \$50,000

- \$35,000 for 7 Fall 2020 Pilot Grants funded at \$5000 each
- \$10,000 for 2 Fall 2020 Pillar PI Stipends at \$5000 each
- \$5,000 for Spring & Summer 2020 Paul Turner stipend to identify external funding sources

BIG IDEA # 2: STEM TRAIL CENTER

Grants Submitted and Awarded: The table identifies MavGrants ID, participants, project title, sponsor, and status as line items.

STC Grants	Project ID	Lead Investigator	Title	Sponsor	Requested	Awarded	Funding Decision
3094	2554	Christine Cutucache	NE STEM 4U: Youth voice and student identity in elementary-aged youth	Collective for Youth	\$19,200	\$19,200	Active
3540	2868	Christine Cutucache	Center of Excellence: NE STEM 4U Reaching All Learners	Nebraska Childrens and Families Foundation (NCCF)	\$29,923	\$30,000	Awarded
3524	2859	Christine Cutucache	Adaptive OST Programming for STEM: To include multi-stakeholder networks	Collective for Youth	\$74,623	\$48,228	Awarded
3513	2850	Tracie Reding	Impact of Digital Learning Interactions in STEM Education	Unizin	\$9,433	\$10,000	Awarded
3393	2772	Michelle Friend	Undergraduate Service Learning Experiences with Data: Mathematics in the Community	National Science Foundation	\$299,985	\$299,985	Awarded
3388	2768	Chris Moore	Determining the prevalence of and barriers to the adoption of high-impact practices in the teaching of general education STEM courses	National Science Foundation	\$291,284	\$291,284	Awarded
3294	2696	Brian Dorn	CS Education Professional Development for St. Albert Catholic Schools	St. Albert Catholic Schools	\$4,000	\$4,000	Awarded
3264	2674	Matt Hale	2020 GenCyber Teacher Program	National Security Agency	\$84,747	\$84,747	Awarded
3255	2666	Matt Hale	2020 GenCyber Student Program	National Security Agency	\$99,720	\$99,720	Awarded
3013	2500	Christine Cutucache	STEM TRAIL Center: STEM Education Professional Development for Rural Programs Across Nebraska	Nebraska Children and Families Foundation	\$16,000	\$16,000	Awarded
2886	2401	Christine Cutucache	NE STEM 4U: Fidelity of youth voice and relationship building for broader STEM conversations	Collective for Youth	\$83,474	\$73,472	Awarded
2816	2346	Christine Cutucache	EMPLOYEE: Empowering undergraduates via Mentorship, Professional development, Leadership, and Opportunities for Youth EngagEment	National Science Foundation	\$999,984	\$999,984	Awarded
2757	2303	Patrick Rault	The IBL Communities Project	National Science Foundation	\$359,998	\$299,999	Awarded
3505	2303	Patrick Rault	The IBL Communities Project, Supplemental Request	National Science Foundation	\$60,000	\$60,000	Awarded
3758	3023	Derrick Nero	Illuminate Nebraska Content Development Project <small>SEP</small>	Nebraska Public Power District	\$54,989	\$55,000	Awarded
3584	1019	Michelle Friend	Bricklayer: Coding, Art and Math for Engaged Student Learning: Supplemental request	National Science Foundation	\$59,030	\$59,030	Awarded
3106	2561	Anne Karabon	Biomechanics to Develop Interdisciplinary Experiences in Early Elementary Science (BODIES)	National Science Foundation	\$1,330,719	\$0	Under Review
3750	3018	Neal Grandgenett	GRADIENTS: Geographic Reasoning & Action Delineated, Implemented, and Estimated In Teaching STEM	Subcontract from Texas State University	\$208,879		EHR Core Research, ECR from NSF

STC Grants	Project ID	Lead Investigator	Title	Sponsor	Requested	Awarded	Funding Decision
3708	2997	Neal Grandgenett	Standards-based, Technology-Rich Inquiry in Virtual Education (STRIVE) to Promote Inclusivity and Excellence in STEM Learning	National Science Foundation	\$1,499,557		Under Review
3725	3007	Christine Cutucache	DTI: STEMulating Equity in Rural Schools Through Immersive Learning Experiences	National Science Foundation	\$1,500,000		Under Review
3769	3029	Kelly Gomez Johnson	Teacher Voice in Organizational Instructional Change Efforts (Teacher VOICE)	National Science Foundation	\$1,251,896		Under Review
3792	3045	Cristian Dona	Creating Equity through Disrupting the Tech Sector (CrEDITS)	Charles and Lynn Schusterman Family Foundation	\$10,000,000		Under Review
3639	2940	Christine Cutucache	Storylines in OST STEM (SOS): Gamification for improved Health Literacy via Remote Learning in Rural and Urban Areas	National Institutes of Health	\$1,307,513		Awaiting panel summaries
3603	2920	Christine Cutucache	NE STEM 4U "Train-the-Trainer": OST Staff PD and STEM programming	Collective for Youth	\$11,500		Under Review
3343	2733	Brian Dorn	AI Institute: DECISIVE Outcomes in Agriculture Institute	North Carolina State University	\$1,886,403.00	\$0	Not awarded
3240	2653	Ashlee Dere	Collaborative Research: Network Hub: Fostering Open Convergent Science for Critical Zone Research and Environmental Sustainability	Penn State University	\$240,876	\$0	Not awarded
3230	2645	Christine Cutucache	Afterschool and Museum Partner to Aid Confidence-Building in STEM for Rural and Urban Learners	National Science Foundation	\$2,349,691	\$0	Not awarded
3102	2558	Christine Cutucache	Investigating the Collaborative Ecosystem on STEM Teacher Persistence, Effectiveness, and Retention	National Science Foundation	\$899,731	\$0	Not awarded
3081	2547	Richard Stacy	Maverick Solar Pavilion and Virtual Classroom	Nebraska Environmental Trust	524,542	\$0	Not awarded
3029	2512	Chris Moore	Quantum Electron Technology, Imaging and 3D-Visualization	University of Nebraska - Lincoln	\$624,999	\$0	Not awarded
3395	2773	Patrick Rault	Small Teaching for Big Change	National Science Foundation	\$187,535	\$0	Not awarded
3313	2711	Joshua Darr	Collaborative Research: General Chemistry in Three Dimensions: A Course Reform Collaborative	National Science Foundation	\$273,569	\$0	Not awarded
3206	2632	Magie Hall	Work-Learn: Using microinternships to leverage scalable learning for STEM workforce development among situationally vulnerable learners	National Science Foundation	\$497,045	\$0	Not awarded
3673	2970	Magie Hall	LatinXTech: Supporting Retention and Persistence of LatinX Students by Grounding Computing Degrees in Socio-Cultural Disciplines	National Science Foundation	\$298,651		Not awarded

Requested: \$27,439,496

Awarded: \$2,450,649

Under Review: \$17,110,064

STEM TRAIL CENTER Scholarly Works and Presentations:

TYPES	AUTHORS	TITLE	VENUE
JOURNAL ARTICLES	C. Moore	Summative assessment of science practice abilities using a simple pendulum	<i>The Physics Teacher</i>
	Hodge, A., Rech, J., Gomez Johnson, K., Grandgenett, N.	Campus STEM Innovation from a Foothold of Mathematics: Lessons Learned from a Place Where it Happened.	<i>Journal of STEM Education: Innovations and Research.</i> (in press)
	<u>Anderson, J.</u> , Schaben, C., Grandgenett, N., Buhs, E	Phenomenology of pre collegiate student out-of-school time scientific research. Accepted for publication in the <i>Science Educator</i> , a journal of the National Science Education Leadership Association. Accessible at: https://www.nsela.org/science-educator-journal-	Accepted for publication in the <i>Science Educator</i> , a journal of the National Science Education Leadership Association. Accessible at: https://www.nsela.org/science-educator-journal- (in press)
	<u>A.Sommers</u> , D. Richter-Egger, C. Cutucache	Undergraduate Students' Perspectives on Learning in Chemistry: Course-based undergraduate research experiences and traditional laboratory experiences.	<i>The Qualitative Report</i> (in press, Feb 2021)
	Gantner, Ryan; Gomez Johnson, Kelly; Jakopovic, Paula, Ksir, A. E.; Rault, Patrick X.	The COMMunities for Mathematics Inquiry in Teaching (COMMIT) Network,	Under review
	Reding TE, Cutucache CE, Ostler E, Moore C.	Investigating factors related to the Social Capital of an Interdisciplinary Leadership Team.	<i>Higher Education Research & Development.</i> (under review)
	Reding TE, Cutucache CE, Grandgenett N, Ostler E, Moore C.	Managing a STEM initiative using Social Network Analysis.	<i>International Journal of Educational Management.</i> (under review)
	Cutucache CE, <u>Sommers AS</u> , Gomez Johnson K, Conrad JA, Grandgenett N, Tappich W	The National Imperative for More Science Teachers: Let's Make Them Scientists then Teachers—The Formation of a Dual-Pathway Program.	<i>Teaching and Teacher Education.</i> (under review)
	<u>Sommers AS</u> , Gomez Johnson K, Jakopovic P, Rivera JC, Grandgenett NF, Conrad JA, Tappich WE, Cutucache CE.	Complex Learning Practices: Modeling Chickering's Vectors for Effective Undergraduate Pre-Professional Development.	<i>Frontiers in Education</i> (under review)
	<u>Sommers AS</u> , Miller A, Gift A, Richter-Egger D, Darr J, Cutucache CE.	CURE Disrupted! Takeaways from a CURE without a wet-lab experience.	<i>Journal of Chemical Education</i> (under review)
PRESENTATIONS & WORKSHOPS			
	Stevenson N, <u>Shultz A</u> , <u>Kehler M</u> , <u>Armshaw C</u> , <u>Slobodnik</u> , Cutucache C, Tappich W, Grandgenett N.	NE STEM 4U: An afterschool program dually serving the STEM needs of K-8 youth and undergraduate students.	Poster at National STEM Education Centers Meeting, (May 2020)
	Cutucache C.	Designing effective STEM programs to optimize learning	Presentation to the University of Eastern Finland & Learning Analytics companies of Finland (May 2020)
	Grandgenett, N., Ostler, E., Gomez-Johnson, K., Reding, T., Hatt, C	Mathematics Readiness in Greater Nebraska	Community College Presidents Association of Nebraska (July 17, 2020)
	Moore C, Reding T, Cutucache C	The STEM Center as Institutional Change Agent: Bringing faculty and administration together to increase the use of high-impact practices	Presentation to the National STEM Education Centers, May 2020 meeting
	Grandgenett, N., Flesch, M., Hatt, C., Romanek, D.	Mathematics Readiness in Nebraska: Evolving Contexts of the State.	Conference Board of Mathematical Sciences, a NSF funded Virtual Conference for 20 State Teams on Grade 10-14 Mathematics, (Oct 6, 2020)
	Grandgenett, N., Flesch, M., Hatt, C., Gomez-Johnson, K.	Year 2 Results of the Statewide Nebraska Mathematics Readiness Project	Presentation to the Nebraska Coordinating Commission on Post-Secondary Education, (Oct 8, 2020)

	Grandgenett, N., Ostler, E., Gomez-Johnson, K., Reding, T., Hatt, C	The Nebraska Mathematics Readiness Project	Greater Nebraska Superintendents Association (Oct 30, 2020)
	Grandgenett, N., Gomez Johnson, K.	Effective mentoring strategies for students and faculty.	Presented to faculty, administrators and students of the Central Community College, NE's NSF funded S-STEM grant. (Oct 28, 2020)
	Richter-Egger, D., Grandgenett, N., Hagen, J.P., Laquer, F.C., Shuster, R.	Preludes to a CURE: Brief undergraduate research experiences in the 1 st semester of general chemistry laboratory.	Abstracted in the <i>2020 Biennial Conference on Chemical Education, Symposium on Course-embedded research experiences in the first and second year curriculum</i> . ScholarOne Abstracts, Control ID: 3406676.
	K. Gomez Johnson, P. Jakopovic, P. Rault	Developing a Network of Regional Inquiry-Based Learning (IBL) Communities: Preliminary Findings & Key Learnings on a Grassroots Initiative.	Joint Mathematics Meetings (accepted, presenting January 2021)
	C. von Renesse, V. Ecke, P. Rault	Grassroots Community Organizing: You can do it!	Joint Mathematics Meetings (accepted, presenting January 2021)
	P. Rault	The Inquiry-Based Learning Communities Project: Transforming Undergraduate Mathematics.	Invited MAA Poster Session: Projects Supported by the NSF Division of Undergraduate Education, Joint Mathematics Meetings.
	C. Cutucache, S. Andrus, A. Levine	You are a Leader! Navigate your STEM Journey through 360 degree leadership.	Webinar, July 2020 & accepted for AAAS, Feb 2021
	C. Cutucache	Leadership and mentorship in STEM: The critical need and action plan	BioNebraska's Women in STEM for Biosciences month, Oct 2020
	C. Cutucache	Nebraska Biosciences Month Innovation week, SBIR Panelist	UNeMed's Innovation Week 2020
	C. Cutucache, N. Grandgenett, J. Conrad, W. Tapprich	NebraskaSCIENECE: School-University Partnership	NSF Noyce Summit (Virtual, July 2020)
	H. Leas	Translation of Teacher Research Experiences to K-12 Classrooms: Does Dosage Matter?	Accepted for AAAS (Feb 2021)
	C. Cutucache	Generating equity within the life sciences: Reaching every student	REFLECT T1 Symposium, Oct 31, 2020 U of Portland
	C. Moore	Online graduate certificate program in physics education for in-service teachers	Physics Teacher Education Coalition 2020
	C. Moore	Teaching Science Thinking: Going beyond inquiry to teach scientific reasoning.	Nampa Idaho School District 2020.
	C. Moore	Communities of Inquiry: Recreating important learner interactions in online courses	American Association of Physics Teachers summer meeting 2020
	C. Moore	Strategies for recreating science inquiry online	Going the Distance Educator Virtual Symposium (>3k participants!) 2020
	C. Moore	Experience Stoichiometry: Using Multiple Representations to Discover the Mole Ratio and Bring Stoichiometry Alive	California Science Education Conference, Online (October 2020)
	C. Moore	Strategies for Recreating Chemistry and Physics Inquiry Online	Science Teachers Association of Texas CAST Annual Meeting, Nov 2020
	C. Moore	Using the science lab for STEM exploration before explaining	A+ College Ready Fall Workshop Series, 2020
	P. Rault	Starting and Running a Community for Mathematics Inquiry in Teaching	Joint Mathematics Meetings (accepted, presenting January 2021)

BOOKS	C. MOORE	EXPERIENCE CHEMISTRY	SAVVAS LEARNING COMPANY (2020)
	C. Cutucache	miRNA in Human Malignancies	Elsevier; Invited & due Dec 2020, for 2021 print
OTHER	Omaha STEM Ecosystem (J. Sigmon)	NE Governor's Office formally recognizes the OSE	Nov 8, 2020, Governor Proclamation & Certificate of Recognition
	"STEM Yellow Pages" OSE Portal	Citywide STEM Portal	Web application
	N. Grangenett, K. Gomez Johnson, E. Ostler, T. Reding	Nebraska Math Readiness Project	6 community colleges, 25 school districts (funded by PKF as contract)
	C. Cutucache, H. Jurek	ROBOT: Research Operant for Budgeting and Overall Tracking	NIN 21025: Web application
	C. Cutucache, A. Sommers, J. Conrad, N. Grangenett, W. Tappich	Design of an empirical formula or systematic method for undergraduate student success, with retention to degree	NIN No. 20079 Algorithm for novel learning theory
	C. Cutucache, N. Grandgenett, W. Tappich, N. Stevenson	NE STEM 4U Lessons	Downloadable PDF (and text for ordering) https://www.unomaha.edu/academic-affairs/stem-trail-center/outreach/ne-stem-4u-lessons1.pdf (and other resources for parents across programs)
	N. Stevenson	STEM Career Video Series	Video Interviews and Webinars https://www.unomaha.edu/academic-affairs/ne-stem-for-u/ne-stem-4u-videos/index.php
	P. Rault, B. Dorn, D. Khazanchi	Searchable STEM Clubs & Programs Database	Web Search Database; Meta-data of all UNO STEM interest clubs, programs, and groups for UNO Undergraduate Students https://bdorn.unomaha.community/stemprograms/
	All STC staff and A. Shultz, K. VanWyngaarten, A. Sommers	PD for Undergraduates: UNO NoyceSCIENCE Program	Invited video competition entry: https://stemforall2020.videohall.com/presentations/1736
	P. Rault, G. Lawson	NSF STEM For All Video Showcase	Invited video competition entry: https://stemforall2020.videohall.com/presentations/1792

STEM TRAIL Center Expenditures to Date:

CATEGORY	BRIEF DESCRIPTION	AMOUNT
PERSONNEL	Graduate assistant, Grant Coordinator, Partial Communications Position	\$36,138.00
OPERATING	Office supplies, phone, copier	\$815.09
PROGRAMMING	Speaker honoraria	\$1,200.00
TOTAL	TOTAL	\$38,153.10

The group is working with BCDM Architects to prepare a STEM TRAIL Center pre-proposal statement for renovation the Lower Level of Roskens Hall, to be completed by approximately April, 2021, expending the \$50,000 one-time costs within fiscal year 1.

BIG IDEA #3: Ted Kooser enter for the Medical Humanities

Scholarly Publications to Date:

- Janelle N. Beadle, Koll, T. T., Semin, J. N., Brodsky, R., Keehn, D., Fisher, A. L., High, R., & Beadle, J. N. (2020). Health-related and sociodemographic factors associated with physical frailty among older cancer survivors. *Journal of Geriatric Oncology*, S1879-4068(19)30333-9. Advance online publication. <https://doi.org/10.1016/j.jgo.2020.04.015>
- Smirni, D., Beadle, J. N., & Paradiso, S. (2020). Feeling physical pain while depressed. The effect of alexithymia. *Annals of Clinical Psychiatry*, 32(4):266-274. doi: 10.12788/acp.0009.
- 2020. Regina Emily Idoate, Michele Marie Desmarais, Brittany Strong; Anne Steinhoff; Nicole Tamayo-Bergman; Liliana Tamayo; Gretchen Carroll; Chaulette DeCora; Cassandra Rhoads-Carroll; Camille Hawbaker; and Victoria Hoyt. "An Indigenist Theory of Health Advocacy," *Great Plains Research: A Journal of Natural and Social Sciences*. Vol 30, #1.
- 2020. Mark Gilbert, PhD, Regina Idoate, PhD, Michele Marie Desmarais, PhD, and William M. Lydiatt, MD, MBA. "Anthony and the Role of Silence in Portraiture in Clinical Settings," *AMA Journal of Ethics*. 22(6):E488-498. doi: 10.1001/amajethics.2020.488.
- Gilbert, M. (2020). Practicing Regard in Clinical Portraiture. *AMA Journal of Ethics*, 22(6), E470-E475.
- Gilbert, M. (2020). William's Portrait and Community Narrative. *AMA Journal of Ethics*, 22(6), E476-E481.
- Gilbert, M. (2020). A Permanent Lisa. *AMA Journal of Ethics*, 22(6), E482-E487.
- Gilbert, M., Idoate, R., Desmarais, M., & Lydiatt, W. (2020). Anthony and the Role of Silence in Portraiture in Clinical Settings. *AMA Journal of Ethics*, 22(6), E488-E498.
- Gilbert M. (2020). *Editorial Portraiture and Healthcare*. *AMA Journal of Ethics*, 22(6), E467-469.
- Ocander, S., Saville, L., Gilbert, M., & Idoate, R. (2020). Health Care Professionals' Journeys of Caring Through Portraiture. *AMA Journal of Ethics*, 22(6), E505-E512.
- Steve Langan, MFA, Medical Humanities: "Humanities Can Aid the Fight against the Virus," *Omaha World-Herald*, April 2020.
- 2020 Balasanova, Alëna A., Kelly Rhea MacArthur, and Alison DeLizza. "'From All Walks of Life': Attending an Alcoholics Anonymous Meeting to Reduce Addiction Stigma Among Medical Students." *Academic Psychiatry*.
- 2020 MacArthur, Kelly Rhea. "Treating Loneliness in the Aftermath of a Pandemic: Threat or Opportunity?" In *COVID-19: Global Pandemic, Societal Responses, Ideological Solutions Volume I*, edited by J. Michael Ryan. U.K.: Routledge.
- 2020 Roxburgh, Susan and Kelly Rhea MacArthur. "Racial Differences in the Salience of Social Support for Mental Health: An Intersectional Approach." *Michigan Sociological Review* 34:46-73.
- 2020 MacArthur, Kelly Rhea and Jonathon Sikorski. "A Qualitative Analysis of the Coping Reservoir Model of Pre-Clinical Medical Student Well-Being: Human Connection as making it 'Worth it'." *BMC Medical Education* 20:1-11.
- Monardo, Anna. "Listening to My Father's Accent." *Creative Nonfiction*, Fall 2020.
- Subramanian, R., & Weare, A. (2020). #notokay: Challenging sexual violence through digital health activism. *Critical Public Health*. <https://doi.org/10.1080/09581596.2020.1776218>

PRESENTATIONS/LECTURES/POSTERS & EXHIBITIONS/WORKSHOPS

- Timi Barone, Society for Teachers of Family Medicine national conference, January 2020, Title: *Strengthening Medical and Pharmacy Interprofessional Collaboration at a Student-Run Free Clinic: The GOODLIFE model*. Authors: William Hay (University of Nebraska Medical Center), Kristen Cook (University of Nebraska Medical Center), T Lynne Barone, Samantha K. Ammons, Craig G. Hughes, Joseph McGuire, Bao Tram Ngoc Huynh, Angela M. Brown, Breanna Thompson, Elyssa Gray, Alana Alexander, Mary Ann Powell, and Jay Irwin (University of Nebraska Omaha)
- Poster: Society for Applied Anthropology Conference, March 2020, Title: *Inside Out: Space and Hierarchy in an Interprofessional Student-Run Free Clinic*. Authors: T Lynne Barone (University of Nebraska Omaha), William Hay (University of Nebraska Medical Center), University of Nebraska Omaha: Samantha K. Ammons, Joseph McGuire, Craig G. Hughes, Bao Tram Ngoc Huynh, Angela M. Brown, Alana Alexander, Breanna Thompson, Elyssa Gray, Katherine Kroeger, Mary Ann Powell, & Jay Irwin.
- Beadle, J. N., & Gifford, A.* The Psychological, Neural, and Hormonal Bases of Caregiver Compassion Fatigue. Alzheimer's Association International Conference. (July 30, 2020).
- Beadle, J. N. Maintaining Brain Health. Online Invited Talk for AARP (July 28, 2020).
- Fouche, H.,* Gifford, A.*, & Beadle, J. N. (March 6, 2020). Do social networks impact perceived loneliness in caregivers to older adults with chronic conditions? Student Research and Creativity Fair, University of Nebraska at Omaha. Hayley Fouche received the award for "Best Undergraduate Poster Presentation."
- Bish, J.,* & Beadle, J. N., (March 6, 2020). Analysis of Language for Empathic Content and Associations with Helping Behavior. Student Research and Creativity Fair, University of Nebraska at Omaha.
- Miller, N.,* & Beadle, J. N. (March 6, 2020). Review of Aging-Related Changes to the Neuroendocrine System and Implications for Older Caregivers. UNO Research and Creative Activity Fair.
- Gilbert, MA., Rentmeester, C., *Mutuality and Reciprocity in Portraiture and Health Care Ethics*, 2020 World Congress of Bioethics, June 19-21, Philadelphia, PA.
- Gilbert, M.A., Keynote Speaker, *Seeing the Patient*, 13th Annual Bioethics Conference, Wolfson Children's Hospital, Jacksonville, FL. 7th November, 2020.
- Gilbert, MA., July 2020, Portraiture in Healthcare, Loyola University, Narrative Medicine Course.
- Gilbert, MA., July 2020, Portraiture in Healthcare, *Social and Community Medicine*, Bristol Medical School, UK.
- Gilbert, MA., October 2020, Anthony and the Role of Silence in Portraiture in Clinical Settings, Delivered talks to Native American Students attending 7 Omaha High Schools. Youth Enjoy Science (YES) Program, UNMC.
- Gilbert, MA., December 2020, The Paradox of Vulnerability, Hershey School of Medicine, Penn State.
- Gilbert, MA., December 2020, Seeing the Patient, Dept. of Psychiatry Grand Rounds, UNMC.
- Gilbert, MA., November 2020, Presentation and drawing workshop, Arts in Medicine Group, UNMC.

- Gilbert, MA., Exhibitions: June-August 2020 *Seeing the Patient portraits by Mark Gilbert*, Ax Arts and Culture Center, Sussex, NB, Canada (Arts based, phenomenological study exploring the lived experience of patients with epilepsy and their caregivers.)
- Laura Grams, “Humanist Ethics and Social Distancing,” Nebraska Humanist Society, Omaha, NE. March 2020.
- 2020 Pfeifer, Jacob*, Andrew Egger*, Molly Hughes*, Lauren Tondl*, Robin High, Steven Wengel, Kelly MacArthur, Katrina Cordts, and Kari Nelson. “An Interdisciplinary Investigation of Well Being Among Healthcare Students During COVID-19.” Accepted for presentation at the Annual American Medical Association Research Symposium.
- 2020 Koley, Jonathan* and Kelly Rhea MacArthur. “Student Perceptions of a Reflective Writing-Based Wellness Course: A Call to Bring Emotional Socialization out of the Hidden Curriculum.” Presented at the HUMAN/E Health & Healthcare Symposium, Creighton University, Omaha, NE.
- 2020 Stacey, Clare, Sarah Harvey*, Kelly MacArthur, LaMiesha Lytle*, Jonathan Markle*, and Julie Aultman. “Care and the White Coat: A Life Course Approach to Medical Students’ Empathy Development.” Accepted for presentation at the Society for the Study of Social Problems Annual Meeting, San Francisco, CA. [cancelled]
- 2020 Koley, Jonathan* and Kelly Rhea MacArthur. “Student Perceptions of a Reflective Writing-Based Wellness Course: Good Intentions, but...” Accepted for presentation at the Midwestern Sociological Society Annual Meeting. Omaha, NE. [cancelled]
- 2020 Harvey, Sarah*, Clare L. Stacey, Kelly R. MacArthur, Jonathan Markle*, and LaMiesha Lytle*. “Perceptions of Clinical Empathy among Pre-Medical Students.” Presented at the Eastern Sociological Society Annual Meeting mini conference Reconsidering Health Professions Education Research in Contemporary Sociology. Philadelphia, PA.
- 2020 MacArthur, Kelly Rhea, Clare L. Stacey, Sarah Harvey*, and LaMiesha Lytle*. “The Pre-Medical Experience as a Critical Period in the Life Course of Physicians’ Wellness Trajectories.” Presented at the Eastern Sociological Society Annual Meeting mini conference Reconsidering Health Professions Education Research in Contemporary Sociology. Philadelphia, PA.

Expenditures to Date:

- Dr. Mark Gilbert (Art & Art History/Medical Humanities)—hired August 2020
- Research coordinator—beginning spring 2021, \$12,500 per year
- Creative Activity coordinator—beginning spring 2021, \$12,500 per year
- National Organization for Arts in Health pilot program (with match from UNO/UNMC Wellness)—beginning spring 2021, \$5,000

BIG IDEA #4: Counterterrorism, Innovation, Technology, and Innovation Center

Progress on Grants Submitted and Awarded:

Since being selected as one of the University of Nebraska Omaha Big Ideas, members of our team were awarded the largest grant in University of Nebraska history from the Department of Homeland Security Science and Technology Directorate, Office of University Programs. This award of \$3.65 million a year has the expected period of performance of 2020-2030. This federal grant designates University of Nebraska Omaha as the center of gravity for domestic-focused terrorism and targeted violence prevention in the United States, as we are to commission, select, and evaluate the DHS portfolio of university-based research on the nature of counterterrorism and targeted violence prevention. In addition, a significant expectation associated with this award is to establish workforce development programs for two audiences. First, we are to develop university-based degree and certificate programs to inspire the next generation of homeland security professionals across the public and private sector. As the homeland security enterprise spans government positions and private organizations that own the majority of the nation's critical infrastructure, it is anticipated that these academic programs will also shape the workforce for the state of Nebraska. Moreover, a significant expectation of this grant is to establish programs to support careers in the private sector to develop innovative solutions to homeland security challenges. Second, in addition to university programs for college students, an important expectation is to develop continuing education programs for the current homeland security workforce. Given the university's role in developing cross-disciplinary career currency programs to keep working professionals' skills up to date, this second workforce development goal will allow us to transition our research from internal to UNO labs into the hands of counterterrorism professionals who need it most.

In addition to the Office of University Programs Center of Excellence Grant, we have applied for a Basic Ordering Agreement (BOA) with the Department of Homeland Security. This BOA will allow federal customers to develop customized task orders for UNO researchers to execute in addition to the \$3.65M annual grant. To allow for research in more sensitive and controlled areas, we collaborated with the National Strategic Research Institute (NSRI) to allow the terms of this BOA to conduct research up to the TS-SCI level, which is a unique differentiator across the BOAs for DHS. We expect this BOA to be operational in December 2020, and eventually allow funds up to \$10M per year in excess of the base cooperative agreement grant.

Progress on Research and Scholarly Articles, Presentations, and Student Presentations:

As awards to our sixteen partner schools have been the primary focus in the first six months of this grant, the majority of activities have revolved around developing technical reports and presentations for our government customers. Audiences we have briefed about our academic work to date span the university, Omaha business, state and federal relations, and national security government partners. A short list of presentations and policy briefs is summarized below:

- UNO Honors Program – How to Get Involved in NCITE
- School of Criminology and Criminal Justice Department – NCITE Cluster Hire Goals
- First National Bank of Omaha (fnbo) – Implications of Suspicious Activity Reporting for Financial Organizations in Omaha – Your Role in Preventing Terrorism
- State Senator Tony Vargas – UNO's Newest Terrorism Fighting Tool
- State Senator Lynn Walz – Implications for Nebraska High School Students Seeking Career Paths in National Security
- Congressional Staff Update on Water and Food Security – Climate Change Implications for National Security
- Congressional Staff Update on Emerging Threats – UNO's Designation as a National Center of Excellence for Counterterrorism
- United States Customs and Border Protection Community of Interest on New and Emerging Technology – Introducing a New Center of Excellence on Counterterrorism

- National Counterterrorism Center – Introducing a New Center of Excellence on Counterterrorism
- Policy Brief: The Office of Countering Weapons of Mass Destruction – Domestic Extremists’ Access to Weapons of Mass Effect
- Policy Brief: The Washington Institute for Near East Policy – Input for the Transition Paper on Counterterrorism Trends for Incoming President Elect Joe Biden

Expenditures on Big Idea Funds to Date:

The primary funding from the Office of Academic Affairs derives from the cluster hire of five tenure-track faculty in Business, Criminal Justice, Psychology, Political Science, and IT Innovation. Additionally, Academic Affairs will fund two cybersecurity instructors to develop the online undergraduate cybersecurity degree, which will result in tuition revenues. Finally, two postdoctoral fellows have been provided to NCITE (one has been recruited and the search is ongoing for the other fellow). As of December 2020, all searches have active committees and most are in the interview stages of candidate recruitment.

In addition to the cluster hires and the cybersecurity hire, other expenditures have been used to support the university’s commitment to the Big Idea via the cost share to NCITE. For example, the Office of Research and Creative Activity (ORCA) is co-funding three NCITE positions alongside DHS, while Graduate Studies is funding two doctoral students for full assistantships in IO Psychology and Criminology to support Drs. Roni Reiter-Palmon and Gaylene Armstrong on NCITE research. In addition, both CIST and CBA are funding portions of the co-PIs’ salary for their efforts on leading the grant. Below is a snapshot of those funds to date:

- Academic Affairs: \$50,000
- ORCA: \$12,401.30
- Grad Studies: \$25,524.07
- IS&T: \$6,373.94
- CBA: \$53,196.14
- Total as of December 2020: \$147,495.45

BIG IDEA # 5: BIOMECHANICAL REHABILITATION & MANUFACTURING INITIATIVE

Co-Directors: Dr. Brian Knarr and Dr. Jorge Zuniga (Department of Biomechanics)

The mission of our initiative is to improve the quality of life of medically underserved populations through the offering of comprehensive rehabilitation services and the creation of low-cost medical devices for our local, national, and international communities.

Summary of major accomplishments:

- During the initial six months, the BRMI have secured 11 grants, securing **\$375,903** in federal and private industry funding to sustain UNO students participating in BRMI activities (see detailed list below). We have published 8 research articles and submitted 8 articles for review. We are currently working on a NIH grant submission for a P41 award for \$1,250,000 to support the function of the BRMI for a five-year period. Our NIH STTR submission (\$238,592.76) in collaboration with our industry partners Innovative Prosthetics & Orthotics received an impact score of 34 and is expected to get funded.
- The BRMI has currently hired one research associate, Dr. Jordan Borrell and a research coordinator, Ms. Lindsey Remski.

Progress on grants awarded:

- | | | |
|----|--|--------------------------------------|
| a. | 3R01NS114282-01S1 (Zuniga) | 07/01/2020 - 06/30/2022 |
| | National Institutes of Health \$114,340 | 0.0 calendar months |
| | Development and Validation of a Low-Cost 3D Printed Upper Limb Prosthetic Simulator | |
| b. | 3R01NS114282-01S2 (Zuniga) | 07/01/2020 - 06/30/2022 |
| | National Institutes of Health \$114,340 | 0.0 calendar months |
| | 3D Printed Prostheses for Children: A Tool to Monitor Upper Limb Movement | |
| c. | 3P20GM103443-19S1 (PI: Smith, Subaward: Knarr) | 09/10/2020 - 08/31/2021 |
| | National Institutes of Health \$55,587 | 0.45 Calendar Months |
| | Healthy Lifestyle for Rural American Indian Youth through Cultural and Physical Activities: A Community-Based Participatory Research Study | |
| d. | ED19HDQ0200064 (PI: Henry Runge, Subaward: Zuniga) | 07/01/2020-06/30/2021 |
| | U.S. Department of Economic Development Administration \$15,000 | |
| | Title: UNeTech Student Support | |
| e. | MG#3718 (Zuniga and Knarr) | 08/24/2020 – 08/23/2021 |
| | Industry Grant: SHABRI LLC \$5,939 | Title: Student Support Grant. |
| f. | NNX15AI09H (Zuniga) | 09/2020 – 04/2021 |
| | NASA Nebraska Space Grant \$3,000 | Student funded: Will Randby |
| | Title: 3D printed hybrid actuation prosthetic arm | |
| g. | NNX15AI09H (Zuniga) | 09/2020 – 04/2021 |
| | NASA Nebraska Space Grant \$3,000 | Student funded: David Salazar |
| | Title: The use of 3D printed models to improve the understanding of complex orthopedic trauma | |
| h. | NNX15AI09H (Zuniga) | 09/2020 – 04/2021 |
| | NASA Nebraska Space Grant \$4,500 | Student funded: Christopher Copeland |
| | Title: Neural Response During Use of Low Cost 3D Printed Upper Limb Prosthetic Simulator | |
| i. | NNX15AI09H (Zuniga) | 09/2020 – 04/2021 |
| | NASA Nebraska Space Grant \$6,000 | Student Funded: Kaitlin Fraser |
| | Title: Brain Pattern of Responses after a long period of Isolation | |
| j. | NNX15AI09H (Zuniga) | 09/2020 – 04/2021 |

NASA Nebraska Space Grant **\$7,200**

Student Internship: Michael Thompson

Title: Made In Space Internship

k. Great Plains IDeA-CTR (Zuniga)

12/2020 – 6/2021

National Institutes of Health **\$50,000**

Title: Efficacy and Efficiency of Antiviral 3D printed and Injection Molded Face Masks

Progress on grants submitted:

- a. 1 R41 HD103467-01A1 (Zuniga and Srivastava) 05/01/2021– 04/30/2022
National Institutes of Health **\$ 238,592.76** 1.2 calendar months
Title: Development of a Modular Activity-Specific Upper limb Prosthesis
- b. Great Plains IDeA-CTR Tech Transfer Pilot Grant (Rosen, Knarr) 2021-2022
Improving and Assessing the validity and reliability of the Ankle-PLAST (Ankle-Portable Laxity and Strength Tester)
National Institutes of Health **\$50,000**

Grants in Preparation

- a. PAR-20-169 (Zuniga and Knarr) Dates TBA
National Institutes of Health P41 **\$1,250,000** 5.0 calendar months
Title: Center for Biomechanical Rehabilitation and Manufacturing (CBRM)
- b. PA-21-051 Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship National Institutes of Health F31 Student Application: Erica Hedrick
- c. PA-21-051 Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship National Institutes of Health F31 Student Application: Sheridan Parker
- d. Great Plains IDeA-CTR Community-Academic Partnership Program

Progress on research and scholarly articles, presentations, and student presentations

Published Research Articles

- a. Zuniga JM, Cortes A. [The role of additive manufacturing and antimicrobial polymers in the COVID-19 pandemic](#). Expert Rev Med Devices. 2020 Jun;17(6):477-481. doi: 10.1080/17434440.2020.1756771. Epub 2020 Apr 30. PubMed PMID: 32312129; PubMed Central PMCID: PMC7196922.
- b. Cortes A, Zuniga JM. [The use of copper to help prevent transmission of SARS-coronavirus and influenza viruses. A general review](#). Diagn Microbiol Infect Dis. 2020 Aug 15;98(4):115176. doi: 10.1016/j.diagmicrobio.2020.115176. [Epub ahead of print] Review. PubMed PMID: 33069048; PubMed Central PMCID: PMC7428768.
- c. Salazar D, Huff TJ, Cramer J, Wong L, Linke G, Zuniga JM. [Use of a three-dimensional printed anatomical model for tumor management in a pediatric patient](#). SAGE Open Med Case Rep. 2020;8:2050313X20927600. doi: 10.1177/2050313X20927600. eCollection 2020. PubMed PMID: 32551116; PubMed Central PMCID: PMC7278293.
- d. Andreason SC, Wright TR, Crenshaw JR, Reisman DS, Knarr BA. The structure of daily walking activity after stroke and the relationship of walking patterns to weather. Frontiers in Sports and Active Living. In Press.
- e. Rosen AB, Buffum R, Knarr BA. Development and Validation of a Leg Press Force Measuring Device to Assess Limb Strength Asymmetry. Athletic Training & Sports Health Care. In Press.
- f. Youn IH, Leutzinger T, Youn JH, Zeni JA, Knarr BA. Self-Reported and Performance-Based Outcome Measures Estimation Using Wearables after Unilateral Total Knee Arthroplasty. Front. Sports Act. Living. In Press.
- g. Vaz JR, Knarr BA, Stergiou N. Gait complexity is acutely restored in older adults when walking to a fractal-like visual stimulus. Human Movement Science. In Press.

- h. **Hamer TJ**, Chung S, **Rosen AB**. Comparison of Biomechanical Factors after UCL Reconstruction in Baseball Athletes: A Systematic Review and Meta-Analysis. *Orthopaedic Journal of Sports Medicine*. Accepted 2020 Oct 16.

Articles Submitted

- a. **Zuniga, JM**, Pierce JE, Copeland C, Cortes-Reyes C, Salazar D, Wang Y. A R.M., and Huppert T. Brain Lateralization in Children with Unilateral Upper Limb Reduction Deficiency. *Journal of Neuroengineering and Rehabilitation*. September 30, 2020; *Submitted*.
- b. **Zuniga, JM**, **Knarr BA**, Fatone S. Neural Activation Patterns in Children with Upper-limb Reductions. *Trials*. October 12, 2020; *Submitted*.
- c. Cortes-Reyes C, Wang Y, Copeland C, Fraser K, **Knarr BA**, and **Zuniga JM**. Assessment of Inter-limb Coordination in Pediatric Prosthetic Users. *Assistive Technology Journal*. October 10, 2020. *Submitted*.
- d. Copeland C, Wang Y, Cortes-Reyes, Fraser K, Knarr B, and **Zuniga JM**. Neural Activation Patterns between Children using Upper-limb Prostheses and Prosthetic Simulators. *Neurosciences Letters*. October 12, 2020. *Submitted*.
- e. Salazar D, Thompson M, Rosen A, **Zuniga JM**. 3D printed anatomical models improve student comprehension of complex anatomy: a systematic review and meta-analysis. *Anatomical Sciences Education*. October 23, 2020. *Submitted*.
- f. Remski L, Buffum R, Lanier AS, Rosen AB, **Knarr BA**. Force Control during the Leg Press Exercise in Healthy Individuals. *J Sport and Health Science*. In Review.
- g. Hedrick E, Parker S, Hsiao HY, **Knarr BA**. Mechanisms used to increase propulsive forces on a treadmill in older. *Journal of Biomechanics*. In Review
- h. Kim N, Lee SY, Lee SC, Rosen AB, Grindstaff TL, **Knarr BA**. Effect of isolated hip abductor fatigue on single-leg landing mechanics and simulated ACL loading. *The Knee*. In Review.

Expenditures on the Big Ideas funds to date

Expenditures on the Big Idea include personnel (post-doctoral researcher and graduate assistants), support for projects and student fellowship applications, and advertisements for multiple outstanding position searches (post-doctoral researcher and two cardiovascular biomechanics positions). Additionally, the research coordinator will be starting in January 2021. Total expenditure to date is \$13,198. Finally, two additional faculty lines have been allocated for Biomechanics. These recruitments have been in progress since Spring 2020 with expected start dates of January 2021.

BIG IDEA # 6: Samuel Bak Museum and Academic Learning Center

In the Big Ideas process, the UNO community endorsed the idea to undertake a sustained dialog with the region and nation in the areas of human rights, genocide, and hope, with the art of holocaust survivor, painter, and sculptor Mr. Samuel Bak as a visual vehicle.

In November, Samuel Bak completed a gift agreement with UNO to donate 512 works of art spanning his life's work. Chancellor Gold drafted a letter to Mr. Bak stating UNO's plans to create a museum and educational center organized around his generous gift. Subject to approval of the Board of Regents of the University of Nebraska, ...

-- it is the University's intent to create an Academic Learning Center and Museum dedicated to this work. We will bring to the Board of Regents of the University of Nebraska System a proposal for the creation of this center, and we will ask their approval that the museum be named in honor of Samuel Bak. The center will be focused on scholarship, academic curricula, community engagement and educational activities dedicated to human rights, genocide studies, the Holocaust, and artistic work.

-- we are exploring the possibility to locate this learning center and museum in the current Thompson Alumni Center building. We have engaged a leading architectural firm to develop plans for this building that include gallery space, academic offices and teaching space, and curation spaces, consistent with best standards and practices of the American Alliance of Museums.

-- we have brought to the Chancellor's Cabinet the request to recruit an executive director for this academic center. The director will eventually be supported by appropriate staff to facilitate curation, exhibitions, educational, and community engagement activities. The director will also support the academic activities of affiliated faculty research centers on our campus, such as the Fried Academy, Schwalb Center, Goldstein Center, College of Arts & Sciences, College of Communication, Fine Arts, and Media, and College of Education, Health, and Human Sciences.

Through this Big Idea, UNO hopes to honor the artistic legacy of Mr. Bak and also to create an enduring conversation in our nation and our world on the terrible histories of the Holocaust, genocide, and human rights, but also to offer hope for a better future.

Appendix E: Vision, Mission, Values, and Goals for Academic Affairs

In preparing the present Academic Key Indicators Report, the Office of Academic Affairs seeks to provide further support to the UNO campus units in their strategic planning processes. In addition, the office seeks to be accountable for its own campus-level initiatives. As this is part of the mission of the Office of Academic Affairs, we repeat here the vision, mission, values, and goals for our office in service to the campus community.

VISION: The Office of Academic Affairs facilitates the pursuit of knowledge in an inclusive, diverse, and equitable educational environment providing access to exceptional creative opportunities for UNO students, faculty, and staff.

MISSION: The Office of Academic Affairs provides leadership and support to UNO's diverse faculty, students, and staff. In doing so, the office empowers the campus strategic plan; serves as a catalyst for education and innovation; fosters high-level initiatives that transform the scholarly and learning environment. As stewards of resources, we remain intentional in investing in academic excellence, community engagement, and student outcomes.

GOALS:

			
Student Achievement	Academic Excellence	Faculty and Staff Development	Financial and Institutional Stewardship
We promote initiatives and coordinate college programs toward student completion, learning outcomes, and workforce preparation.	We foster planning for excellence, and prioritize strategic investment in programs of distinction, research, and community engagement.	We support the recruitment, advancement, and professional development of top tier faculty and staff.	We cultivate new revenue generation and sound planning that leverages opportunities and faces external realities.

VALUES:

- **Leadership:** we foster collaboration across the campus and community, incubate bold ideas and initiate new campus conversations. We cultivate leadership skills in ourselves and others.
- **Champion:** we champion the mission of UNO and the contributions of everyone in our university and the community who make this mission possible.
- **Inclusion:** we work to be inclusive of all perspectives, backgrounds, abilities, and identities in our university and in our metropolitan community. We foster two-way communication and learning to support the culture of inclusive excellence.
- **Transparency:** We foster dialog and data-informed decision-making within our office and the campus academic sector that is forthright, sets goals, builds trust, and embraces opportunities and challenges.
- **Respect:** We embody highest professional conduct, sincere curiosity, teamwork, communication, and collegiality vital to a thriving, inclusive Maverick family. We communicate well to convey that respect.
- **Accountability:** We hold ourselves to high standards. We follow through. We set concrete academic goals and institute processes and policies that deliver on these goals.

